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| **1. identify and describe ethnic influences on food and food patterns within the community** |
| The Goal | What I did | Teacher approval |
| 1.1 research and compare and food patterns and food customs of early Canadian lifestyles |  |  |
| *1.2 assess and compare the past and the present in terms of:* |
| 1.2.1 availability of food |  |  |
| 1.2.2 constraints |  |  |
| 1.2.3 adaptation of resources for provision of food |  |  |
| 1.3 research regional Canadian food patterns and customs |  |  |
| *1.4 identify cultural influence on food patterns and food customs, considering:* |
| 1.4.1 religion |  |  |
| 1.4.2 beliefs |  |  |
| 1.4.3 values |  |  |
| 1.4.4 geography |  |  |
| 1.4.5 climate of homeland |  |  |
| 1.4.6 family arrangements |  |  |
| 1.4.7 traditions |  |  |
| **2. demonstrate knowledge and skills in the planning, preparing and evaluating of early Canadian regional and/or ethnic Canadian foods** |
| *2.1 plan, prepare and evaluate a minimum of three recipes, considering:* |
| 2.1.1 equipment |  |  |
| 2.1.2 ingredients |  |  |
| 2.1.3 special techniques |  |  |
| 2.1.4 presentation |  |  |
| 2.1.5 style of service |  |  |
| 2.2 analyze foods/meals prepared; e.g., nutrition, cost, preparation time, acceptability of food products |  |  |
| **3. identify and demonstrate safe and sanitary practices** |
| 3.1 maintain a clean, sanitary, safe work area |  |  |
| *3.2 apply universal precautions related to:* |
| 3.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves |  |  |
| 3.2.2 hand-washing techniques |  |  |
| 3.2.3 infectious diseases |  |  |
| 3.2.4 blood-borne pathogens |  |  |
| 3.2.5 bacteria, viruses, molds |  |  |
| 3.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards |  |  |
| 3.3 use all materials, products and implements appropriately |  |  |
| 3.4 clean, sanitize and store materials, products and implements correctly |  |  |
| 3.5 dispose of waste materials in an environmentally safe manner |  |  |
| **4. demonstrate basic competencies** |
| *4.1 demonstrate fundamental skills to:* |
| 4.1.1 communicate |  |  |
| 4.1.2 manage information |  |  |
| 4.1.3 use numbers |  |  |
| 4.1.4 think and solve problems |  |  |
| *4.2 demonstrate personal management skills to:* |
| 4.2.1 demonstrate positive attitudes and behaviours |  |  |
| 4.2.2 be responsible |  |  |
| 4.2.3 be adaptable |  |  |
| 4.2.4 learn continuously |  |  |
| 4.2.5 work safely |  |  |
| *4.3 demonstrate teamwork skills to:* |
| 4.3.1 work with others |  |  |
| 4.3.2 participate in projects and tasks |  |  |
| **5. make personal connections to the cluster content and processes to inform possible pathway choices** |
| 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences |  |  |
| 5.2 create a connection between a personal inventory and occupational choices |  |  |