Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD33
Developed by: Paula Aquino	**Date Developed:** June, 2016
School Name: G. W. Graham Secondary School	**Principal's Name:** Mr. Chuck Lawson
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: International Foods	**Grade Level of Course:** 10
Number of Course Credits: 4	**Number of Hours of Instruction:** 120 hours

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Foods classroom with cooking facilities required; Teacher – recommended degree or training in Home Economics and FoodSafe certification.

Course Synopsis:

In this course students will explore food principles and preparation, focusing on staple grains and foods from other cultures. Course topics will include influences on foodways and preparation of food from a variety of countries, the impact of globalization and global food systems (e.g., fair trade, free trade, food security) on food production in various countries, and global influences on Canadian foodways.

Goals and Rationale:

The International Foods 10 BAA course brings an international approach to food and global issues related to food and food production. Topics and/or issues covered in the course include world hunger, poverty, food security, food-borne illnesses in a global context, and the implications of the world economy, free trade, and fair trade on food production and economic impacts for farmers. Students will be provided opportunities to look at multiple sides of issues related to these topics and apply critical thinking skills as they analyze the implications for food production both in Canada and around the world. Food preparation focuses on staple grains used around the world (wheat, corn, rice, quinoa, etc.), incorporating recipes and meals that include experimenting with eating practices, equipment, and ingredients used in other countries where feasible (e.g., woks, tortilla presses, roti grills, chopsticks, seasonings and ingredients specific to countries, etc.). Students will also have opportunities to experiment with international flavours and create their own variations.

Aboriginal Worldviews and Perspectives:

Links to aboriginal worldviews and perspectives in this course will include:

1) Connecting learning and discussions to the land – sustainable land use and stewardship in a global context; practicing sharing and giving in connection with food preparation.
2) Honouring the stories and traditions of the cultures we talk about, including protocols for using recipes.
3) Learning about and respecting cultural differences in food production and food preparation, being open to exploring new foods and new ways of preparing foods and appreciating variety and flavours from other traditions, including those of Aboriginal ancestry in Canada.
4) Respecting that learning takes time, patience and practice, and that skills will build and develop throughout the course.

BIG IDEAS

The land, resources, and culture of a country impacts food and menu design.	Creating foods from other cultures involves a variety of preparation skills.	Preparing foods from other cultures requires different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Applied Design** ***Understanding context*** • Observe and research the context of a meal preparation task or process ***Defining*** • Identify and analyze points of view for a chosen meal design task or process • Identify potential **consumers** and contexts • Identify criteria for success, intended impact, and any **constraints** • Identify the physical capacities and limitations of workspaces ***Ideating*** • Engage in appropriate **risk taking** to creatively respond to **challenges** • Analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and preparation • Choose an idea to pursue, using **sources of inspiration** and **information** • Maintain an open mind about potentially viable ideas ***Prototyping*** • Select and combine appropriate levels of form, scale, and detail for prototyping • Experiment with a variety of tools, ingredients, and processes to create and refine food products • Compare, select, and employ **techniques that facilitate** a given task or process • Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability	*Students are expected to know the following:* • **food contamination issues** and prevention in various cultures • meal planning and **eating practices** in various cultures around the world • the **relationship between eating practices and health** in various countries around the world • **organizations** and initiatives to address food insecurity in developing countries • simple and complex **global food systems** and the impact of government initiatives and controls, such as subsidies, free trade, and fair trade • the impact of global trade on foodways, e.g., fusion cuisine, including Aboriginal influence on Canadian foodways

Testing • Identify **sources of feedback** • Develop **appropriate tests** for the prototype • Use feedback to make appropriate changes ***Making*** • Make a step-by-step plan for production • Create food products, working individually or collaboratively, and making changes as needed • Use food materials in ways that minimize waste • Identify and use appropriate tools, **technologies**, materials, and processes for production ***Sharing*** • Decide on how and with whom to **share** prepared food products • Critically evaluate the success of meals, and explain how design ideas contribute to the individual, family, community, and environment • Assess their ability to work effectively both as individuals and collaboratively **Applied Skills** • Demonstrate an awareness of precautionary and emergency **safety procedures** for self and others • Identify and assess their skills and skill levels • Develop specific plans to refine existing skills or learn new skills **Applied Technologies** • Choose, adapt, and if necessary, learn more about appropriate tools and technologies to use for food preparation tasks • Evaluate **impacts**, including unintended negative consequences, of choices made about technology use • Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies	

Big Ideas – Elaborations

- **defining:** setting parameters
- **ideating:** forming ideas or concepts

Curricular Competencies – Elaborations

- **consumers:** for example, individuals who engage with a food product, such as in producing, designing, or eating
- **constraints:** for example, available technologies, resources, expense, environmental impact, dietary restrictions and preferences
- **risk taking:** creative thinking and application of new and unfamiliar ideas
- **challenges:** such as time, space, economics, skill set, resources
- **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, and people, including consumers and professionals
- **information:** may include First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities; food science and food security
- **techniques that facilitate:** For example, when is it of greater value to employ estimation or precision measurement, or to use a convenience form of a food product?
- **sources of feedback:** may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, consumers, and professionals
- **appropriate tests:** for example, when to taste test, appropriate people to test, suitable product standards
- **technologies:** tools that extend human capabilities
- **share:** may include tasting by others, giving away, or marketing and selling
- **safety procedures:** including food safety and sanitation, health, digital literacy
- **impacts:** personal, social, and environmental

Content – Elaborations

- **food contamination issues**: diarrheal diseases (e.g., norovirus, campylobacter, e-coli 0157:H7, salmonella) and the implications for a global food supply and world travel
- **eating practices:** with whom, what, when, how, why, where food is consumed in a variety of situations (e.g., informal, formal, special occasions and cultural etiquette)
- **relationship between eating practices and health**: for example, the implications of access to appropriate food storage and preparation facilities (e.g. refrigerator), potential for nutritional deficiencies due to food insecurity or inadequate information, etc.
- **organizations**: for example, United Nations, World Health Organization, World Vision, Action Against Hunger, etc.
- **global food systems:** growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items in countries around the world, and the inter-relationships between countries

Recommended Instructional Components:

- direct instruction and indirect instruction
- demonstrations and modeling
- individual and group work
- inquiry projects
- food preparation
- videos
- research
- self- and peer-evaluation

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- student projects and learning opportunities:
  - researching/reporting on poverty and hunger in developing nations
  - exploration and critical analysis of current issues related to food practices, e.g. added sugar and fat
  - evaluation of food production and impacts (environmental and other) in various countries
  - analyzing implications of world trade activities, such as free trade, fair trade, subsidies, etc.
- practical skill development and demonstrations of food preparation
  - preparing various recipes using ingredients, equipment, and techniques from around the world
  - modifying or developing ethnic-inspired recipes to prepare
  - designing a food truck and menu serving ethnic or fusion cuisine; prepare a menu item to share
- teacher-developed rubrics and assessments
- peer assessment
- self-evaluation, some using student-created rubrics
- communication of learning and progress with parents (interim, term, & semester)

Learning Resources:

- Articles and websites with information about foodways, health, and food production issues in various countries
- Teacher-developed resources
- Nourish DVD
- Online videos as suited to course content

Additional Information:

- Course outline (as presented to students) attached.

COURSE OUTLINE:

Foods 10 International

"If you really want to make a friend, go to someone's house and eat with them—the people who give you their food give you their heart."

Cesar Chavez

Welcome to Foods 10 International!

This course is designed to introduce you to the variety of cultural foods eaten in Canada and around the world, as well as take your cooking skills to the next level. We will be studying a variety of grains and food products, looking at how they are used in other cultures, and preparing some recipes and simple meals. We will consider the "why" of cooking methods, as well as the "how." Have fun!

Possible Topics & Recipes

Introduction & Procedures
- Safety & sanitation
- Cooking terms & equipment
- Measuring & cooking procedures

Ingredients in Mixtures
- What happens if you vary the flour?

Wheat
- Food production & wheat
- Irish Soda Bread
- Mexican Sopapillas
- Filipino Lumpia Shanghai
- German Apfelkuchen
- Italian Gnocci
- Turkish Borek
- Guatemalan Empanadas
- Greek Pita & Hummus
- Indian Naan & Dal

Cultural Celebrations

Food & Activity

Food Trucks International

Corn
- Food production & corn
- Blackened Fish & Cornbread
- Mexian Enchiladas
- Pulled Pork Sliders

World Hunger

Chocolate & Fair Trade

Rice
- Chinese Fried Rice
- Southern US Jambalaya
- Persian Zereshk Polo & Rice
- Vietnamese Rice Paper Rolls
- Thai Chicken & Basil

GWG Kitchen Master Challenge

Grains of the World
- Peruvian Quinoa Stew
- Lebanese Coucous Salad

Nutrition Facts Labeling

Other Options:
- Australian Pavola
- French Clafoutis
- Brazilian Ensalada de Choclo

BAA Course Framework Template