



---

**CLASSROOM ASSESSMENT MODEL**  
**Foods and Nutrition 8 to 12**



The Classroom Assessment Model outlines a series of assessment units for Foods and Nutrition 8 to 12.

This organization is not intended to prescribe a particular means of course delivery. Teachers are encouraged to reorder the learning outcomes and to adapt, modify, combine, and organize the units to meet the needs of their students, to respond to local requirements, and to incorporate relevant recommended learning resources as applicable.

### ***Classroom Assessment and Evaluation in Foods and Nutrition 8 to 12***

Teachers should consider using a variety of assessment techniques to assess students' abilities to meet the Prescribed Learning Outcomes. In addition to grading of students' written output (e.g., essays, tests), tools and techniques for assessment in Foods and Nutrition 8 to 12 can include

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- video (to record and critique student demonstration)
- written tests, oral tests (true/false, multiple choice, short answer)
- worksheets
- portfolios
- student-teacher conferences

Assessment in Foods and Nutrition 8 to 12 can also occur while students are engaged in, and based on the product of, activities such as

- case studies and simulations
- group and class discussions
- brainstorming, clusters, webs
- research projects
- role plays
- charts and graphs
- posters, collages, models, websites
- oral and multimedia presentations
- peer teaching

For more information about student assessment, refer to the section on Student Achievement in the Home Economics: Foods and Nutrition 8 to 12 IRP.

## **CONTENTS OF THE MODEL**

### ***Prescribed Learning Outcomes and Suggested Achievement Indicators***

Each set of Prescribed Learning Outcomes identifies the content standards for that unit. The corresponding achievement indicators provide additional information about the expected level or degree of student performance and can be used as the basis for assessment.

### ***Suggested Assessment Activities***

Assessment activities have been included for each set of Prescribed Learning Outcomes and corresponding achievement indicators. Each assessment activity consists of two parts:

- Planning for Assessment – outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- Assessment Strategies – describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators

These activities are suggestions only, designed to provide guidance for teachers in planning instruction and assessment to meet the Prescribed Learning Outcomes.

### ***Assessment Instruments***

Sample assessment instruments have been included to help teachers determine the extent to which students are meeting the Prescribed Learning Outcomes. These assessment instruments are examples only, and are not provided for every assessment activity. Teachers may use the instruments as they appear or adapt them to fit classroom needs.





# CLASSROOM ASSESSMENT MODEL

---

## Foods and Nutrition 8

**NUTRITION AND HEALTHY EATING**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>C1 describe the importance of nutrition and other factors that contribute to health</p> <p>C2 use <i>Eating Well with Canada's Food Guide</i> to plan simple, nutritious dishes and snacks</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<p><b>Health Brainstorm</b></p> <ul style="list-style-type: none"> <li>• Hold a class discussion or use a graphic organizer or a word sort to brainstorm the importance of nutrition and other factors that contribute to health. Encourage ideas such as eating healthy foods, the importance of breakfast, eating regular meals for greater energy and long-term health benefits, and getting sufficient sleep and regular exercise.</li> <li>• Students complete a short writing activity describing how one or more of the factors identified during the brainstorm contributes to a person's health.</li> </ul> <p><b>Canada's Food Guide</b></p> <ul style="list-style-type: none"> <li>• Discuss how <i>Eating Well with Canada's Food Guide</i> helps people of all ages meet their nutritional needs. Identify the food groups, recommended foods, serving sizes, and number of servings for each group.</li> <li>• Discuss how the food guide can be used to plan a healthy meal (e.g., low in fat, salt and sugar, incorporates all the food groups, healthy preparation techniques).</li> <li>• Students make a poster, complete a visual organizer (such as the <b>Food Star on page 9</b>), or create a storybook that demonstrates their understanding of <i>Eating Well with Canada's Food Guide</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• The students' writing is assessed on general understanding of how nutrition and other factors contribute positively to health.</li> <li>• Upon completion of the activity, students complete a self- or peer-assessment looking for accurate selection and placement of foods. The teacher uses the students' assignments and/or gives a quiz to assess knowledge of the four food groups, identification of correct serving sizes and number of servings per day, what foods are recommended, and correct food examples for each food group.</li> </ul>

**FOOD CHOICES**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>C3 use product labels to identify and compare the nutritional value of a variety of food products                      D1 describe factors that influence personal food choices</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<p><b>Comparing Food Products</b></p> <ul style="list-style-type: none"> <li>• Discuss why eating breakfast and the choice of foods are important to health.</li> <li>• Supply students in groups boxes of three different cereals. With teacher support, students use the nutrient content labels to complete a chart listing the fat, salt, sugar, and fibre content of each cereal. Discuss the importance of choosing cereals that are higher in fibre and lower in fat, salt, and sugar.</li> </ul> <p>The groups select the best choice among their three cereals and justify their choice.</p> <p>They then compare their choices on a class chart to determine the healthiest choice overall.</p> <ul style="list-style-type: none"> <li>• Hold a class discussion about why people choose the foods they eat. Ideas might include taste, availability, media influence, cultural and religious traditions, price, peer pressure, allergies and health conditions, and to optimize health.</li> </ul> <p>Students bring to class the labels from their two favourite snack foods or beverages and describe why they like those snacks. Students compare the nutritional labels from their snack foods or beverages and justify the healthier choice.</p>	<ul style="list-style-type: none"> <li>• Assessment is based on students’ ability to choose the product that is higher in fibre and lower in fat, salt, and sugar.</li> <li>• Assessment is based on students’ ability to describe factors that influence personal food choices and to compare nutrition labels and select the healthier choice.</li> </ul>

**FOOD PREPARATION FOUNDATIONS**

**Prescribed Learning Outcomes**

*It is expected that students will:*

- A1 identify sources of food contamination and demonstrate appropriate preventative measures, including
  - washing hands
  - sanitizing work surfaces
  - cross-contamination prevention
  - proper dishwashing
  - clean-up procedures
- A2 demonstrate a knowledge of precautionary measures and emergency response associated with food preparation, including
  - handling hot foods safely (e.g., to prevent steam scalds, burns from hot oil)
  - responding appropriately to emergencies (e.g., fires, burns, cuts)
- A3 demonstrate safe use of equipment needed to prepare food items
- A4 demonstrate the ability to follow a recipe, including
  - selecting appropriate equipment
  - using appropriate measuring techniques
  - time management
  - understanding of terminology
- A5 care for and store equipment appropriately
- A6 demonstrate co-operation in partner and group work
- A7 identify basic functions of common ingredients used in food preparation
- B1 use recipes to prepare simple, healthy snacks and dishes
- B2 use a variety of cooking methods to prepare food
- D2 identify and apply classroom table etiquette

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Stir-Fry</b>                      Over the course of two to three lessons, students prepare a vegetable stir-fry after observing a demonstration and completing a review activity.</p> <ul style="list-style-type: none"> <li>• Begin by discussing vegetables as part of <i>Eating Well with Canada’s Food Guide</i>, including recommended number of servings and serving sizes. Talk about varieties available, methods of preparation and cooking, and nutrient retention.</li> </ul>	

*continued next page*

*Stir-fry, continued***Demonstration**

- Introduce stir-fry cookery as a cooking method for vegetables. Discuss the cultural origin and equipment used to prepare stir-fries.
  - As a class, discuss vegetables as part of *Eating Well with Canada's Food Guide*, including recommended number of servings and serving sizes. Talk about varieties available, methods of preparation and cooking, and nutrient retention.
  - Introduce stir-fry cookery as a cooking method for vegetables. Discuss the cultural origin and demonstrate types of equipment used to prepare stir-fries.
  - During the demonstration, review sanitation and safety procedures, in particular, cross-contamination and steam burns.
  - Using a recipe, demonstrate how to prepare and chop vegetables for stir-fry. Discuss cooking times for the different types of vegetables, and substitutions, additions, and allergies. Demonstrate the stir-fry cooking method.
  - Discuss other foods and condiments that might be added to or served with a stir-fry (proteins, noodles, rice) and how to use or prepare them. Emphasize the importance of time management when preparing a meal.
  - Review table preparation, classroom etiquette, and clean-up expectations, highlighting any new information related to the topic (e.g., woks, chopsticks).
- During the demonstration, students participate in a **Demonstration Recall** (oral and/or written) to review previous learning and assess their comprehension of the demonstration. (See page 11 for sample demonstration recall questions.)
  - After the demonstration, each student lists the five most important elements of the stir-fry demonstration. They then combine their work with a partner to determine a shared list of five most important elements. The teacher asks each pair to share one element from their list with the class and justify its inclusion.

*continued next page*

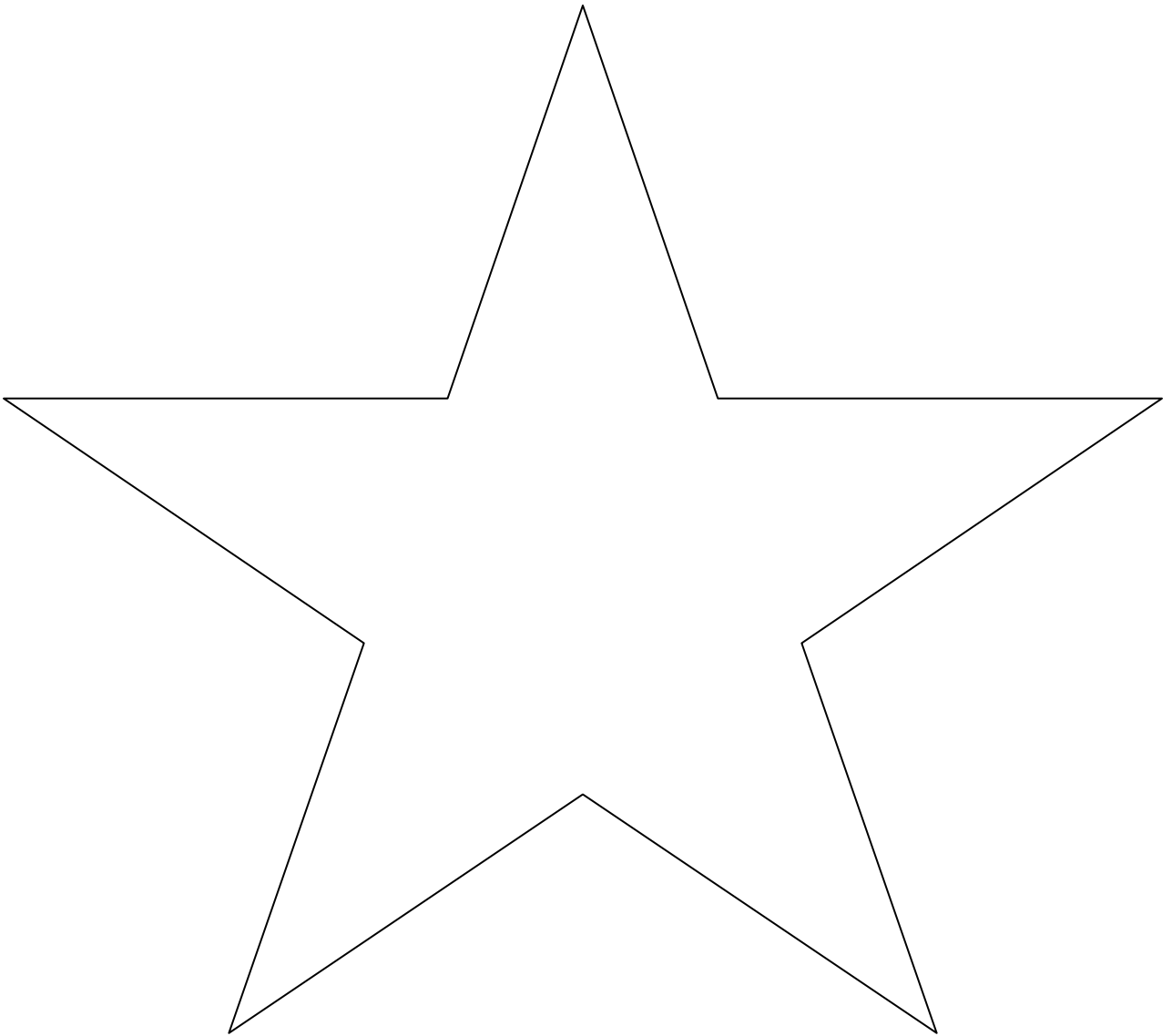
*Stir-fry, continued*

**Lab Day**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• On the lab day, review classroom lab procedures and information relevant to the stir-fry.</li> <li>• Students in groups follow the recipe to prepare a stir-fry as demonstrated by the teacher.</li> <li>• Students are expected to set the table, and follow appropriate table etiquette and clean-up procedures.</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher uses a customized version of the <b>lab evaluation rubric</b> (see sample pg 12) to evaluate the students' preparation, process, and product. As students perform the lab, conduct teacher assessment in relation to defined criteria, for example, assess students for             <ul style="list-style-type: none"> <li>– use of appropriate sanitation procedures</li> <li>– practice of safety rules</li> <li>– care and safe use of equipment</li> <li>– ability to follow a recipe using demonstrated techniques and equipment</li> <li>– ability to work co-operatively in a team and use effective time management</li> <li>– produce a food product according to standards determined during the demonstration</li> <li>– use of appropriate table setting and etiquette</li> <li>– ability to correctly follow classroom clean-up procedures</li> </ul> </li> <li>• After the lab, students complete a self-assessment. For this lab, criteria could include             <ul style="list-style-type: none"> <li>– vegetables are cut as demonstrated</li> <li>– sauce is smooth and clear</li> <li>– vegetables are cooked to correct degree of doneness</li> <li>– flavour is pleasing to the palate</li> </ul> </li> </ul> |
|--|--|

**FOOD GROUP STAR**

- In each point of the star, put a food group and examples. List the recommended daily suggestions and the total number of servings in your point group. Draw if possible.
- In the fifth point, put “other” foods and examples.
- Design a balanced meal in the centre that includes each of the four food groups.
- Cut out the star and write your name on the back in the centre of the star.
- Marking criteria: all food groups included, complete balanced meal in the centre, number of recommended listed servings and total number of servings in your point, at least four examples of each group, effort and originality.



**LAB EVALUATION**

Class: Date: Project:	Preparation and Timing	Skills and Technique	Co-operation	Product and Table	Clean-up	Comments	Total
Student Name							
Unit (Station) 1							
1.							
2.							
3.							
4.							
Unit 2							
1.							
2.							
3.							
4.							
Unit 3							
1.							
2.							
3.							
4.							
Unit 4							
1.							
2.							
3.							
4.							
Unit 5							
1.							
2.							
3.							
4.							
Unit 6							
1.							
2.							
3.							
4.							

## STIR-FRY DEMONSTRATION RECALL

### Cultural Background

1. What are three important items in Chinese cooking?
2. The oldest continuous cooking traditions in the world are from \_\_\_\_\_.
3. Chinese tea is different from western tea because it is usually \_\_\_\_\_.
4. Chinese dishes consist principally of \_\_\_\_\_.

### Safety and Sanitation

1. What are the safety considerations when using a wok?
2. What is the correct position of the hand when using a cleaver?
3. What is cross contamination and how is it prevented?
4. What is the correct way to clean your wok?

### Equipment

1. What are the benefits and the detriments of the
  - a. flat bottom wok
  - b. round bottom wok
2. Define and explain the following Chinese utensils
  - a. Chinese spatula
  - b. Mesh ladle
  - c. Chopsticks
  - d. Bamboo steamer
  - e. Cleaver
  - f. Cham or wok turner
3. Why must chopsticks be made of wood?

### Terminology

1. What are the three major methods of food preparation in Chinese cooking? Explain each one.

### Procedures/Ingredients

1. Why is it important to cut the vegetables on the diagonal if we are using them in a stirfry?
2. Why is it important to have all the vegetables ready before starting to cook?
3. Why do various vegetables go into the stirfry at different times?
4. Briefly describe what is meant by the water bounce test.
5. Why is cornstarch used as a thickener in Chinese cooking?

### Substitutions

1. Give some examples of substitutions that can be made in a vegetable stirfry.
2. Give examples of how the recipe could be altered to suit personal choice/needs?

### Nutrition

1. How many servings does *Eating Well with Canada's Food Guide* recommend for the vegetable and fruit group?
2. What nutrients are provided from the vegetables in the stirfry?
3. Which food groups are missing from the stirfry and what could you add to the meal to include all four food groups?





# CLASSROOM ASSESSMENT MODEL

---

## Foods and Nutrition 9

**OMELETTE**

**Prescribed Learning Outcomes**

*It is expected that students will:*

- A1 identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus) and demonstrate appropriate preventative measures, including
  - washing hands
  - sanitizing work surfaces
  - cross-contamination prevention
  - proper dishwashing
  - temperature control
  - clean-up procedures
- A2 demonstrate a knowledge of precautionary measures and emergency response associated with food preparation, including
  - handling hot foods safely (e.g., to prevent steam scalds, burns from hot oil)
  - responding appropriately to emergencies (e.g., fires, burns, cuts)
- A3 demonstrate safe use of equipment needed to prepare food items
- A4 demonstrate the ability to follow a recipe, including
  - selecting appropriate equipment
  - using appropriate measuring techniques
  - time management
  - understanding of terminology
- A5 care for and store equipment appropriately
- A6 demonstrate organization and co-operation in partner and group work
- A7 explain the functions of common ingredients used in food preparation
- B1 apply cooking principles to prepare healthy dishes and simple meals
- B2 use a variety of cooking methods to prepare food
- C2 use *Eating Well with Canada’s Food Guide* to plan meals and snacks for a nutritionally balanced diet
- D1 describe factors that influence food choices
- D2 compare a variety of eating customs and etiquette

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p>In this two-day lesson, students prepare an omelette and fruit salad. Prior to the lesson, students have learned theory about parts of the egg, grading, nutrient content and concerns, egg cookery, egg substitutes, egg storage, and sanitation.</p> <ul style="list-style-type: none"> <li>• Before the demonstration, give students in their groups/units cut-up recipe steps (pictures or text) to determine the sequence for preparing an omelette (see pg. 22).</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher circulates through the classroom to assess students’ knowledge of the correct sequence of making an omelette.</li> </ul>

*continued next page*

*Omelette, continued***Demonstration**

- Discuss the preparation of fruit for fruit salad, including washing and preparing fruit (variety of shapes, peeling to retain nutrients, knife safety, washing fruit).
- During the teacher or student-led omelette demonstration, review egg theory (e.g., nutrition, food safety, egg substitutes). Discuss omelette types and procedures (e.g., French or puffy, appropriate equipment, techniques), and cultural variations (e.g., foo yung in China, frittata in Italy, breakfast/brunch in Canada, main meal in France).
- Emphasize the importance of time management when preparing a meal.
- Ask students to consider omelette additions (e.g., meat, smoked salmon, cheese, tomato, celery, onions, bean sprouts, broccoli, tofu) for their own omelettes.
- Ask students to also consider factors that might influence choices of fillings (e.g., price of ingredient, availability, dietary needs, cultural and religious traditions, allergies)
- Display presentation options (garnishes, formal/informal table setting).

**Lab Day**

- On the lab day, review classroom lab procedures and information relevant to the omelette.
- Students in groups are to follow the recipe to prepare an omelette as demonstrated on Day 1.
- Students are expected to set the table, and follow appropriate table etiquette and clean-up procedures.

- During the demonstration, students participate in a Demonstration Recall (oral and/or written) to review previous learning and assess their comprehension of the demonstration. Demonstration recall could include questions such as
  - What is the correct hand position for handling knives when cutting?
  - What are safety considerations when working at a stove?
  - Why should you not use an egg with a crack in it?
  - How can you tell if an egg is fresh?
  - What are the functions of eggs in cooking?
  - What food group do eggs belong to? How many eggs is a serving?
  - What are some misconceptions about the nutritional value of eggs?
  - What do you do if you have a stove-top fire?
  - Give examples of how the recipe could be altered to suit personal choice/needs?
- After the demonstration, students complete a check for understanding by individually drawing or writing the sequence of steps to making an omelette.
- The teacher uses a customized version of a **lab evaluation rubric and form** (see **pg. 23-24**) to evaluate the students' preparation, process, and product. As students perform the lab, conduct teacher assessment in relation to defined criteria, for example, assess students for
  - use of appropriate sanitation procedures
  - practice of safety rules
  - care and safe use of equipment
  - ability to follow a recipe using demonstrated techniques and equipment
  - ability to work co-operatively in a team and use effective time management
  - ability to produce a food product according to standards determined during the demonstration
  - use of appropriate table setting and etiquette
  - ability to correctly follow classroom clean-up procedures

*continued next page*

*Omelette, continued*

<ul style="list-style-type: none"> <li>• After the lab, students complete several questions about creating a balanced meal and plan a day’s menu and grocery list according to recommendations from <i>Eating Well with Canada's Food Guide</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• After the lab, students complete a self-assessment. For this lab, they rate their organization and time management. Criteria to consider include             <ul style="list-style-type: none"> <li>– ingredients prepared prior to cooking</li> <li>– salad is ready when omelette is cooked</li> <li>– table is set before omelette is cooked</li> <li>– clean-up and teacher check is complete before end of class</li> </ul> </li> <li>• The teacher checks students’ understanding of how to create a balanced meal and planning a day’s menu and grocery list by answering questions such as             <ul style="list-style-type: none"> <li>– What food groups are represented in this meal?</li> <li>– What could you add to include all the food groups?</li> <li>– What food in this meal provides Vitamin C?</li> <li>– What items and quantities did you include on your grocery list? What items are commonly found in your home? Which ones would you have to buy?</li> </ul> </li> </ul>
---	---

**NUTRITION**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>C1 identify and explain the functions of nutrients (including protein, carbohydrates, fats, vitamins and minerals, fibre, and water) and how they relate to <i>Eating Well with Canada's Food Guide</i></p> <p>C4 identify and compare the ingredients and nutritional value of various commercial food products</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• As a warm-up activity, provide six of the students with the name of a nutrient. Provide the rest of the students with a picture or name of a food. Students must match their food to a corresponding nutrient.</li> <li>• Students justify their choice of nutrient. As a class, review the groupings and discuss whether students are in the correct group and if there are other groups they could belong to.</li> <li>• In groups, students research a specific category of nutrient, including description, function, and food sources of the nutrient.</li> <li>• Groups present their findings, while the other students make notes about each of the nutrients using a graphic organizer (teacher provided or student created).</li> <li>• Upon completion of the presentations, students are asked to bring labels of two commercial food products. They look at the list of ingredients and nutrition facts to determine what nutrients are in the food.</li> </ul>	<ul style="list-style-type: none"> <li>• Each group presents their research findings about the nutrient and its function and food sources to the class (e.g., as a poster, song, computer/paper presentation, radio/TV commercial, riddles, poetry, story, skit, brochure, comic strip). Suggested assessment criteria includes:                         <ul style="list-style-type: none"> <li>– accuracy of information</li> <li>– required information included</li> <li>– knowledge of facts and terms/ understanding of the subject</li> <li>– effectiveness of presentation in conveying the information</li> </ul> </li> <li>• Collect students' graphic organizers and look for evidence they are able to                         <ul style="list-style-type: none"> <li>– identify the function and food sources of the various nutrients</li> </ul> </li> <li>• Students are assessed on their ability to interpret food product labels and recognize nutrients from a nutrient list.</li> </ul>

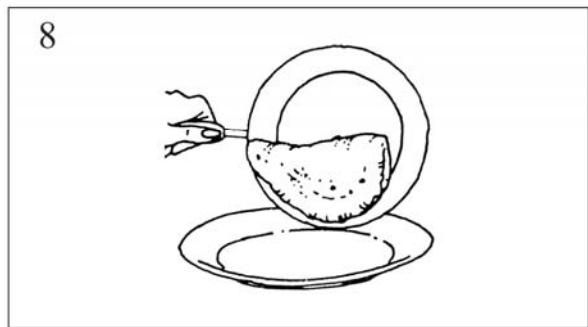
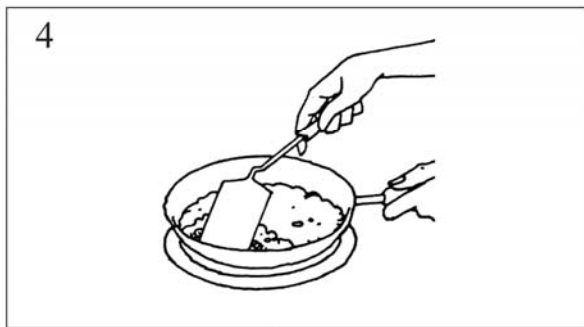
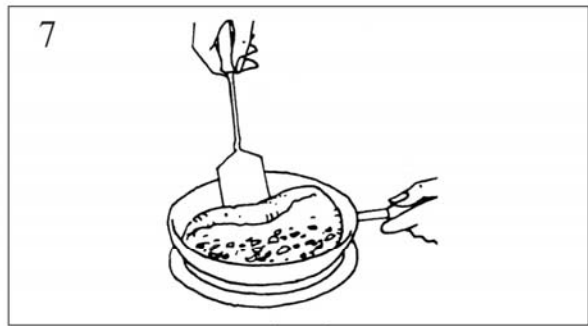
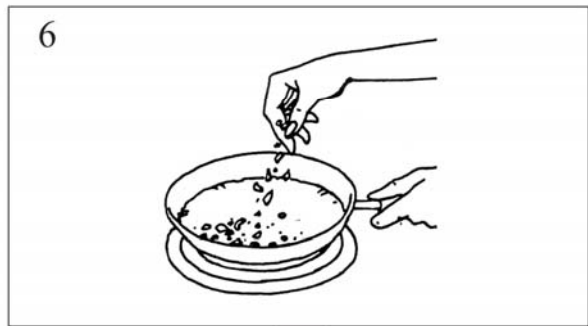
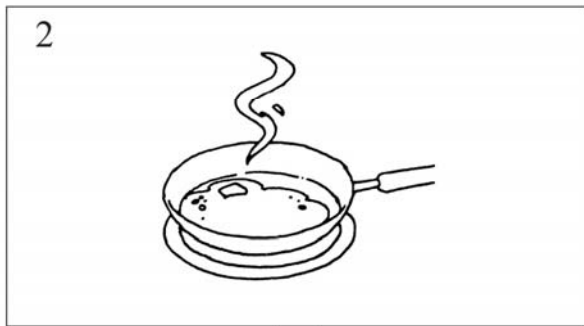
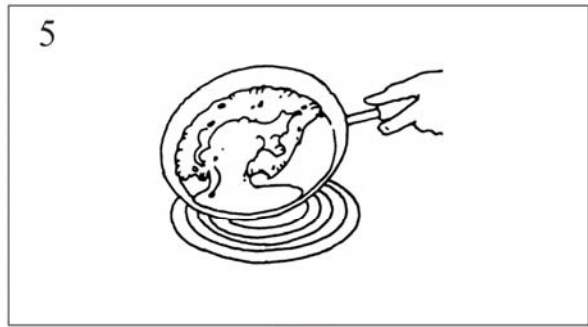
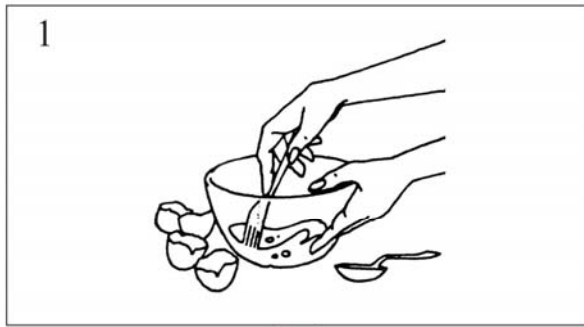
**RELATIONSHIP BETWEEN EATING PRACTICES AND PHYSICAL ACTIVITY**

Prescribed Learning Outcomes	
<p><i>It is expected that students will:</i></p> <p>C3 examine the relationship between individual eating practices and physical activity</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Food and Activity Recall</b></p> <ul style="list-style-type: none"> <li>• Students complete a personal or fictional food and activity recall. Have students determine the number of servings from each food group eaten per day. Have them compare their intake with <i>Eating Well with Canada's Food Guide</i>.</li> <li>• Discuss why there is a range of recommended number of servings in the food guide (e.g., age, body size, activity level, gender, if pregnant or breastfeeding). As a class, discuss what would be considered a low, medium, or high activity level.</li> <li>• Students analyse the eating practices, activity level, and other related factors of a fictional character and answer questions provided by teacher (see <b>food recall and sample questions pages 25-26</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• Students' food and activity recall is assessed for                             <ul style="list-style-type: none"> <li>– accurate recall of food intake (e.g., approximate serving size, proper food group)</li> <li>– thoroughly documented activities (e.g., length of time, intensity of exercise and activity)</li> <li>– connections made between daily food intake and factors such as age, body size, gender, and activity level</li> </ul> </li> <li>• Students' answers to the food and activity recall questions are assessed for understanding of the concept of a balanced diet.</li> </ul>

**CAREER OPPORTUNITIES**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
E1 identify food-related occupations and careers	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students in pairs/groups make a list of food-related jobs and careers, including ones that may not be as obvious (e.g., food stylist, public health inspector). As a game, each student reads their list, the others cross off jobs on their list that are mentioned. The student with the highest number of unmentioned jobs is the winner.</li> <li>• Have students in pairs list four occupations or careers related to the food industry. Ask each pair to state the careers they thought of and record on chart paper. Each pair only names careers and occupations that have not been suggested by previous pairs.</li> <li>• Have students place the careers and occupations into categories such as restaurants, bakery, food store, publicity, food production, public health, etc. to introduce them to the notion of a diverse career field.</li> <li>• Ask students to select an occupation or career that they think might interest them and explain why in a short in-class paragraph including basic reasons such as pay, reason why the job interests them, possible benefits, possible drawbacks, and so on.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed for participation and accuracy of their list.</li> <li>• In their short writing activity, students give reasons why a specific career might be of interest to them. Assessment is based on the thoughtfulness of their response, and their ability to apply prior knowledge to a new situation</li> </ul>

### RECIPE STEPS – OMELETTES



## LAB WORK

Criteria	Weight	Rating			Final Score
		Self	Teacher or Peer	Consensus	
Personal hygiene and safety: hair tied back, uses apron.	5	/5	/5	/5	
Attitude and conduct: punctual, works co-operatively with partner, perseveres and solves problems that arise.	5	/5	/5	/5	
Management skills: organized, manages time effectively.	5	/5	/5	/5	
Use of equipment: measures accurately, uses equipment efficiently and safely, chooses equipment appropriate for method.	5	/5	/5	/5	
Method: follows method appropriate for product, careful and competent technique.	10	/10	/10	/10	
Product: pleasant to sample, aesthetically pleasing, appropriately presented.	10	/10	/10	/10	
Standards of cleanliness: dishes washed, rinsed, and dried properly; stove, sinks, counters, floors, and table clean; supplies refilled and properly stored.	10	/10	/10	/10	
<b>Total Score</b>	<b>50</b>	<b>/50</b>	<b>/50</b>	<b>/50</b>	

## HINTS FOR SUCCESS IN LAB WORK

Labs will be assessed out of 10 marks. Everyone present for the demonstration/planning lesson(s) should have the knowledge and skill required to earn the full mark. Ensure even greater success by reviewing the following chart.

Marks	Signs of Success (+)	Possible Deductions (-)
Appearance (1)	<ul style="list-style-type: none"> <li>• Apron (clean) on</li> <li>• Recipe out (and in plastic cover)</li> <li>• Hands washed</li> <li>• Hair controlled</li> </ul>	<ul style="list-style-type: none"> <li>• No apron = no cooking = 0 for lab</li> <li>• Dirty apron</li> <li>• Apron not on at start of lab</li> <li>• Recipe not out at start of lab</li> </ul>
Preparation (2)	<ul style="list-style-type: none"> <li>• All equipment assembled before starting to cook</li> <li>• Ingredients measured before starting to cook</li> <li>• Uses techniques demonstrated</li> <li>• On task</li> <li>• Measures common supplies at supply table</li> <li>• Conserves supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Recipe not copied correctly</li> <li>• Disorganized</li> <li>• More than one trip to supply table</li> <li>• Asks questions easily solved by student</li> <li>• Wanders (leaves unit or room)</li> <li>• Wastes ingredients</li> </ul>
Product (2)	<ul style="list-style-type: none"> <li>• Meets product standards</li> <li>• Final product shown to teacher before eating</li> <li>• Table set appropriately</li> <li>• Displays good etiquette/manners</li> </ul>	<ul style="list-style-type: none"> <li>• Not showing product to teacher</li> <li>• Poor table manners/etiquette</li> <li>• Substandard product</li> </ul>
Clean-up (2)	<ul style="list-style-type: none"> <li>• Fair division of tasks</li> <li>• Graciously performs assigned duties</li> <li>• Unit check completed (cupboards and drawers opened to signify readiness)</li> <li>• Equipment clean, in proper place</li> </ul>	<ul style="list-style-type: none"> <li>• Counters, stove top, tabletop, and/or sink not wiped; floor not swept</li> <li>• Cannisters need filling</li> <li>• Arguing over duties</li> <li>• Not participating</li> <li>• Leaving without unit check = 0 for lab</li> </ul>
Participation (3)	<ul style="list-style-type: none"> <li>• Works quietly</li> <li>• On task</li> <li>• Divides tasks equally and fairly with partner(s)</li> <li>• Works cooperatively with unit members</li> <li>• Demonstrates FOODSAFE practices</li> <li>• Demonstrates safe conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Confrontation or arguing amongst group members</li> <li>• Not doing fair share (too little <i>or</i> too much)</li> <li>• Non-cooperative</li> <li>• Inappropriate language</li> <li>• Horseplay or fooling around</li> <li>• Needs reminder(s) to stay on task</li> </ul>

**FOOD RECORD TELLS ALL**



Name: \_\_\_\_\_

**DIRECTIONS:** An accurate food record is like a photograph. It tells a lot about your eating pattern. It can reveal both good and bad habits. The food record below belongs to a teen named Jason. Study his food record and answer the questions on the next page.

**Food Record**

**Saturday, January 12**

<b>Time</b>	<b>Food and Amount</b>	<b>Situation</b>
10:30 a.m.	1 chocolate chip cookie 1 orange juice	slept late – skipped breakfast – went to mall
12:00 noon	1 pepperoni pan pizza	ate at Pizza Palace in the mall
3:00 p.m.	1 cup of nachos, cheese 1 soft drink	ate a snack in the food court
5:30 p.m.	1/2 baked chicken breast 1 roll 1 glass iced tea 1 slice pecan pie	home for dinner – not very hungry – did not eat broccoli, rice, or pear salad
10:30 p.m.	1 cheeseburger 1 bag of potato chips 1 soft drink	stopped at fast food drive through – ate on the way home

**Food Record Tells All, continued**

1. From which section in *Eating Well with Canada's Food Guide* do you see the greatest number of servings?

---

2. What foods did Jason eat that fit in this category?

---

---

3. For which food group do you see no servings?

---

4. How many servings from that group should Jason have eaten, according to *Eating Well with Canada's Food Guide*?

---

5. How could Jason have changed his meals to include the recommended number of servings from this group?

---

---

---

6. For better health, what other changes would you make in Jason's food choices?

---

---

---

---

---

---

7. What facts do you learn about Jason from his "situation" column that may be influencing his eating habits?

---

---



---

**CLASSROOM ASSESSMENT MODEL**  
**Foods and Nutrition 10**

**VEGETABLE CREAM SOUP AND BAKED BANNOCK**

**Prescribed Learning Outcomes**

*It is expected that students will:*

- A1 identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus, hepatitis A) and apply appropriate preventative measures
- A2 apply appropriate precautionary measures and emergency response associated with food preparation, including
  - handling equipment and hot foods safely (e.g., to prevent fires, electrical shocks, cuts, steam scalds, burns from hot oil, uneven microwave heating)
  - responding appropriately to emergencies (e.g., fires, burns, cuts)
- A3 demonstrate the ability to accurately evaluate and follow a recipe using appropriate equipment and measuring techniques
- A4 identify various types of equipment used for food preparation
- A5 demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)
- A6 compare like ingredients and how they affect nutrition, flavour, texture, taste, and quality of the product
- B1 apply cooking principles to prepare healthy dishes and meals, incorporating presentation
- B2 use a variety of cooking methods to prepare food
- C4 compare recipes to identify the healthier choice
- C5 evaluate commercial food products, including
  - interpreting information on food labels
  - analysing food labels for nutritional value
  - developing and using criteria to compare similar food products
- D3 describe the cultural origins of menus, recipes, ingredients, and meal etiquette of a variety of ethnic, regional, and local cuisines, as represented in Canada

**PLANNING FOR ASSESSMENT**

**ASSESSMENT STRATEGIES**

Over the course of several days, students prepare a cream soup and baked bannock.

This lesson covers previously learned material. Review and reinforce the concepts and demonstrate how these skills can be used in new situations:

- safety and sanitation (e.g., sources of food-borne illnesses, blender care and safety, saucepan handles, knives, burns, food safety involving milk)
- measuring equipment and techniques
- following a recipe using various types of equipment
- general lab procedures (e.g., time sequencing, time management, clean-up procedures, table settings)

*continued next page*

*Vegetable Cream Soup and Baked Bannock, continued*

Review previous learning about types of soup (e.g., cream, chowder, broth, bisque), nutrition, and thickeners (e.g., flour, barley, rice, pasta), flour mixtures (e.g., quick breads, yeast breads, function of ingredients, techniques).

**Demonstration**

- The lesson begins with a demonstration of baked bannock. This demonstration could be led by a student or by a guest. As a class, discuss the cultural origins of bannock, and how the traditional recipe has been altered to make it more healthy. Discuss that there are different cultural food guides, such as the Aboriginal food guides distributed by Health Canada.
- While the bannock is baking, the teacher demonstrates how to make a vegetable cream soup. Discuss the purpose and method of making a roux and white sauce, and other uses and variations of white sauce.

Discuss the following:

- choice of vegetables (e.g., fresh, frozen, or canned; seasonal; price of ingredients; availability; dietary needs; cultural and religious traditions; allergies)
- special considerations for milk cookery (e.g., heating, curdling, preventing scorching, skimming, equipment, storage of milk products)
- preparation of vegetables (e.g., cutting, peeling, precooking - sauté, microwave, boil, steam)
- choice of seasonings, garnishes, and accompaniments (e.g., bread or carrot sticks, crackers, pretzels)
- the relationship between nutritional value and choice of ingredients
- Emphasize the importance of time management when preparing a meal.
- Discuss presentation options and soup etiquette (e.g., garnishes, formal/informal table setting, cultural variations in eating soup).

- While the teacher is introducing the demonstration, students complete a K-W-L (Know-Wonder-Learned) chart, filling in their comments about types of soup, nutrition, thickeners, flour mixtures, and so on.
- During the demonstration, students participate in a Demonstration Recall (oral and/or written) to review previous learning and assess their comprehension of the demonstration. Demonstration recall could include questions such as
  - Why would Health Canada create a variety of cultural food guides and materials?
  - How does the choice of vegetables affect the appearance, texture, flavour, and nutritional value of the soup?
  - How does the type of milk affect the consistency, flavour, texture, and nutritional value of the soup?
  - What changes can you make to reduce the fat content of cream soups?
  - Why do most recipes calling for whole wheat flour also include all-purpose flour?
  - What are the three types of white sauce (*thick, thin, and medium*) and give an example of food you would prepare for each type of food sauce.
  - What ingredients make a roux, and what is its function?
  - What is the function of a garnish? What might be an appropriate garnish for a cream soup?
  - Give examples of how the recipe could be altered to suit personal choice/needs (e.g., dietary needs, personal preference)?

*continued next page*

*Vegetable Cream Soup and Baked Bannock, continued*

**Lab Day**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• On the lab day, review classroom lab procedures and information relevant to preparing the bannock and soup.</li> <li>• Students in groups follow the recipe to prepare a soup and bannock as demonstrated on the previous day.</li> <li>• Students are expected to set the table and follow appropriate table etiquette and clean-up procedures.</li> <li>• The next day, students review nutrition labels and ingredient lists of several types and brands of commercially prepared cream soups.</li> <li>• Using a variety of resources, students research the nutritional value of the soup they made, and compare it to similar commercially made products.</li> <li>• Students create a package/can label for their homemade soup, including federal government label standards (e.g., nutrition facts, ingredient list, product name, quantity, bar code, contact information) nutritional claims, instructions for serving and storage, and marketing incentive/visual appeal.</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher uses a customized version of the <b>lab evaluation rubric (pg. 35-36)</b> to assess students' preparation, process, and product. As students perform the lab, conduct teacher assessment in relation to defined criteria, for example             <ul style="list-style-type: none"> <li>– use of appropriate sanitation procedures</li> <li>– practice of safety rules</li> <li>– care and safe use of equipment</li> <li>– ability to follow a recipe using demonstrated techniques and equipment</li> <li>– ability to work co-operatively in a team and use effective time management</li> <li>– ability to produce food products according to standards determined during the demonstration</li> <li>– use of appropriate table setting and etiquette</li> <li>– ability to correctly follow classroom clean-up procedures</li> </ul> </li> <li>• After the lab, students complete a group assessment. For this lab, they rate their product, organization, and time management.</li> <li>• Students present their findings in a chart or graph and explain their reasons when or why people might choose a commercially made soup or a homemade soup (e.g., convenience, cost, nutrition, special dietary needs, flavour). Assess their chart and presentation based on the following criteria             <ul style="list-style-type: none"> <li>– information is accurate and complete</li> <li>– logical explanations based on their findings and discussion</li> </ul> </li> <li>• Assessment of students' labels is based on             <ul style="list-style-type: none"> <li>– inclusion of federal government label standards</li> <li>– accuracy of information (e.g., meets nutritional claim regulations)</li> <li>– visual appeal (e.g., colour, size of print, placement, marketing message)</li> </ul> </li> </ul> |
|---|--|

## NUTRITION

## Prescribed Learning Outcomes

*It is expected that students will:*

- C1 demonstrate an understanding of the following nutrients and their relationship to healthy living:
- a variety of protein choices
  - simple and complex carbohydrates
  - saturated, unsaturated, and trans fats
  - micronutrients, including vitamins and minerals
- C2 create nutritious menus for a variety of dietary and budget considerations using *Eating Well with Canada's Food Guide*
- C3 analyse the relationship between daily food intake and physical activity

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• In groups, students are given a population demographic (e.g., senior, adolescent boy with moderate activity level, adolescent girl with high activity level, 5 year old, pregnant woman, 35-year-old unemployed person, teen celebrity, high-performance athlete, vegan, diabetic). Groups research the nutrient needs and RDA recommended for their assigned population demographic. Groups create a three-day balanced menu plan in the form of a poster or wall chart, that includes foods from all the food groups, correct number of servings, grocery list, and appropriate budget.</li> <li>• The teacher collects the posters and creates a question sheet to be completed for each poster as students participate in a gallery walk. Possible questions may include           <ul style="list-style-type: none"> <li>– What is the RDA for the population?</li> <li>– What special nutrients does the demographic require?</li> <li>– How does income affect menu choice?</li> <li>– How does age affect nutrient requirements and food portions?</li> <li>– How does activity level affect nutrient requirements and food portions?</li> </ul> </li> <li>• On their question sheet, students are asked to find the chart that most closely represents their own demographic, compare their personal eating practices with the recommendations on the poster, and suggest changes if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' posters are assessed on           <ul style="list-style-type: none"> <li>– understanding of the nutrition needs of the population demographic</li> <li>– understanding of the relationship between food intake and physical activity</li> <li>– menu includes appropriate servings from all four food groups</li> <li>– grocery list is complete and fits budgetary considerations</li> <li>– meals and snacks are visually appealing and varied</li> </ul> </li> <li>• Answers to the gallery walk questions are assessed on           <ul style="list-style-type: none"> <li>– thoroughness and thoughtfulness of answers</li> <li>– understanding that nutritional needs vary depending on lifestage, activity level, health, and gender</li> <li>– understanding of budgetary considerations in relation to planning healthy menus</li> <li>– recommendations for changes in their own eating practices</li> </ul> </li> </ul>

**SUPERMARKET PERSUASION**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>D1 describe a variety of food marketing technique</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<p><b>Day One</b></p> <ul style="list-style-type: none"> <li>The teacher presents information and holds a class discussion on food shopping, including how, where and when people tend to shop, meal planning, making a list, ways to reduce food bills, comparison shopping, unit pricing and cost per serving, label reading, shopping coupons, national vs. store brands, convenience foods and impulse buying.</li> </ul> <p>Students write a journal entry about what usually influences their food shopping decisions and why they pick the products they do.</p> <p><b>Day Two</b></p> <ul style="list-style-type: none"> <li>The teacher initiates a round-robin class brainstorm on what influences shoppers to buy the food products they do and what techniques supermarkets and food producers/packagers use to sell their products. Ideas are recorded on chart paper or with a computer and LCD screen.</li> </ul> <p>When the class has finished the brainstorm, the teacher presents information on food marketing techniques (some may have already been suggested by the class). Alternatively, the teacher could show a video about food marketing (e.g., Supermarket Persuasion, available at <a href="http://www.learningseed.com/pc-4-6-supermarket-persuasion.aspx">www.learningseed.com/pc-4-6-supermarket-persuasion.aspx</a>).</p> <p>Students then go on a food marketing scavenger hunt at a local grocery store, filling in a worksheet supplied by the teacher as they complete the hunt. Teachers can use an online worksheet or develop their own, adapting it according to the community where the students live. The scavenger hunt is meant to demonstrate each of the general rules of marketing.</p>	<ul style="list-style-type: none"> <li>Discuss overhead notes on “language of food merchandising” and “what marketers know” available online with the teaching guide for the video and are available for copying.</li> <li>Students complete quiz or questionnaire (e.g. available as video resource or teacher developed). Students are assessed on their depth of understanding of various food marketing techniques.</li> <li>Students complete the scavenger hunt and identify which rule of marketing each found item represents. Alternatively, students find their own items and describe how each fits the rule of marketing.</li> </ul>

**FOOD PRODUCTION****Prescribed Learning Outcomes**

*It is expected that students will:*

D2 identify factors that affect food production and supply, especially in Canada today

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• The teacher presents information on food production. The teacher can gather resources/ information for the presentation from the Internet. Alternatively, the teacher could show a video about food production.</li> </ul> <p>The teacher gives a brief overview of food production (included in the study guide notes). Students and teacher participate in the questions for discussion.</p> <p>Students are divided into groups to discuss/brainstorm one of the discussion questions related to food production. Groups report on and provide a rationale for their answer to their discussion question. The class as a whole is asked to agree or disagree with the groups' answer.</p> <ul style="list-style-type: none"> <li>• Students visit a farm or invite a farmer to be a guest speaker. Students and teacher create five questions asking each other to consider where the students' families shop, whether they use organic foods and why or why not, whether they try to buy locally, and if they support the 100-mile diet.</li> </ul> <p><b>Day Two</b></p> <ul style="list-style-type: none"> <li>• Working in groups, students research one of the components (e.g., history, growing, processing, distribution, environment) of food production and make a presentation to the class. Students could create a video, computer presentation, slide show, or brochure.</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete the resources either teacher- or commercially developed. Students also complete a KWL chart on the presentation of materials on food production.</li> <li>• Students submit three questions (with the answers) that the teacher uses to compile a worksheet and quiz for next class.</li> <li>• Students answer the five questions.</li> <li>• Suggested assessment criteria for the presentation includes             <ul style="list-style-type: none"> <li>– accuracy of information</li> <li>– required information included</li> <li>– knowledge of facts and terms</li> <li>– understanding of the subject</li> <li>– effectiveness of presentation in conveying the information</li> </ul> </li> </ul>

**CAREER OPPORTUNITIES**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
E1 describe food-related occupations and careers	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Review the list of food related careers and ask each student to select the career that most interests him/her.</li> </ul> <p>Ask students to choose the five most popular careers or occupations and set up a mini career day by asking a representative from each of the five careers/occupations to come to the school to talk about their jobs. All five representatives could come on the same day or individually on different days. Students are to invite the participants, introduce them, thank them and ask pertinent questions after each presentation.</p>	<p>Students will be assessed on the following criteria, depending upon their role in the presentations:</p> <ul style="list-style-type: none"> <li>• Invitation to the participants                             <ul style="list-style-type: none"> <li>– is clear</li> <li>– contains all necessary information such as date, time, place, number of students in the class</li> <li>– enquires as to what technology the presenter might need for his/her presentation</li> <li>– contains a contact name and contact information</li> </ul> </li> <li>• Introduction of the presenter                             <ul style="list-style-type: none"> <li>– introduction has been researched by asking the presenter information about him/herself prior to the presentation</li> <li>– introduction is clear and well paced</li> <li>– introduction helps to make the presenter feel at ease</li> </ul> </li> <li>• Thanking the presenter                             <ul style="list-style-type: none"> <li>– the person thanking the presenter is able to use information from the presentation in his or her thank-you</li> <li>– the person who thanks the presenter is able to make the presenter feel that he/she has been successful in the presentation</li> <li>– the thank you is clear, well paced</li> </ul> </li> <li>• Student questions                             <ul style="list-style-type: none"> <li>– student questions show evidence of having listened attentively to the presentation</li> <li>– the student asks a follow-up question for additional information or for clarification</li> <li>– all questions relate to the presentation or to the presenter’s career and are appropriate in nature</li> </ul> </li> </ul>



**Group Assessment for Bannock and Soup Preparation**

Group \_\_\_\_\_

Criteria	Rating
ability to work co-operatively as a group	
fair job distribution and participation	
product meets demonstration standards (e.g., no lumps, not scorched, vegetable pieces are bite-size, correct consistency; bannock golden brown, uniform size, pleasing taste)	
timing of bannock and soup	
table is set before meal is ready	
clean-up and teacher check is complete before end of class	

Key: 5—Outstanding  
 4—Good  
 3—Satisfactory  
 2—Partial  
 1—Unsatisfactory



---

**CLASSROOM ASSESSMENT MODEL**  
**Foods and Nutrition 11**

**CHICKEN DINNER**

**Prescribed Learning Outcomes**

*It is expected that students will:*

- 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
- A2 apply appropriate precautionary measures and emergency response associated with food preparation, including
  - 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)
- A3 demonstrate the ability to accurately evaluate and follow recipes using a variety of food preparation techniques and equipment
- A4 compare various types of equipment used for food preparation
- A5 demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)
- A6 vary ingredients and methods in recipes to affect nutrition, flavour, texture, taste, and quality of the product
- B1 select recipes and apply cooking principles to prepare healthy dishes and meals, incorporating presentation and budgetary considerations
- B2 use a variety of cooking methods to prepare food
- C4 identify ways to improve the nutritional value of recipes

**PLANNING FOR ASSESSMENT**

**ASSESSMENT STRATEGIES**

Over the course of several days, students prepare a multi-course meal.

This lesson covers previously learned material. Review and reinforce the concepts and demonstrate how these skills can be used in new situations.

- safety and sanitation (e.g., thawing and cooling foods, cross/recontamination, stovetop and oven safety, knives, burns, organization of space)
- measuring equipment
- measuring techniques
- following recipes
- general lab procedures (time management, clean-up procedures, table settings)
- type of cooking methods involved

*continued next page*

*Chicken Dinner, continued***Meal Planning Theory**

Introduce meal planning by doing a meal-appeal activity. Students could participate in a gallery walk by looking at pictures or descriptions of meals that represent one or more of the following: all foods the same colour, shape, texture, temperature, or strong or bland flavour(s); unbalanced nutrition.

- Students record their observations and participate in a class discussion on how to make the meal examples more appealing. Encourage them to consider factors such as colour, texture, flavours, shapes, temperature, nutritional balance, cost, availability of foods.

**Planning the Dinner**

- Teacher and students discuss the various components of planning a multi-course meal, including ways to improve the nutritional value of the meal, table setting, invitations, RSVP, thank-you notes, table etiquette, creating a time schedule, division of tasks, family and cultural traditions, serving styles (buffet, family style, plated), crisis management (what would we do if...), and what to do with the leftovers.

**Lab Day 1**

(The meal preparation may take place over several classes.)

- Prepare dessert.
- Pre-prepare vegetables and make side dishes.
- Prepare dressing/stuffing and discuss food safety concerns when cooking inside poultry.

- Students submit a completed proposal, including a sample of their invitation and thank you, timeline, division of tasks, sketch of their table setting and seating plan, special equipment list, grocery list, and other considerations.

**Lab Day 1**

- Teacher uses a customized version of the lab evaluation and form to evaluate the students' preparation process and product. As students perform the lab, conduct teacher assessment in relation to defined criteria, for example:
  - use of appropriate sanitation procedures
  - practice of safety rules
  - care and safe use of equipment
  - ability to follow a recipe using appropriate techniques and equipment
  - ability to work co-operatively in a team and use effective time management
  - produce a food product according to set standards
  - correctly follow classroom clean-up procedures

*continued next page*

*Chicken Dinner, continued*

**Lab Day 2**

- Prep chicken before class (e.g., wash and season) and begin roasting.
- Set table, cook/reheat other menu items, make gravy, carve chicken,
- Serve food, participate in appropriate table conversation, and eat.
- Clear table and serve dessert.
- Clean-up and safe food storage.

**Follow-up activities**

- Class debriefs by discussing what went well, what challenges arose, what they would do differently next time, what they enjoyed, and what they would like the teacher to notice.
- Discuss and plan the use of the chicken dinner leftovers in preparation for next day's buffet. Include safe food storage, finding a recipe (e.g., soup, casserole, salad, congee, curry, quesadillas, omelette, hash), meal appeal (keeping in mind gallery walk), creating a grocery list (may share ingredients between groups).

**Tasting Buffet**

- Each group prepares a dish using leftovers to contribute to a taste-testing buffet. The completed dishes are numbered or named, students taste the various dishes, and select their favourites.

**Lab Day 2**

- Teacher uses a customized version of the lab evaluation and form to evaluate the students preparation process and product. As students perform the lab, conduct teacher assessment in relation to defined criteria, for example
  - use of appropriate sanitation procedures (cross-contamination)
  - practice of safety rules
  - care and safe use of equipment
  - ability to follow a recipe using appropriate techniques and equipment
  - ability to work co-operatively in a team and use effective time management
  - ability to produce food products according to set standards
  - ability to multi-task and serve the meal on time
  - serving style, presentation/ table setting as reflected in their proposal, hosting duties, table etiquette
  - ability to correctly follow classroom clean-up procedures

- After debrief, students complete a group assessment (see **assessment rubric page 41**).
- Students hand in their completed grocery list, timelines, and division of tasks. They are assessed for accuracy, completeness, and understanding of task.

**Tasting Buffet**

- Students write a buffet review on their three favourite dishes, commenting on criteria related to
  - meal appeal
  - taste
  - presentation

Food Preparation and Oral Report			
Criteria	Rating		Evidence
	Self	Teacher	
<b>Food Preparation</b>			
• safety and sanitation techniques			
• use of appropriate food preparation techniques and methods			
• management of time and resources			
<b>Quality of Product</b>			
• taste			
• texture			
• presentation (colour, shape, temperature, arrangement)			
<b>Oral Report</b>			
• preparation			
• ingredients (origin, selection, storage)			
• nutritional value (protein, iron)			

Key: 5—Outstanding  
 4—Good  
 3—Satisfactory  
 2—Partial  
 1—Unsatisfactory

**NUTRITION AND HEALTHY EATING**

**Prescribed Learning Outcomes**

*It is expected that students will:*

- C1 demonstrate an understanding of the importance of nutrients during various stages of the lifecycle, and the effects of deficiencies and excesses
- C2 create nutrition plans within a specified budget for a variety of dietary considerations that meet recommendations from *Eating Well with Canada's Food Guide*
- C3 analyse individual eating practices as they relate to physical and mental well-being, food fads, and food myths (e.g., comfort foods, trendy diets, exaggerated claims about foods)
- C5 identify types of food additives and enrichments and their function in food products

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Students are assigned one of various case studies that provide information about eating habits and life style. Examples could include scenarios about weight gain/loss, trendy diets, health conditions, peer influence, age-related requirements, food availability, junk food, supplements, energy drinks.</li> <li>• Students research their scenario and analyse it in terms of nutrients (deficiencies and excesses), <i>Eating Well with Canada's Food Guide</i>, expense, health benefits and health risk, claims. They then recommend improvements to the subject's diet.</li> </ul> <p>Students identify nutrients in food, their source and function (e.g., iron, vitamin A, calcium, niacin, riboflavin, trans fat).</p> <p>Based on what they have learned, students describe two or more ways they could improve their personal eating practices.</p>	<ul style="list-style-type: none"> <li>• Students present their findings to the class (e.g., computer presentation, poster, brochure, role play, interview, essay).</li> </ul> <p>Suggested assessment criteria includes</p> <ul style="list-style-type: none"> <li>– ability to analyse and critique the subject's diet</li> <li>– accuracy of information</li> <li>– understanding of the subject</li> <li>– ability to make recommendations for improving the subject's diet</li> <li>– effectiveness of presentation</li> </ul>

## FOODS AND NUTRITION SCAVENGER HUNT

## Prescribed Learning Outcomes

*It is expected that students will:*

- C5 identify types of food additives and enrichments and their function in food products  
 D1 analyse the effect of food marketing practices on consumer behaviour  
 D2 demonstrate an awareness of environmental and health issues related to the production and consumption of food

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Grocery Store Scavenger Hunt</b></p> <ul style="list-style-type: none"> <li>• As a field trip or a home assignment, students visit a grocery store and complete a list of tasks provided by the teacher (see pg 45). Topics include           <ul style="list-style-type: none"> <li>– marketing practices</li> <li>– source of foods (location produced/grown, organic)</li> <li>– food additives and enrichments</li> <li>– price comparison</li> <li>– nutrient content and nutritional claims</li> <li>– naming regulations (light, fat-free, low-fat, organic)</li> </ul> </li> <li>• The class compiles the results of their findings.</li> <li>• Individually or in small groups, students create a presentation giving advice on being a more knowledgeable shopper (interview, brochure, computer presentation, role play, commercial, video clip, newspaper article).</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on the basis of their scavenger hunt results and presentation. Assessment criteria could include           <ul style="list-style-type: none"> <li>– completeness of answers</li> <li>– accuracy of information</li> <li>– originality and range of products examined/chosen</li> <li>– thoughtfulness of response</li> <li>– effectiveness of presentation in conveying information</li> </ul> </li> </ul>

**FOOD CUSTOMS AROUND THE WORLD**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>D3 compare the foods, preparation methods, eating practices, and table etiquette of various cultures in Canada and around the world</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<p><b>Poster or Booklet</b></p> <ul style="list-style-type: none"> <li>Individually or in small groups, students design a poster or booklet about the food customs of a festival or holiday around the world. Encourage them to select a festival or holiday from a culture that is not their own.</li> </ul> <p>The poster or booklet should include two recipes that are traditionally served during the time of the festivities, how and when the food would be eaten, preparation methods, the symbolism of foods eaten during celebration, and any eating customs (e.g., utensils, serving styles).</p>	<ul style="list-style-type: none"> <li>Students are assessed on the basis of their poster or booklet. Assessment criteria could include                             <ul style="list-style-type: none"> <li>understanding of subject</li> <li>accuracy of information</li> <li>originality</li> <li>effectiveness of presentation in conveying information</li> <li>layout and mechanics (attractiveness, visuals are effectively placed, spelling does not detract from overall meaning, captions are clear and easy to read)</li> <li>all sources are cited</li> </ul> </li> </ul>

**CAREER OPPORTUNITIES**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
E1 investigate food-related occupations and careers	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students choose three types of food-related jobs to be investigated – one unskilled job, one skilled job, one professional job and research by means of a variety of sources such as interviews, employment sources, internet, information such as the training required, job responsibilities, opportunities of advancement, salaries, hours, job satisfaction, job security, etc.</li> <li>• Students will present the information that they have found by creating a poster for each one of the three jobs or by one poster for the three jobs. Posters can be posted around the room for easy reference by students.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster assessment criteria could include               <ul style="list-style-type: none"> <li>– complete and accurate content</li> <li>– use of a variety of sources</li> <li>– inclusion of a wide range of detail</li> <li>– engagement of the audience</li> <li>– clear and easy to understand information and message</li> <li>– visually appealing (e.g., colourful, neat, eye catching)</li> <li>– well handled mechanics of language (e.g., grammar, sentence structure, spelling)</li> </ul> </li> </ul>

## Foods and Nutrition Scavenger Hunt

Examples of scavenger hunt instructions include

- List the ingredients on a box of cake mix. Identify those that are additives and research to explain their function.
- Find three different foods with enrichments and list the enrichments
- Find the peanut butter you consider the most healthy. Explain your choice.
- Find the package with the most extra packaging for the amount of food. Describe the package.
- Find five examples of different food items with recyclable packaging.
- Give five examples of how the store or the food producer encourages you to buy certain products (e.g., packaging, location in aisles/near check-out, free gifts).
- Find five examples of produce/food products that are grown or processed locally.
- Find a package with misleading information or picture on it. Describe what is misleading.
- Find the soup with the lowest sodium content.
- Find the salad dressing with the lowest fat content.
- Compare a food item labelled “light” and its regular counterpart, and describe how the list of ingredients differ.
- Compare the price of an organic produce item to its regular counterpart.
- Ask a shopper why they are shopping at this store and record their answer.
- Determine the unit price of two or three different sizes/quantity of a packaged product.
- List and explain three things you are now aware of or should check for when purchasing foods.



# CLASSROOM ASSESSMENT MODEL

---

## Foods and Nutrition 12

**NUTRITION AND HEALTHY EATING**

**Prescribed Learning Outcomes**

*It is expected that students will:*

- C1 apply principles from *Eating Well with Canada’s Food Guide* and other reliable sources to analyse menus and make recommendations for particular dietary needs
- C2 demonstrate an understanding of the importance of energy balance
- C3 analyse implications of healthy and unhealthy eating behaviour, including following food fads, disordered eating, and use of supplements

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• In pairs, and using a variety of resources (e.g., computer program, calorie chart, Internet), students create a two-day menu plan for 800, then modify it to 1600 and 2400 calories per day. Students must plan each day’s menu around <i>Eating Well with Canada’s Food Guide</i>. Students identify the number of servings compared to the recommended servings Students then identify potential nutrient deficiencies and/or excesses in each menu.</li> <li>• Students investigate the relationship between food intake, metabolism, and physical activity and identify situations where people might eat those amounts of calories (e.g., medical reasons, eating disorders, high-performance athletes). Students describe the short- and long-term implications of low or high calorie diets.</li> <li>• Students critique a collection of articles and advertisements from media such as newspapers, magazines, and the Internet about various food fads (e.g., supplements, mega-vitamins, energy drinks, “cure-all” foods, single-item diets, fast or convenience foods). In a short presentation, students respond to questions such as                         <ul style="list-style-type: none"> <li>– what does the product claim</li> <li>– what is the source of the information (proven, reliability)</li> <li>– what are the potential long- and short-term implications on health</li> <li>– what would be a healthy alternative to achieving the same result</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students fill in a chart relating food items in each menu to <i>Canada’s Food Guide to Healthy Eating</i>.</li> <li>• Students submit a brief report with their menus and charts explaining what they have learned. Suggested assessment criteria includes                         <ul style="list-style-type: none"> <li>– analysis of the relationship <i>Eating Well with Canada’s Food Guide</i>, DRI, and calorie intake</li> <li>– ability to analyse the calorie intake and its implications on health</li> <li>– accuracy of information</li> <li>– understanding of the subject</li> </ul> </li> <li>• Conduct a peer assessment checking that students have answered questions correctly and thoroughly.</li> </ul>

## VEGETARIAN CURRY

### Prescribed Learning Outcomes

*It is expected that students will:*

- 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
- A2 apply appropriate precautionary measures and emergency response associated with food preparation, including
  - 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)
- A3 demonstrate the ability to accurately evaluate and follow recipes using a wide variety of food preparation techniques and equipment
- A5 devise plans and implement effective strategies for task sequencing and time management in co-operation with partners and groups
- B1 select recipes and apply cooking principles to prepare healthy dishes and multi-course meals, incorporating presentation and budgetary considerations
- B2 choose and demonstrate appropriate cooking methods for particular product

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Vegetable Curry</b> Over the course of two to three days, students will prepare a vegetable curry after learning about vegetarianism, complementary and supplementary proteins, types and origins of curries, staples and other accompaniments.</p> <p><b>Vegetarian Station Tour</b> The teacher develops a display for various stations, which may include</p> <ul style="list-style-type: none"> <li>– brainstorming station: advantages and disadvantages for being a vegetarian</li> <li>– different types of vegetarianism: (lacto-ovo, lacto, ovo, vegan, pescio, pollo) and nutritional considerations of each</li> <li>– complementary and supplementary proteins: putting pictures (from web or food foundations) together to create complete proteins</li> <li>– iron absorption: iron deficiencies for vegetarians, heme and non-heme iron</li> <li>– taste and label test: tasting soy-based products and regular products, reading labels to investigate additives used</li> <li>– media station: newspaper/magazine articles, posters, cookbooks, video about vegetarianism</li> <li>– pulses/legumes: variety of lentils, peas, and beans, benefits in vegetarian dishes</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete a station lesson package that assesses their understanding of the concepts covered at each station.</li> </ul>

*continued next page*

## Vegetarian Curry, continued

**Curries Around the World**

- Discuss the term “curry,” how it varies around the world (e.g., India, Thailand, Caribbean) and that vegetable curries are a common way to combine proteins to gain the eight essential amino acids.
- Discuss that curry is a sauce made with a variety of spices depending on the country of origin, availability, and personal taste.
- Show and discuss various ingredients used to create curries (e.g., spices and herbs - turmeric, garam masala, chilies, cumin, coriander, lemon grass, cinnamon, ginger, garlic, cilantro, basil; other products - coconut milk, fish sauce). Discuss reasons why commercial curry powders were developed.
- Show, discuss, and have a taste-test traditional staples eaten with curries (e.g., rice, noodles, roti/chapati, naan, papadums). Discuss the cultural traditions associated with the different staples (e.g., where grown and availability of staple, how it is eaten with the curry).
- Brainstorm a list of other foods that often accompany curry (e.g., chutney; fruit such as bananas, raisins, pineapple; yoghurt, raita, tomatoes, nuts, coconut)

**Lab Day**

- On the lab day, review classroom lab procedures and information relevant to the curry and staple, including correct cutting and preparation of vegetables, measuring, cooking techniques, and timing.
- Students in groups follow the recipe to prepare a curry and staple.
- Students are expected to set the table. If time permits, students could have planned alternative table settings and seating arrangements (floor, no utensils). Students are to follow appropriate table etiquette and clean-up procedures.

- Students construct a mind-map during or after the discussion. Assess work using the following criteria:
  - placement of ideas in appropriate categories
  - understanding of key concepts
  - use of correct vocabulary

- The teacher uses a customized version of the lab evaluation rubric and form to evaluate the students’ preparation, process, and product. As students perform the lab, conduct teacher assessment in relation to defined criteria, for example, assess students for
  - use of appropriate sanitation procedures
  - practice of safety rules
  - care and safe use of equipment
  - ability to follow a recipe according to set standards
  - ability to work co-operatively in a team and use effective time management
  - produce a food product according to set standards
  - use of appropriate table setting and etiquette
  - correctly follow classroom clean-up procedures

*continued next page*

## Vegetarian Curry, continued

- After the lab, students complete several questions about vegetarianism, complementary proteins, and curries.

**Follow Up**

- Explore a variety of resources to select a vegetarian recipe from another country, modify it so it is suitable for classroom use (e.g., nutritional value, serving size, timing, metric conversion, cost).

- After the lab, students complete a self-assessment. For this lab, students rated their product, including criteria such as
  - presentation of vegetables
  - sauce is smooth, correct consistency, and appropriate colour
  - vegetables are cooked to correct degree of doneness
  - spices have been evenly blended
  - staple is cooked correctly
  - flavour is pleasing to palate
- Teacher checks students' understanding through questions such as
  - If you were thinking of becoming a vegetarian (or are already a vegetarian), what nutritional considerations would you have to keep in mind?
  - What were the complementary proteins in the recipe you prepared?
  - Is this a healthy meal according to Canada's Food Guide to Healthy Eating? What could you do to boost the nutritional value of this meal?
  - How might you modify this recipe for the various types of vegetarian diets?
  - If you were to add meat to the curry, how would you prepare it and add it?
  - If you didn't have some of the ingredients in the recipe, what could you substitute?
  - How would you modify this recipe to adapt it for another culture (e.g., ingredients and cooking method)?
- Students hand in their recipe and grocery list. Students will be assessed for
  - stating the country of origin and the type of vegetarian diet is met by the recipe
  - recipe contains complete protein
  - correct/accurate modification of measurement, serving size, conversions)
  - suitability for class (level of ability, timing, cost)
  - recipe properly referenced

**NEW FOOD TECHNOLOGIES**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A4 evaluate new technologies available for food preparation	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Students research new equipment and technologies related to food, and prepare a pamphlet describing it, history, safety, cost, care, and instructions for use.</li> </ul> <p>Students bring the piece of equipment or a picture of the item to present to the class. If possible, have students present/demonstrate how to use the equipment or technology.</p>	<ul style="list-style-type: none"> <li>Students submit their pamphlet. Suggested criteria include:                             <ul style="list-style-type: none"> <li>accuracy of information</li> <li>understanding of how the technology works</li> <li>pamphlet is visually appealing, contains pertinent information, cites sources, appropriate use of captions, labels, titles, subtitles, and written mechanics do not interfere with understanding</li> <li>presentation/demonstration is organized, clear, and engaging</li> </ul> </li> </ul>

**COST AND CONVENIENCE ANALYSIS**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
D1 analyse comparative costs of convenience, restaurant, and self-prepared foods	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Students complete a comparison chart for analysing the differences and similarities for a particular food product made from scratch, pre-packaged, and purchased from a restaurant.</li> </ul> <p>The chart is to include information about cost, convenience, preparation time, amount of labour, ingredients, nutrition, quality, taste and appearance, environmental considerations (e.g., transportation, packaging, recycling).</p>	<ul style="list-style-type: none"> <li>Students submit comparative chart and are assessed for completeness of information. Students also write short scenarios describing when each of the foods (restaurant, pre-packaged, self-prepared) would be appropriate.</li> </ul>

## GLOBAL AND ENVIRONMENTAL CONCERNS

## Prescribed Learning Outcomes

*It is expected that students will:*

- C5 critique the use of additives and enrichments, use of pesticides, and nutrition and health statements of foods
- D2 analyse global and environmental health issues related to the production and consumption of food

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Have students in groups pick one of the following topics to research and present information to the class:               <ul style="list-style-type: none"> <li>– food additives and enrichments</li> <li>– use of pesticides</li> <li>– nutrition and health statements of foods</li> <li>– global and environmental health issues relating to the production and consumption of food (e.g., genetically modified, world hunger, cash crops, fair trade practices, use of land, poverty, food banks, quotas, sustainable farming practices, access to safe food)</li> </ul> </li> <li>• As part of the research, students must include information about both sides of the issue.</li> <li>• As part of their presentation, students could invite a guest speaker (e.g., organic producer, non-organic producer, fisher, fish farmer, nutritionist, government official, public health inspector, environmentalist, grocery store manager/buyer), show a video or news clip, create a poster, create a role play or commercial, computer presentation addressing both sides of the issue.</li> <li>• Based on the presentations, the other students determine their position on each subject and justify their reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Student presentation are assessed for               <ul style="list-style-type: none"> <li>– accuracy and thoroughness of their research</li> <li>– quality of ideas</li> <li>– organization</li> <li>– delivery</li> <li>– fair representation of both sides of the issue</li> </ul> </li> <li>• After presentations, students submit completed position statements justifying each topic. Assessment is based on the logical explanation of their position, supported by information from the presentation.</li> </ul>

**FORMAL TABLE ETIQUETTE**

<p align="center"><b>Prescribed Learning Outcomes</b></p> <p><i>It is expected that students will:</i></p> <p>D3 demonstrate an understanding of formal table etiquette</p>	
<p align="center"><b>PLANNING FOR ASSESSMENT</b></p>	<p align="center"><b>ASSESSMENT STRATEGIES</b></p>
<ul style="list-style-type: none"> <li>• The teacher sets up a formal place setting in advance and through demonstration and role play, class learns about the appropriate place setting, food and beverage service, and etiquette for formal situations.</li> </ul> <p>In a class discussion, talk about situations where formal table etiquette is appropriate (e.g., grad, fine dining, job interview, wedding, state dinner, cruise ship).</p>	<ul style="list-style-type: none"> <li>• For the next lab, students will create a formal table setting and demonstrate appropriate service and etiquette as demonstrated from class. Students may bring items such as table linens, place settings, centrepieces, candlesticks, place cards. Students may enjoy wearing formal clothing.</li> <li>• Assessment is based on accurate placement of tableware, appropriate service, and engagement in activity.</li> </ul>

## CAREER OPPORTUNITIES

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
E1 analyse career opportunities and prerequisites related to food production, service, and marketing	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<p><b>Job Interview Simulation</b></p> <ul style="list-style-type: none"> <li>• Based on previously conducted research and investigation, each student selects the food-related career that he/she feels most interests them and for which he/she is best qualified.</li> <li>– Students work in pairs to create an advertisement advertising the other person’s job</li> <li>– Each pair exchanges the ads and prepares to be interviewed for the position and also prepares for the role of employer, posing questions of the prospective employee</li> <li>– One student from each pair plays the employer, the other the prospective employee and then the roles are reversed.</li> <li>– Students are encouraged to bring props such as their résumé, and to wear clothes that would be appropriate for being interviewed for their prospective job.</li> </ul>	<p>Students are assessed on their advertisement, their employee questions, their interview, and their creative participation in the interview situation.</p> <ul style="list-style-type: none"> <li>• <b>Advertisement</b> Criteria might include: <ul style="list-style-type: none"> <li>– appropriate components of the ad (e.g., contact information, type of position, experience required, full or part time, salary)</li> <li>– evident advertising strategies (e.g., eye catching, interesting use of font and layout, images, language)</li> <li>– mechanics of the ad are correct (e.g., spelling, grammar, sentence structure)</li> </ul> </li> <li>• <b>Employer Questions</b> Criteria might include: <ul style="list-style-type: none"> <li>– questions based upon the advertisement and applicant’s résumé</li> <li>– employer greets applicant in an appropriate manner</li> <li>– employer attempts to put applicant at ease</li> <li>– employer encourages applicant to respond fully by giving prompts</li> <li>– employer thanks applicant for coming and states when the applicant will hear news about the position</li> <li>– employer walks applicant to the door</li> </ul> </li> <li>• <b>Applicant Responses</b> Criteria might include: <ul style="list-style-type: none"> <li>– applicant has dressed appropriately for the interview</li> <li>– applicant has brought a résumé</li> <li>– applicant greets employer appropriately</li> <li>– applicant shows listening skills by the answers to the questions</li> <li>– applicant addresses questions directly and does not wander in the replies</li> <li>– applicant asks for clarification if necessary</li> <li>– applicant has come prepared with additional questions</li> <li>– applicant thanks the employer for the opportunity of being interviewed</li> <li>– applicant shakes hands on saying good-bye</li> </ul> </li> </ul>