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| **1. describe the influence of lifestyle and resources on the provision of nutritious and satisfying foods** | | | |
| The Goal | What I did | Teacher approval | |
| 1.1 analyze the effect of lifestyle on the eating patterns and the nutritional status of individuals and families |  |  | |
|  | | | |
| 2.1 compare alternatives in management of resources of the provision of food; e.g., equipment, eating out, prepared foods, convenience foods |  | |  |
| 2.2 evaluate prepared and convenience foods, considering: |  | |  |
| 2.2.1 availability |  | |  |
| 2.2.2 nutritional value |  | |  |
| 2.2.3 resource use |  | |  |
| 2.2.4 palatability |  | |  |
| 2.3 describe the role of food additives in prepared and convenience foods |  | |  |
| 2.4 describe technologies employed in the processing of prepared and convenience foods |  | |  |
| 2.5 evaluate equipment and appliances that facilitate food preparation tasks and cooking, considering: |  | |  |
| 2.5.1 comparison with conventional methods/equipment |  | |  |
| 2.5.2 function |  | |  |
| 2.5.3 time and energy savings |  | |  |
| 2.5.4 cost |  | |  |
| 2.5.5 versatility |  | |  |
| **2. identify and describe alternatives to enhance the ease and speed of food preparation** | | | |
| 2.6 describe prepared and convenience foods through application of basic principles of cookery and comparison to conventional foods |  | |  |
| **3. demonstrate knowledge and skills used to enhance the ease and speed of food preparation** | | | |
| 3.1 modify and prepare foods and/or food preparation techniques to satisfy the demands of rush-hour cuisine through |  | |  |
| 3.1.1 adapting foods and techniques for time-saving appliances and equipment; e.g., food processor, microwave, convection oven |  | |  |
|  |  | |  |
| 3.1.2 incorporating prepared and convenience foods, evaluating for nutrition, resource use and palatability |  | |  |
| 3.2 demonstrate methods of enhancing the palatability and aesthetic appeal of foods through varied presentation techniques |  | |  |
| **4. identify and demonstrate safe and sanitary practices** | | | |
| 4.1 maintain a clean, sanitary, safe work area |  | |  |
| 4.2 apply universal precautions related to: |  | |  |
| 4.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves |  | |  |
| 4.2.2 hand-washing techniques |  | |  |
| 4.2.3 infectious diseases |  | |  |
| 4.2.4 blood-borne pathogens |  | |  |
| 4.2.5 bacteria, viruses, molds |  | |  |
| 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards  4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards |  | |  |
| 4.3 use all materials, products and implements appropriately |  | |  |
| 4.4 clean, sanitize and store materials, products and implements correctly |  | |  |
| 4.5 dispose of waste materials in an environmentally safe manner |  | |  |
| **5. demonstrate basic competencies** | | | |
| 5.1 demonstrate fundamental skills to: |  | |  |
| 5.1.1 communicate |  | |  |
| 5.1.2 manage information |  | |  |
| 5.1.3 use numbers |  | |  |
| 5.1.4 think and solve problems |  | |  |
| 5.2 demonstrate personal management skills to: |  | |  |
| 5.2.1 demonstrate positive attitudes and behaviours |  | |  |
| 5.2.2 be responsible |  | |  |
| 5.2.3 be adaptable |  | |  |
| 5.2.4 learn continuously |  | |  |
| 5.2.5 work safely |  | |  |
| 5.3 demonstrate teamwork skills to: |  | |  |
| 5.3.1 work with others |  | |  |
| 5.3.2 participate in projects and tasks |  | |  |
| **6. identify possible life roles related to the skills and content of this cluster** | | | |
| 6.1 recognize and then analyze the opportunities and barriers in the immediate environment |  | |  |
| 6.2 identify potential resources to minimize barriers and maximize opportunities |  | |  |
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**Foods #### – Section Title Checklist**

**2. identify and describe alternatives to enhance the ease and speed of food preparation**

2.6 describe prepared and convenience foods through application of basic principles of cookery and comparison to conventional foods

**3. demonstrate knowledge and skills used to enhance the ease and speed of food preparation** 3.1 modify and prepare foods and/or food preparation techniques to satisfy the demands of rush-hour cuisine through: 3.1.1 adapting foods and techniques for time-saving appliances and equipment; e.g., food processor, microwave, convection oven

3.1.2 incorporating prepared and convenience foods, evaluating for nutrition, resource use and palatability

3.2 demonstrate methods of enhancing the palatability and aesthetic appeal of foods through varied presentation techniques

**4. identify and demonstrate safe and sanitary practices** 4.1 maintain a clean, sanitary, safe work area

4.2 apply universal precautions related to: 4.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves

4.2.2 hand-washing techniques

4.2.3 infectious diseases

4.2.4 blood-borne pathogens

4.2.5 bacteria, viruses, molds

4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards

4.3 use all materials, products and implements appropriately

4.4 clean, sanitize and store materials, products and implements correctly

4.5 dispose of waste materials in an environmentally safe manner

**5. demonstrate basic competencies**

5.1 demonstrate fundamental skills to:

5.1.1 communicate

5.1.2 manage information

5.1.3 use numbers

5.1.4 think and solve problems

5.2 demonstrate personal management skills to:

5.2.1 demonstrate positive attitudes and behaviours

5.2.2 be responsible

5.2.3 be adaptable

5.2.4 learn continuously

5.2.5 work safely

5.3 demonstrate teamwork skills to:

5.3.1 work with others

5.3.2 participate in projects and tasks

**6. identify possible life roles related to the skills and content of this cluster**

6.1 recognize and then analyze the opportunities and barriers in the immediate environment

6.2 identify potential resources to minimize barriers and maximize opportunities