
KNOWLEDGE AND EMPLOYABILITY FOODS GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Foods

Unit A: Basic Cooking

Unit B: Snacks and Convenience Foods

Unit C: Basic Baking

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/recognition from community members.

UNIT A: BASIC COOKING

Students will complete a variety of projects/activities to develop competencies in cooking safety, the use of techniques and tools when cooking for one or many, nutritional information and meal planning. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with food
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the operation of cooking equipment.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	<i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations.

BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p>Students will develop work skills related to the completion of general and specific work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
<p>Students will develop organizational skills to enhance their ability to complete work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
<p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
<p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none">• demonstrate responsibility by meeting deadlines and completing tasks• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand the employability characteristics of a successful worker.</p>	<p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify various occupations in the foods industry • identify the personal knowledge, skills and attitudes required in foods occupations. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify related job opportunities in the community • identify the personal knowledge, skills and attitudes required in occupations related to cooking, preparing and serving food • investigate careers in cooking occupations; e.g., <ul style="list-style-type: none"> – types of jobs – job locations – training required – salary expectations • identify a range of related courses available in senior high school • document their interests, aspirations and appropriate career choices in their career portfolios.
<p>Students will relate academic skills to occupational requirements.</p>	<p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate accurate estimations and calculations when working with ingredients • recognize measurement units in metric and imperial systems • calculate and set appropriate time ranges for basic cooking tasks. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify and calculate quality, yields and portions • use appropriate terminology to describe tools, equipment and foods.
<p>Students will understand the function and safe application of tools, equipment and materials.</p>	<p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify food-related Workplace Hazardous Materials Information System (WHMIS) symbols and Hazardous Household Product Symbols (HHPS) • identify the safe and effective uses of cooking tools and equipment 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of a food preparation facility, relevant safety expectations and the safe use of equipment and tools; e.g., ranges, microwaves, small appliances, knives • demonstrate kitchen safety, including the prevention and treatment of injuries; e.g., cuts, burns, electric shock

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand concepts and skills.</p>	<ul style="list-style-type: none"> • identify hygienic routines; e.g., personal hygiene and the sanitation of equipment and work areas • describe strategies to demonstrate knowledge of the safe handling and storage of foods; e.g., cooking at high temperatures, storing at cool temperatures. 	<ul style="list-style-type: none"> • discuss the consequences of unsafe food preparation and storage practices; e.g., food-borne illnesses, loss of employment, business closures • identify and correctly interpret hazardous product symbols; e.g., WHMIS and HHPS.
	Knowledge (Concepts and Skills)	
<p>Students will apply concepts and skills in practical situations.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe and assess their personal food choices in relation to <i>Canada's Food Guide to Healthy Eating</i> and other reliable and appropriate guidelines • describe the techniques and procedures for appropriate handling and storage of food. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe the effects of nutrition on appearance, athletic ability and mental alertness • identify cutting and slicing techniques • identify tools, equipment and foods through the use of appropriate terminology.
	Workplace Performance	
	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate familiarity with kitchen and laboratory routines • apply basic skills and knowledge while planning, preparing and evaluating a variety of food products and preparation strategies • demonstrate knowledge of food preparation and storage safety • select and safely use tools and equipment when measuring, preparing, mixing, cooking and serving • demonstrate hygienic routines; e.g., personal hygiene and the sanitation of equipment and work areas • apply strategies to demonstrate knowledge of the safe handling and storage of foods; e.g., cooking at high temperatures, storing at cool temperatures. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • complete and present appropriate projects that demonstrate skills in the making of meals and the completion of recipes • incorporate nutritional factors into meal planning • demonstrate the safe use of equipment and tools; e.g., ranges, microwaves, small appliances, knives • demonstrate kitchen safety; e.g., the prevention and treatment of injuries • use accepted recipe terminology when planning, preparing and evaluating basic foods.

UNIT B: SNACKS AND CONVENIENCE FOODS

Students will complete a variety of projects/activities to investigate cooking safety, the use of techniques and tools, nutritional information and personal decisions about selecting snacks and convenience foods. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with food
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the operation of cooking equipment.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	<i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations.

BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p>Students will develop work skills related to the completion of general and specific work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
<p>Students will develop organizational skills to enhance their ability to complete work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
<p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
<p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none">• demonstrate cooperation, selflessness and concern for others while working as members of a team• demonstrate responsibility by meeting deadlines and completing tasks• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand the employability characteristics of a successful worker.</p>	<p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify various occupations in the foods industry • identify the personal knowledge, skills and attitudes required in foods occupations • identify the production process of snacks and convenience foods • identify types of convenience foods • identify franchises in the fast food industry • locate local examples of the fast food industry. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify related job opportunities in the community • identify the personal knowledge, skills and attitudes required in occupations related to cooking, preparing and serving food • investigate careers in cooking occupations; e.g., <ul style="list-style-type: none"> – types of jobs – job locations – training required – salary expectations • identify a range of related courses available in senior high school • document their interests, aspirations and appropriate career choices in their career portfolios.
<p>Students will relate academic skills to occupational requirements.</p>	<p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • summarize knowledge gained by studying fast foods and convenience foods; e.g., <ul style="list-style-type: none"> – read labels on food packaging – calculate calories in relation to the time or activities needed to burn them off. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • develop conclusions about the role of fast foods and convenience foods in their personal lifestyle • identify the ratios of fats, proteins and carbohydrates in selected fast food/convenience food items.
<p>Students will understand the function and safe application of tools, equipment and materials.</p>	<p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • select and safely use tools and equipment when measuring, preparing, mixing, cooking and serving a variety of snacks and convenience foods • demonstrate hygienic routines; e.g., personal hygiene and the sanitation of equipment and work areas. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge, skills and techniques for the safe and sanitary handling of the tools and equipment used in food preparation; e.g., ranges, microwaves, small appliances, knives

General Outcomes	Specific Outcomes	
<p>Students will understand concepts and skills.</p>	Level 1	Level 2
	<p>Knowledge (Concepts and Skills)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe and assess their personal food choices in relation to <i>Canada's Food Guide to Healthy Eating</i> and other reliable and appropriate guidelines • describe the techniques and procedures for appropriate handling and storing of food • describe what constitutes a snack and the factors that affect snack choices • describe what constitutes a convenience food and the factors that affect convenience food choices • compare various snacks and convenience foods. 	<ul style="list-style-type: none"> • demonstrate kitchen safety, including the prevention and treatment of injuries; e.g., cuts, burns, electric shock • identify and interpret hazardous product symbols; e.g., WHMIS and HHPS. <p><i>Students will:</i></p> <ul style="list-style-type: none"> • discuss snacks and convenience foods in relation to the guidelines in <i>Canada's Food Guide to Healthy Eating</i>; e.g., nutritional value, cost, skill level required, environmental issues • identify and discuss the characteristics of various commercial fast food outlets; e.g., advertising and marketing techniques, laws regarding safety and sanitation in commercial food service, nutritional values, specialized equipment • describe the role that snacks, appetizers and other convenience foods play in society; e.g., activities, hospitality • describe a variety of positive and negative impacts that snacks have on nutrition and wellness • interpret information provided on convenience and other food packaging • develop a personal plan to select/prepare appropriate snacks, appetizers and convenience foods.

General Outcomes	Specific Outcomes	
<p>Students will apply concepts and skills in practical situations.</p>	Level 1	Level 2
	<p>Workplace Performance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate familiarity with kitchen and laboratory routines • complete and present appropriate projects that demonstrate skills in making snacks and convenience foods; e.g., mixes (muffins, cookies, beverages, pizza, cakes), partially prepared foods (pizza crusts, burger or chicken patties, vegetarian burgers, fish sticks, cookie dough), prepared foods (dinners, perogies, fish and chips, sausage rolls, samosas, doughnuts, croissants) • demonstrate appropriate problem-solving skills, attitudes and communication skills when working individually and as members of a team. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify nutritional values when preparing foods • demonstrate and apply basic skills and knowledge while planning, preparing and evaluating a variety of food products and preparation strategies.

UNIT C: BASIC BAKING

Students will complete a variety of projects/activities to develop competencies in baking safety, the use of techniques and tools, nutritional information and personal decisions about selecting baked goods. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with food
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the operation of baking equipment.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	<i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations.

BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p>Students will develop work skills related to the completion of general and specific work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
<p>Students will develop organizational skills to enhance their ability to complete work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
<p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
<p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none">• demonstrate cooperation, selflessness and concern for others while working as members of a team• demonstrate responsibility by meeting deadlines and completing tasks• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand the employability characteristics of a successful worker.</p>	<p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify various occupations in the baking industry • identify the personal knowledge, skills and attitudes required in foods and baking occupations. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify related job opportunities in the community • identify the personal knowledge, skills and attitudes required in occupations related to baking, preparing and serving food • investigate careers in baking occupations; e.g., <ul style="list-style-type: none"> – types of jobs – job locations – training required – salary expectations • identify a range of related courses available in senior high school • document their interests, aspirations and appropriate career choices in their career portfolios.
<p>Students will relate academic skills to occupational requirements.</p>	<p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate accurate estimations when working with baking ingredients • calculate and set appropriate time ranges when baking various products. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • recognize the need for accuracy in measuring ingredients and timing the baking process.
<p>Students will understand the function and safe application of tools, equipment and materials.</p>	<p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the safe and correct use of the tools and equipment used to bake a variety of products; e.g., electric mixer, blender, food processor, bread machine, a variety of ovens • wear appropriate personal protective equipment (PPE); e.g., oven mitts. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the proper sanitation and cleaning practices for tools and equipment and for the preparation and kitchen areas.

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand concepts and skills.</p>	<p>Knowledge (Concepts and Skills)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> describe and assess their personal food choices in relation to <i>Canada's Food Guide to Healthy Eating</i> and other reliable and appropriate guidelines examine the characteristics and functions of key baking ingredients; e.g., flour, fats, sugars, liquids, eggs, leavening agents, flavouring. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> identify and discuss nutritional factors related to baked products describe the preparation methods used for cookies, quick breads and cakes.
<p>Students will apply concepts and skills in practical situations.</p>	<p>Workplace Performance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> demonstrate and apply basic skills and knowledge when planning, preparing and evaluating basic food preparation strategies and products demonstrate correct preparation methods and knowledge of the role of key ingredients in the production of a variety of products select, complete and present appropriate projects that demonstrate skills in making meals and completing recipes. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> demonstrate appropriate skills and techniques in the preparation of baked products; e.g., accuracy in measuring/scaling, correct mixing procedures, appropriate pan preparation, proper baking procedures and determining doneness prepare a variety of baked products and evaluate their personal performance and the product quality.

