

CORRELATION BETWEEN *FOOD FOR LIFE*, SECOND EDITION AND ALBERTA'S HEALTH AND LIFE SKILLS, GRADES 8 TO 9 CURRICULUMS

WELLNESS CHOICES

GENERAL OUTCOME

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

GRADE 8: SPECIFIC LEARNER EXPECTATIONS

Personal Health	Units	Chapters	Pages
2. Analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium	2: Making Healthy Food Choices	6: Good Nutrition throughout the Life Span	126–149
	2: Making Healthy Food Choices	7: Living with Special Considerations	150–181
4. Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look	2: Making Healthy Food Choices	8: Body Image and Lifestyle Choices	182–201
5. Evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods	2: Making Healthy Food Choices	5: A Guide to Healthy Food Choices	94–114, 125
	2: Making Healthy Food Choices	8: Body Image and Lifestyle Choices	191–192

WELLNESS CHOICES

GENERAL OUTCOME

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

GRADE 9: SPECIFIC LEARNER EXPECTATIONS

Personal Health	Units	Chapters	Pages
1. Use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement	2: Making Healthy Food Choices	5: A Guide to Healthy Food Choices	90–123, 124
	2: Making Healthy Food Choices	6: Good Nutrition throughout the Life Span	126–148
2. Analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture	2: Making Healthy Food Choices	7: Living with Special Considerations	150–181
<i>3. Apply coping strategies when experiencing different rates of physical, emotional, sexual, and social development; e.g., positive self-talk*</i>	2: Making Healthy Food Choices	8: Body Image and Lifestyle Choices	184–194, 201
4. Analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal	2: Making Healthy Food Choices	8: Body Image and Lifestyle Choices	182–201
5. Develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines	1: Influences on Food Choices and Food Patterns	1: Understanding Personal Food Choices	6–23
	2: Making Healthy Food Choices	5: A Guide to Healthy Food Choices	111–117
	4: Providing Healthy Food	13: Becoming a Wise Consumer	312–316
	4: Providing Healthy Food	14: Meal Planning and Preparation	330–334
6. Analyze addictions; e.g., stages, kinds, and resources available to treat addiction	2: Making Healthy Food Choices	8: Body Image and Lifestyle Choices	194–200

* Please note that ***bold and italicized*** outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction.

CORRELATION BETWEEN *FOOD FOR LIFE*, SECOND EDITION AND ALBERTA'S CAREER AND TECHNOLOGY STUDIES—FOODS, GRADES 9 TO 10 CURRICULUMS

MODULE FOD1010: FOOD BASICS

THEME: Nutrition

MODULE LEARNER EXPECTATIONS

- Describe factors relating to:
 - food safety
 - safe handling of tools and equipment
- Demonstrate working knowledge of a food preparation facility
- Demonstrate knowledge and skills in the planning, preparing, and evaluating of basic foods
- Describe food choices in relation to *Eating Well with Canada's Food Guide*
- Describe the personal relevance of the competencies developed within the module
- Demonstrate basic competencies

SPECIFIC LEARNER EXPECTATIONS: GRADE 9

Concepts	Units	Chapters	Pages
<i>Safety, Sanitation, and Equipment</i> <ul style="list-style-type: none"> • Practise kitchen safety, including <ul style="list-style-type: none"> – prevention of accidents – injury treatment – handling and storage of food • Demonstrate hygienic routines including personal hygiene and sanitation of equipment and work areas • Explain reasons for hygienic food-handling routines • Identify and correctly interpret hazardous product symbols • Demonstrate familiarity with kitchen and lab routines • Select and safely use tools and equipment when measuring, preparing, mixing, cooking, and serving 	3: Kitchen Basics	9: Food Safety	208–229
	3: Kitchen Basics	10: Kitchen Safety	231–234, 235–237, 239–241, 242, 244–247, 248–249
	3: Kitchen Basics	11: Kitchen Appliances, Equipment, and Tools	250–268
	4: Providing Healthy Food	14: Meal Planning and Preparation	339–340
<i>Preparation and Presentation</i> <ul style="list-style-type: none"> • Use accepted recipe language when planning, preparing, and evaluating basic foods 	3: Kitchen Basics	12: Kitchen Literacy and Numeracy	274–291

Concepts	Units	Chapters	Pages
Nutrition <ul style="list-style-type: none"> • Use <i>Eating Well with Canada's Food Guide</i> as a basis for food choices 	2: Making Healthy Food Choices	5: A Guide to Healthy Food Choices	90–114, 121–125
Career Exploration/Portfolio <ul style="list-style-type: none"> • Identify career options where skills developed in Food Basics are particularly important • Develop a food-related personal action plan 	1: Influences on Food Choices and Patterns	1: Understanding Personal Food Choices	19
	2: Making Healthy Food Choices	4: How the Body Uses Food	82
	2: Making Healthy Food Choices	5: A Guide to Healthy Food Choices	99
	2: Making Healthy Food Choices	6: Good Nutrition throughout the Life Span	144
	2: Making Healthy Food Choices	8: Body Image and Lifestyle Choices	199
	3: Kitchen Basics	9: Food Safety	219
	3: Kitchen Basics	11: Kitchen Appliances, Equipment, and Tools	268
	3: Kitchen Basics	12: Kitchen Literacy and Numeracy	282
	4: Providing Healthy Food	14: Meal Planning and Preparation	341
	5: Early Canadian, Regional, and Global Foods	15: Canadian Food Heritage	362
	5: Early Canadian, Regional, and Global Foods	16: A Mosaic of Cuisines	399

MODULE FOD1020: BAKING BASICS

THEME: Preparation and Presentation

MODULE LEARNER EXPECTATIONS

- Describe the preparation methods and role of key ingredients in cookies, quick breads, and butter cakes
- Demonstrate correct preparation methods for the production of a variety of cookies, quick breads, and butter cakes
- Demonstrate knowledge and management skills in the planning, preparing, and evaluating of basic baked food products
- Describe the personal relevance of the competencies developed within the module
- Demonstrate basic competencies

SPECIFIC LEARNER EXPECTATIONS: GRADE 9

Concepts	Units	Chapters	Pages
<i>Safety, Sanitation, and Equipment</i> <ul style="list-style-type: none"> • Demonstrate safe and correct use of tools and equipment in the baking area • Recognize the need for accuracy in measuring 	3: Kitchen Basics	11: Kitchen Appliances, Equipment, and Tools	252, 253, 255, 257–263
	3: Kitchen Basics	12: Kitchen Literacy and Numeracy	284
<i>Nature of Food</i> <ul style="list-style-type: none"> • Identify the role of quick breads, cookies, cakes, and desserts in the Canadian diet considering nutrition and culture • Examine the characteristics and functions of key baking ingredients including <ul style="list-style-type: none"> – flours – fats – sugars – eggs – liquids – leavening agents – flavouring agents • Examine quick breads, categorizing them by their characteristics and preparation techniques: <ul style="list-style-type: none"> – muffin method – biscuit method – creaming method • Differentiate between the main types of cookies • Compare the one-bowl method and the creaming method for shortened cakes 	1: Influences on Food Choices and Food Patterns	3: Food Traditions and Etiquette	42–52
	2: Making Healthy Food Choices	5: A Guide to Healthy Eating	105
	2: Making Healthy Food Choices	6: Good Nutrition throughout the Life Span	146
	3: Kitchen Basics	12: Kitchen Literacy and Numeracy	277, 280–291
	5: Early Canadian, Regional, and Global Foods	16: A Mosaic of Cuisines	374–380, 381, 383, 385, 387, 389

Concepts	Units	Chapters	Pages
<p>Preparation and Presentation</p> <ul style="list-style-type: none"> • Develop skills and techniques in the preparation of baked products, demonstrating: <ul style="list-style-type: none"> – accuracy in measuring/scaling – correct mixing procedures – appropriate pan preparation – baking and determining doneness – altering and varying basic recipes according to instructions – compensating for failures and defects • Prepare and evaluate baked products including: <ul style="list-style-type: none"> – a variety of cookies, employing varied mixing and makeup techniques – a variety of quick breads, including muffins and biscuits – shortened cake – basic butter cream icing • Develop skills and techniques in the production and evaluation of simple desserts 	2: Making Healthy Food Choices	5: A Guide to Healthy Eating	105
	2: Making Healthy Food Choices	6: Good Nutrition throughout the Life Span	146
	3: Kitchen Basics	12: Kitchen Literacy and Numeracy	272–293
<p>Career Exploration/Portfolio</p> <ul style="list-style-type: none"> • Investigate career options where skills developed in Baking Basics are particularly important 	1: Influences on Food Choices and Food Patterns	1: Understanding Personal Food Choices	19
	1: Influences on Food Choices and Food Patterns	3: Food Traditions and Etiquette	51
	2: Making Healthy Food Choices	5: A Guide to Healthy Eating	99
	2: Making Healthy Food Choices	6: Good Nutrition throughout the Life Span	144
	3: Kitchen Basics	11: Kitchen Appliances, Equipment, and Tools	269
	3: Kitchen Basics	12: Kitchen Literacy and Numeracy	282
	4: Providing Healthy Food	14: Meal Planning and Preparation	341
	5: Early Canadian, Regional, and Global Foods	15: Canadian Food Heritage	362
5: Early Canadian, Regional, and Global Foods	16: A Mosaic of Cuisines	399	

MODULE FOD1030: SNACKS & APPETIZERS

THEME: Preparation and Presentation

MODULE LEARNER EXPECTATIONS

- Describe factors that affect snack choices
- Describe snacks in relation to the guidelines in *Eating Well with Canada's Food Guide*
- Select, prepare, and compare various snacks and appetizers
- Describe the suitability of a variety of snacks
- Describe the personal relevance of the competencies developed within the module
- Demonstrate basic competencies

SPECIFIC LEARNER EXPECTATIONS: GRADE 9

Concepts	Units	Chapters	Pages
Food Selection <ul style="list-style-type: none"> • Describe what constitutes a snack and the extent of snacking in a select group • Prepare, conduct, and compile a survey to assess snacking habits of a select group: <ul style="list-style-type: none"> – factors influencing snack choices – frequency of snacking – snack chosen • Describe the roles of snacks and appetizers in socializing, consider: <ul style="list-style-type: none"> – friendship – activities – hospitality 	1: Influences on Food Choices and Food Patterns	1: Understanding Personal Food Choices	18, 23
	2: Making Healthy Food Choices	6: Good Nutrition throughout the Life Span	135–139, 142, 148
	2: Making Healthy Food Choices	8: Body Image and Lifestyle Choices	193–194
Nutrition/Health <ul style="list-style-type: none"> • Describe the positive and negative impacts of snacks on nutrition and wellness 	4: Providing Healthy Food	14: Meal Planning and Preparation	331–333
	2: Making Healthy Food Choices	6: Good Nutrition throughout the Life Span	135–139, 142, 148
	2: Making Healthy Food Choices	8: Body Image and Lifestyle Choices	193–194
	4: Providing Healthy Food	14: Meal Planning and Preparation	331–333

Concepts	Units	Chapters	Pages
<p>Preparation</p> <ul style="list-style-type: none"> • Prepare and compare a variety of snacks including: <ul style="list-style-type: none"> – nutritional value – kilocalories, fat, sugar, fibre, and sodium – cost – time – skill level required for preparation – suitability – environmental issues 	1: Influences on Food Choices and Food Patterns	1: Understanding Personal Food Choices	15
	1: Influences on Food Choices and Food Patterns	3: Food Traditions and Etiquette	49
	2: Making Healthy Food Choices	4: How the Body Uses Food	89
	2: Making Healthy Food Choices	5: A Guide to Healthy Food Choices	105
	2: Making Healthy Food Choices	6: Good Nutrition throughout the Life Span	146
	2: Making Healthy Food Choices	8: Body Image and Lifestyle Choices	195
	3: Kitchen Basics	11: Kitchen Appliances, Equipment, and Tools	266–267
	3: Kitchen Basics	12: Kitchen Literacy and Numeracy	277, 288, 290
	4: Providing Healthy Food	13: Becoming a Wise Consumer	312–316
	4: Providing Healthy Food	14: Meal Planning and Preparation	331, 335–337
5: Early Canadian, Regional, and Global Foods	16: A Mosaic of Cuisines	384	

<p><i>Safety, Sanitation, and Equipment</i></p> <ul style="list-style-type: none"> Demonstrate skills and techniques for the safe and sanitary handling of tools and equipment used for snack preparation 	<p>3: Kitchen Basics 3: Kitchen Basics 3: Kitchen Basics</p>	<p>9: Food Safety 10: Kitchen Safety 11: Kitchen Appliances, Equipment, and Tools</p>	<p>208–229 231–234, 235–237, 239–241, 242, 244–247, 248–249 250–268</p>
<p>Concepts</p>	<p>Units</p>	<p>Chapters</p>	<p>Pages</p>
<p><i>Career Exploration/Portfolio</i></p> <ul style="list-style-type: none"> Identify career options where skills developed in Snacks & Appetizers are particularly important 	<p>1: Influences on Food Choices and Food Patterns 1: Influences on Food Choices and Food Patterns 2: Making Healthy Food Choices 2: Making Healthy Food Choices 2: Making Healthy Food Choices 3: Kitchen Basics 4: Providing Healthy Food 5: Early Canadian, Regional, and Global Foods 5: Early Canadian, Regional, and Global Foods</p>	<p>1: Understanding Personal Food Choices 3: Food Traditions and Etiquette 4: How the Body Uses Food 5: A Guide to Healthy Food Choices 6: Good Nutrition throughout the Lifespan 11: Kitchen Appliances, Equipment, and Tools 14: Meal Planning and Preparation 15: Canadian Food Heritage 16: A Mosaic of Cuisines</p>	<p>19 51 82 99 144 269 341 362 399</p>

MODULE FOD1040: MEAL PLANNING 1**THEME:** Management**MODULE LEARNER EXPECTATIONS**

- Identify factors influencing food choices
- Describe factors contributing to successful meal planning
- Demonstrate the importance of consumer skills in selecting foods for meal planning
- Plan, prepare, and evaluate healthy meals for varying lifestyles and special occasions
- Describe the personal relevance of the competencies developed within the module
- Demonstrate basic competencies

SPECIFIC LEARNER EXPECTATIONS: GRADE 9

Concepts	Units	Chapters	Pages
Management <ul style="list-style-type: none"> • Identify factors that affect food choices when selecting foods and planning meals including: <ul style="list-style-type: none"> – nutrition – human resources – nonhuman resources – family and/or cultural traditions – psychological and sociological influences – special dietary needs 	1: Influences on Food Choices and Food Patterns	1: Understanding Personal Food Choices	6–21
	1: Influences on Food Choices and Food Patterns	2: Influences on Food Patterns and Customs	24–37
	2: Making Healthy Food Choices	8: Body Image and Lifestyle Choices	182–207
	4: Providing Healthy Food	14: Meal Planning and Preparation	330–334
	5: Early Canadian, Regional, and Global Foods	15: Canadian Food Heritage	354–375
	5: Early Canadian, Regional, and Global Foods	16: A Mosaic of Cuisines	378–405
Consumerism <ul style="list-style-type: none"> • Describe consumer strategies employed in selection and purchase of foods, considering: <ul style="list-style-type: none"> – types of food supply stores – store layout – comparative shopping – label information – food grades – food storage facilities 	4: Providing Healthy Food	13: Becoming a Wise Consumer	305–327

Concepts	Units	Chapters	Pages
<p>Preparation</p> <ul style="list-style-type: none"> Plan, prepare, and evaluate a breakfast, a bagged lunch, a dinner, and a special occasion meal, considering such factors as: <ul style="list-style-type: none"> preparing a grocery list estimating costs buying and storing foods managing time nutrient value of foods and meals preparation techniques skill level availability of tools and equipment presentation of foods 	<p>2: Making Healthy Food Choices</p> <p>3: Kitchen Basics</p> <p>4: Providing Healthy Food</p> <p>4: Providing Healthy Food</p>	<p>5: A Guide to Healthy Food Choices</p> <p>12: Kitchen Literacy and Numeracy</p> <p>13: Becoming a Wise Consumer</p> <p>14: Meal Planning and Preparation</p>	<p>94–114</p> <p>291</p> <p>305–307</p> <p>335–342</p>
<p>Safety, Sanitation, and Equipment</p> <ul style="list-style-type: none"> Demonstrate skills and techniques for the safe and sanitary handling of tools and equipment 	<p>3: Kitchen Basics</p> <p>3: Kitchen Basics</p> <p>3: Kitchen Basics</p>	<p>9: Food Safety</p> <p>10: Kitchen Safety</p> <p>11: Kitchen Appliances, Equipment, and Tools</p>	<p>208–229</p> <p>231–234, 235–237, 239–241, 242, 244–247, 248–249</p> <p>250–268</p>
<p>Career Exploration/Portfolio</p> <ul style="list-style-type: none"> Identify career options where skills developed in Meal Planning 1 are especially important 	<p>1: Influences on Food Choices and Food Patterns</p> <p>2: Making Healthy Food Choices</p> <p>2: Making Healthy Food Choices</p> <p>2: Making Healthy Food Choices</p> <p>2: Making Healthy Food Choices</p> <p>2: Making Healthy Food Choices</p> <p>2: Making Healthy Food Choices</p> <p>3: Kitchen Basics</p> <p>4: Providing Healthy Food</p> <p>5: Early Canadian, Regional, and Global Foods</p> <p>5: Early Canadian, Regional, and Global Foods</p>	<p>1: Understanding Personal Food Choices</p> <p>4: How the Body Uses Food</p> <p>5: A Guide to Healthy Food Choices</p> <p>6: Good Nutrition throughout the Lifespan</p> <p>7: Living with Special Considerations</p> <p>8: Body Image and Lifestyle Choices</p> <p>11: Kitchen Appliances, Equipment, and Tools</p> <p>14: Meal Planning and Preparation</p> <p>15: Canadian Food Heritage</p> <p>16: A Mosaic of Cuisines</p>	<p>19</p> <p>82</p> <p>99</p> <p>144</p> <p>157</p> <p>199</p> <p>269</p> <p>341</p> <p>362</p> <p>399</p>

MODULE FOD1050: FAST & CONVENIENCE FOODS

THEME: Management

MODULE LEARNER EXPECTATIONS

- Identify and compare the variety and availability of fast foods and convenience foods
- Prepare various fast foods and simple convenience foods
- Identify decisions, and evaluate food choices, relating to fast foods and convenience
- Describe the personal relevance of the competencies developed within the module
- Demonstrate basic competencies

SPECIFIC LEARNER EXPECTATIONS: GRADE 9

Concepts	Units	Chapters	Pages
<p>Consumerism</p> <ul style="list-style-type: none"> • Examine various commercial fast food outlets, considering: <ul style="list-style-type: none"> – commercial food philosophy of “eat with your eyes” – competitive advertising and marketing techniques – nutritional value of fast foods – laws regarding safety and sanitation in commercial food establishments – specialized equipment used in fast food outlets • Interpret information provided on convenience food packaging • Describe requirements for nutritional labelling of convenience foods <ul style="list-style-type: none"> – mandatory – voluntary • Compare methods of food preparation, considering: <ul style="list-style-type: none"> – purchase of partially or wholly prepared foods – assembly-line concept – requirements of specialized equipment – advantages and disadvantages – responses to public pressure 	<p>2: Making Healthy Food Choices</p> <p>3: Kitchen Basics</p> <p>3: Kitchen Basics</p> <p>4: Providing Healthy Food</p> <p>4: Providing Healthy Food</p>	<p>8: Body Image and Lifestyle Choices</p> <p>9: Food Safety</p> <p>11: Kitchen Appliances, Equipment, and Tools</p> <p>13: Becoming a Wise Consumer</p> <p>14: Meal Planning and Preparation</p>	<p>192</p> <p>225–227</p> <p>265</p> <p>300–302, 312–316</p> <p>342</p>
<p>Preparation</p> <ul style="list-style-type: none"> • Prepare, compare, and evaluate a variety of convenience foods: <ul style="list-style-type: none"> – from mixes – from partially prepared foods – from entirely prepared foods – from scratch 	<p>4: Providing Healthy Food</p>	<p>14: Meal Planning and Preparation</p>	<p>339, 342</p>

MODULE FOD1060: CANADIAN HERITAGE FOODS

THEME: Social and Cultural

MODULE LEARNER EXPECTATIONS

- Identify and describe ethnic influences on food and food patterns within the community
- Describe the significance of food patterns and food customs in Canada's past
- Identify and prepare ethnic foods
- Describe the personal relevance of the competencies developed within the module
- Demonstrate basic competencies

SPECIFIC LEARNER EXPECTATIONS: GRADE 9

Concepts	Units	Chapters	Pages
<p><i>Multicultural Aspects of Food</i></p> <ul style="list-style-type: none"> • Research and compare food patterns and food customs of early Canadian lifestyles • Assess and compare the past and the present in terms of: <ul style="list-style-type: none"> – availability of foods – constraints and adaptations of resources for provisions of food • Research regional Canadian food patterns and food customs • Identify cultural influence on food patterns and food customs, considering: <ul style="list-style-type: none"> – religion, beliefs, values – geography, climate of homeland – family arrangements – traditions 	1: Influences on Food Choices and Food Patterns	2: Influences on Food Patterns and Customs	24–39
	1: Influences on Food Choices and Food Patterns	3: Food Traditions and Etiquette	40–52
	5: Early Canadian, Regional, and Global Foods	15: Canadian Food Heritage	352–375
	5: Early Canadian, Regional, and Global Foods	16: A Mosaic of Cuisines	376–405
<p><i>Preparation and Presentation</i></p> <ul style="list-style-type: none"> • Plan, prepare, and evaluate a variety of early Canadian, regional, and/or ethnic Canadian foods, considering <ul style="list-style-type: none"> – equipment used for preparation/service – ingredients – special techniques – presentation – styles of service 	3: Kitchen Basics	12: Kitchen Literacy and Numeracy	291
	4: Providing Healthy Food	14: Meal Planning and Preparation	335–342
	5: Early Canadian, Regional, and Global Foods	15: Canadian Food Heritage	360
	5: Early Canadian, Regional, and Global Foods	16: A Mosaic of Cuisines	384, 392

Concepts	Units	Chapters	Pages
<p><i>Safety, Sanitation, and Equipment</i></p> <ul style="list-style-type: none"> Demonstrate skills and techniques for safe and sanitary handling of tools and equipment 	<p>3: Kitchen Basics</p> <p>3: Kitchen Basics</p> <p>3: Kitchen Basics</p>	<p>9: Food Safety</p> <p>10: Kitchen Safety</p> <p>11: Kitchen Appliances, Equipment, and Tools</p>	<p>208–229</p> <p>231–234, 235–237, 239–241, 242, 244–247, 248–249</p> <p>250–268</p>
<p><i>Management</i></p> <ul style="list-style-type: none"> Analyze foods/meals prepared considering: <ul style="list-style-type: none"> – nutrition – cost – preparation time – acceptability of food products 	<p>2: Making Healthy Food Choices</p> <p>3: Kitchen Basics</p> <p>4: Providing Healthy Food</p> <p>4: Providing Healthy Food</p>	<p>5: A Guide to Healthy Food Choices</p> <p>12: Kitchen Literacy and Numeracy</p> <p>13: Becoming a Wise Consumer</p> <p>14: Meal Planning and Preparation</p>	<p>94–114</p> <p>291</p> <p>305–307</p> <p>335–342</p>
<p><i>Career Exploration/Portfolio</i></p> <ul style="list-style-type: none"> Identify career options where skills developed in Canadian Heritage Foods are especially important 	<p>1: Influences on Food Choices and Food Patterns</p> <p>1: Influences on Food Choices and Food Patterns</p> <p>2: Making Healthy Food Choices</p> <p>3: Kitchen Basics</p> <p>5: Early Canadian, Regional, and Global Foods</p>	<p>1: Understanding Personal Food Choices</p> <p>3: Food Traditions and Etiquette</p> <p>5: A Guide to Healthy Food Choices</p> <p>11: Kitchen Appliances, Equipment, and Tools</p> <p>15: Canadian Food Heritage</p>	<p>19</p> <p>51</p> <p>99</p> <p>269</p> <p>362</p>

MODULE FOD2010: FOOD & NUTRITION BASICS

THEME: Nutrition

MODULE LEARNER EXPECTATIONS

- Identify and describe the interrelationships among food choices, nutrients, and wellness
- Describe the importance of high fibre and low fat diets in ensuring wellness
- Interpret nutrition information
- Prepare, compare, and analyze a wide variety of high quality nutritional foods
- Describe the personal or career relevance of the competencies developed within the module
- Demonstrate basic competencies

SPECIFIC LEARNER EXPECTATIONS: GRADE 10

Concepts	Units	Chapters	Pages
<p><i>Nutrition and Nature of Food</i></p> <ul style="list-style-type: none"> • Apply <i>Eating Well with Canada's Food Guide</i> in the analysis of eating patterns • Identify sources and explain functions of the leader nutrients <ul style="list-style-type: none"> – water – carbohydrates, proteins, and fats – Vitamins A and D – Vitamin C, thiamine, riboflavin, and niacin – iron and calcium – Relate energy value of foods to the body as an energy balance system • Explain the effect of cooking and processing on nutrients • Appraise the nutritional adequacy of individual foods, meals, and eating patterns • Predict the impact on nutrition status of various factors that influence food choices • Describe the relationship of lower fat and high fibre diets with wellness, heart disease, cancers, arthritis, obesity, and diabetes • Explain the risk factors for heart disease with particular reference to the amount and quality of dietary fat and sodium consumption • Differentiate between monounsaturated, polyunsaturated, and saturated fats and explain their impact on serum cholesterol levels • Identify sources and explain the functions of soluble and insoluble fibres 	<p>2: Making Healthy Food Choices</p> <p>2: Making Healthy Food Choices</p> <p>2: Making Healthy Food Choices</p> <p>2: Making Healthy Food Choices</p>	<p>4: How the Body Uses Food</p> <p>5: A Guide to Healthy Food Choices</p> <p>6: Good Nutrition throughout the Life Span</p> <p>7: Living with Special Considerations</p>	<p>62–89</p> <p>90–114, 121–125</p> <p>126–149</p> <p>150–181</p>

Concepts	Units	Chapters	Pages
<p><i>Nutrition and Consumerism</i></p> <ul style="list-style-type: none"> • Describe indicators of reliable nutrition information • Analyze reliable and unreliable nutrition information • Analyze misinformation in the area of fat and fibre • Interpret nutrition labelling • Compare the fat content of foods • Analyze the fibre content of foods 	<p>2: Making Healthy Food Choices</p> <p>2: Making Healthy Food Choices</p> <p>2: Making Healthy Food Choices</p> <p>3: Kitchen Basics</p> <p>4: Providing Healthy Food</p>	<p>4: How the Body Uses Food</p> <p>5: A Guide to Healthy Food Choices</p> <p>7: Living with Special Considerations</p> <p>12: Kitchen Literacy and Numeracy</p> <p>13: Becoming a Wise Consumer</p>	<p>67, 69–72</p> <p>104–106, 111</p> <p>162–163, 165</p> <p>288–290</p> <p>300–302, 305, 312–316</p>
<p><i>Nutrition and Preparation</i></p> <ul style="list-style-type: none"> • Plan, prepare, and evaluate foods and meals that meet the recommendation in <i>Eating Well with Canada's Food Guide</i> • Compare the impact on fat content of different preparation and processing methods of a variety of foods • Describe the impact of fat and fibre on the sensory quality of foods • Modify recipes, prepare, and evaluate to achieve reduced fat and increased fibre 	<p>2: Making Healthy Food Choices</p> <p>2: Making Healthy Food Choices</p> <p>3: Kitchen Basics</p> <p>4: Providing Healthy Food</p>	<p>5: A Guide to Healthy Food Choices</p> <p>7: Living with Special Considerations</p> <p>12: Kitchen Literacy and Numeracy</p> <p>14: Meal Planning and Preparation</p>	<p>90–114</p> <p>162–163, 165</p> <p>288–290</p> <p>328–345</p>
<p><i>Safety, Sanitation, and Equipment</i></p> <ul style="list-style-type: none"> • Demonstrate skills and techniques for the safe and sanitary handling of tools and equipment 	<p>3: Kitchen Basics</p> <p>3: Kitchen Basics</p> <p>3: Kitchen Basics</p>	<p>9: Food Safety</p> <p>10: Kitchen Safety</p> <p>11: Kitchen Appliances, Equipment, and Tools</p>	<p>208–229</p> <p>231–234, 235–237, 239–241, 242, 244–247, 248–249</p> <p>250–268</p>

Concepts	Units	Chapters	Pages
Career Exploration/Portfolio • Describe career options where skills developed in Food and Nutrition Basics are particularly important	1: Influences on Food Choices and Patterns	1: Understanding Personal Food Choices	19
	2: Making Healthy Food Choices	4: How the Body Uses Food	82
	2: Making Healthy Food Choices	5: A Guide to Healthy Food Choices	99
	2: Making Healthy Food Choices	6: Good Nutrition throughout the Life Span	144
	2: Making Healthy Food Choices	8: Body Image and Lifestyle Choices	199
	3: Kitchen Basics	9: Food Safety	219
	3: Kitchen Basics	11: Kitchen Appliances, Equipment, and Tools	268
	3: Kitchen Basics	12: Kitchen Literacy and Numeracy	282
	4: Providing Healthy Food	14: Meal Planning and Preparation	341
	5: Early Canadian, Regional, and Global Foods	15: Canadian Food Heritage	362
5: Early Canadian, Regional, and Global Foods	16: A Mosaic of Cuisines	399	