

# Family Studies: Grade 10 Course Options

Family Studies at the grade 10 level comprises five half-credit course options being offered in Nova Scotia schools. Most schools select two half-credits (each with its own course code) and offer as a full-credit choice to their students.

- Food for Healthy Living 10
- Food Preparation/Service 10
- Food Technology 10
- International Foods 10
- Textile Production 10

Food Technology 10, Food Preparation and Service 10, and Textile Production 10 are eligible half credits for the technology graduation requirement.

**Note:** Unit Outcome 1 and its associated specific curriculum outcomes are the same for all Grade 10 foods-related curriculum. The focus on safe food handling procedures must be addressed in all courses that involve food preparation.

## Food for Healthy Living 10

### Unit Outcomes

Students will be expected to

1. demonstrate knowledge of safe food preparation techniques and production
2. determine the environmental, cultural, and economic factors that influence consumer food decisions and wellness
3. identify the nutritional benefits of food as they apply to food choices
4. apply nutritional principles to planning and preparing healthy meals for self and family
5. identify and discuss trends and issues as related to foods and well-being
6. identify career and employment opportunities and related skills associated with food choices and well being

### Specific Curriculum Outcomes

Students will be expected to

#### **UNIT 1: SAFE FOOD PREPARATION TECHNIQUES AND PRODUCTION**

- 1.1 identify causes, symptoms, and prevention of food-borne illness
- 1.2 identify kitchen procedures reflective of maintaining a safe workplace
- 1.3 demonstrate safe food handling in the selection, storage, preparation, and serving of foods

**UNIT 2: THE FOOD CONSUMER**

- 2.1 determine what is meant by “being healthy” or “wellness”
- 2.2 determine why people select and eat the foods they do

**UNIT 3: NUTRITION**

- 3.1 define nutrition terminology and explain how the six main nutrients play a major role in health and well-being
- 3.2 identify proteins (complete and incomplete), their functions and food sources, and apply appropriate food preparation techniques
- 3.3 identify carbohydrates (simple and complex) and dietary fibre, their functions and food sources and apply appropriate food preparation techniques
- 3.4 identify the types of fats, their functions, food sources, related health concerns, and apply appropriate food preparation techniques
- 3.5 identify vitamins (water soluble and fat soluble), their functions and food sources, and apply appropriate food preparation techniques
- 3.6 identify minerals (macro minerals and trace minerals), their functions and food sources, and apply appropriate food preparation techniques
- 3.7 explore the importance of water as a nutrient; its functions and food sources

**UNIT 4: MEAL PLANNING AND PREPARATION**

- 4.1 define meal management and identify factors involved in planning meals
- 4.2 understand and analyze *Canada’s Food Guide* and what is meant by healthy eating
- 4.3 be able to practice general food shopping guidelines that are efficient and economical
- 4.4 develop awareness of food additives to become a knowledgeable and critical consumer
- 4.5 examine and practise the steps involved in healthy and nutritious food preparation
- 4.6 establish guidelines for working together in class

**UNIT 5: FOOD TRENDS AND ISSUES**

- 5.1 explore, locally and globally, trends and issues related to food and well-being

**UNIT 6: CAREER PATHWAYS IN THE FOOD INDUSTRY**

- 6.1 be aware of career and employment opportunities related to food industry, food preparation, and nutrition
- 6.2 identify and evaluate personal qualities, skills, abilities, and interests related to career choices in food industry, food preparation, and nutrition

# Food Preparation and Service 10

## Unit Outcomes

Students will be expected to

1. demonstrate knowledge of safe food preparation techniques and production
2. demonstrate skills in basic food preparation using a variety of tools and technology
3. demonstrate an understanding of the components of meal planning
4. demonstrate skill in providing quality client service and product presentation
5. explore the career and employment opportunities related to food preparation and presentation

## Specific Curriculum Outcomes

Students will be expected to

### **UNIT 1: SAFE FOOD PREPARATION TECHNIQUES AND PRODUCTION**

- 1.1 identify causes, symptoms, and prevention of food-borne illness
- 1.2 identify kitchen procedures reflective of maintaining a safe workplace
- 1.3 demonstrate safe food handling in the selection, storage, preparation, and serving of foods

### **UNIT 2: FOOD PREPARATION TECHNOLOGY**

- 2.1 practice cooking techniques used with a variety of foods
- 2.2 assess the use and economy of various appliances, tools, and convenience foods in food preparation
- 2.3 apply basic knowledge of ingredients and cooking methods to maximize nutrient enhancement and retention

### **UNIT 3: BASIC MENU PLANNING**

- 3.1 apply *Canada's Food Guide to Healthy Eating* when meal planning
- 3.2 apply basic math calculations when planning and budgeting for labs
- 3.3 organize, plan, and create a budget for a food service event

### **UNIT 4: INTRODUCTION TO FOOD SERVICE AND PREPARATION**

- 4.1 demonstrate an understanding of creating a welcoming environment for food service
- 4.2 develop proficiency at setting tables, taking orders, and serving food in a basic restaurant setting
- 4.3 demonstrate their ability to prepare and serve food that is appetizing

### **UNIT 5: FOOD SERVICE—LIFE-WORK BENEFITS**

- 5.1 identify various employment opportunities in the food industry and training required
- 5.2 describe the nature of the work involved in working in a food-related occupation

# Food Technology 10

## Unit Outcomes

Students will be expected to

1. demonstrate knowledge of safe food preparation techniques and production
2. investigate and analyze the impact of food technology on the consumer and the food industry
3. use factual information to assess current issues related to food production and preparation
4. identify the career and employment opportunities related to food technology and industry

## Specific Curriculum Outcomes

Students will be expected to

### **UNIT 1: SAFE FOOD PREPARATION TECHNIQUES AND PRODUCTION**

- 1.1 identify causes, symptoms, and prevention of food-borne illness
- 1.2 identify kitchen procedures reflective of maintaining a safe workplace
- 1.3 demonstrate safe food handling in the selection, storage, preparation, and serving of foods

### **UNIT 2: FOOD INDUSTRY TECHNOLOGY**

- 2.1 critique the purpose and impact of technology on food preparation
- 2.2 critically analyze the impacts of evolving technologies on themselves, societies, and the environment

### **UNIT 3: ISSUES RELATED TO FOOD INDUSTRY**

- 3.1 identify various issues related to food technology
- 3.2 gain an understanding of biotechnology and genetically modified foods as they impact consumers
- 3.3 decipher label and package information for product enhancement, claims, and modification

### **UNIT 4: CAREERS IN FOOD SCIENCE AND TECHNOLOGY**

- 4.1 explore the career and employment opportunities related to food industry and food technology

# International Foods 10

## Unit Outcomes

Students will be expected to

1. demonstrate knowledge of safe food preparation techniques and production
2. develop their knowledge and appreciation of cultural diversity, sensory evaluation techniques, and global influences on Canadian eating habits
3. develop a broadened view of the world, a deeper understanding of other cultures, and an appreciation of ethnic cuisine
4. develop an awareness of both world interdependence and the unequal distribution of the world's resources

## Specific Curriculum Outcomes

Students will be expected to

### **UNIT 1: SAFE FOOD PREPARATION TECHNIQUES AND PRODUCTION**

- 1.1 identify causes, symptoms, and prevention of food-borne illness
- 1.2 identify kitchen procedures reflective of maintaining a safe workplace
- 1.3 demonstrate safe food handling in the selection, storage, preparation, and serving of foods

### **UNIT 2: AN INTRODUCTION TO GLOBAL FOODS**

- 2.1 define culture generally and as it is reflected by food
- 2.2 identify factors that influence food choices and customs
- 2.3 show how we share commonalities and express diversity through the medium of food
- 2.4 identify the components of cuisine and demonstrate an ability to evaluate the aesthetic and sensory qualities of food
- 2.5 determine the contribution of cultural and regional foods in the development of our Canadian heritage and food culture
- 2.6 identify the staple foods of the world
- 2.7 compare the ways people of different cultures meet their nutritional needs (Food Guides)

### **UNIT 3: GLOBAL FOODS TOUR**

- 3.1 explain why and how certain foods have become staples in a given country
- 3.2 identify factors that influence food choices and customs
- 3.3 identify the food patterns and dietary trends of various countries
- 3.4 describe the role of food in traditional celebrations around the world
- 3.5 prepare dishes and use specialty equipment characteristic of various cultures
- 3.6 demonstrate the ability to work co-operatively and independently to prepare foods from a variety of selected global locations
- 3.7 explore a variety of equipment and technologies used in the preparation of food in various countries
- 3.8 use their sensory evaluation techniques to describe their food tasting experiences

**UNIT 4: GLOBAL AWARENESS**

- 4.1 explore the distribution of population, wealth, and food supply
- 4.2 identify causes of food shortages and famine
- 4.3 explore global patterns of food distribution that lead to dietary deficiencies and dietary excess
- 4.4 initiate and carry out a personal action project for avoiding dietary excess or for feeding the hungry
- 4.5 use information to access current issues related to food that are impacted by both social and economic factors

## Textile Production 10

### Unit Outcomes

Students will be expected to

1. use their knowledge of textiles to become informed consumers
2. develop competency in the selection and use of technological applications in textiles
3. understand the impact of textile art and design on our daily lives
4. describe and identify characteristics of careers in the textile industry, apparel production, and in fashion merchandising

### Specific Curriculum Outcomes

Students will be expected to

**UNIT 1: THE INFORMED TEXTILE CONSUMER**

- 1.1 describe factors affecting clothing decisions
- 1.2 analyze factors to consider when deciding to buy or to sew textile items
- 1.3 explain the textile care process using the information provided on care labels
- 1.4 expand their wardrobe by repairing, redesigning, and/or recycling garments

**UNIT 2: TEXTILE TECHNOLOGY**

- 2.1 trace the evolution of textile technology
- 2.2 describe how fabrics are generated
- 2.3 develop pattern literacy in preparation for project construction
- 2.4 demonstrate the safe use of appropriate technology for completing a textile project

**UNIT 3: TEXTILE ARTS AND DESIGN**

- 3.1 identify and define the elements of design as applied to textiles
- 3.2 describe the relationship of the colours in the colour wheel using basic colour terminology
- 3.3 describe the relationship between colours and personality, moods and feelings
- 3.4 describe the use of the elements of design in a textile project of their own creation

**UNIT 4: LIFE-WORK OPPORTUNITIES IN TEXTILES**

- 4.1 describe and identify characteristics of careers in the textile industry, apparel production and in fashion merchandising