SOCIAL SCIENCES AND HUMANITIES
(Grade 9 to Grade 10)
Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a research strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

Family Studies
(Exploring Family Studies, Grade 9 or 10)
Open

Research and Inquiry Skills

A1. Exploring Throughout this course, students will:

A1.1 Explore a variety of topics related to individual and family needs and resources (e.g., healthy relationships, adolescent development, communication skills, lifestyle differences between generations, peer pressure, financial literacy) to identify topics for research and inquiry

A1.2 Identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics

A1.3 Formulate effective questions to refine their research and inquiry Teacher prompt: “How might you approach an investigation of anti-bullying programs? What might you look for when investigating programs aimed at elementary students? Would you look for different things in programs aimed at secondary students?”

A2. Investigating Throughout this course, students will:
A2.1 Create appropriate research plans to investigate their selected topics (e.g., identify sources of information, develop research tools such as surveys or questionnaires), ensuring that their plans follow guidelines for ethical research.

A2.2 Locate and select information relevant to their investigations from a variety of primary sources (e.g., informal interviews and surveys, observations, grocery bills) and/or secondary sources (e.g., textbooks, newspaper and magazine articles, websites, government reports).

A2.3 Based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research.

A3. Processing Information Throughout this course, students will:

A3.1 Assess various aspects of information gathered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice).
Teacher prompts: “How can you determine whether all of the information you have gathered is relevant to your research topic?” “If two information sources contradict each other, how might you determine which is more reliable?” “What biases might there be in your information sources?”

A3.2 Record and organize information and key ideas using various formats (e.g., notes, graphic organizers, summaries, audio/visual/digital records).

A3.3 Analyze and interpret research information (e.g., compare results of surveys and interviews; determine whether common themes arise in sources).

A3.4 Demonstrate academic honesty by documenting the sources of all information generated through research.

A3.5 Synthesize findings and formulate conclusions (e.g., weigh and connect information to determine the answer to the research question).

A4. Communicating and Reflecting Throughout this course, students will:

A4.1 Use an appropriate format (e.g., oral presentation, podcast, brochure, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience.
A4.2 Use terms relating to individual and family needs and resources correctly (e.g., abstract thinking, identity development, support, boundaries, empathy, division of labour, needs, wants, rights, resources, budget, credit card, line of credit)

A4.3 Clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style)

A4.4 Demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills Teacher prompt: “What steps might you take to enhance your research/inquiry skills?”

Self and Others

B1. Adolescent Development By the end of this course, students will:

B1.1 Describe important aspects of adolescent development (e.g., with reference to physical, cognitive, social, emotional development)

B1.2 Distinguish between needs and wants, and identify needs, wants, values, and goals that may develop during adolescence (e.g., needs/ wants with respect to food, exercise, friends, support from family, electronic goods, designer clothing; values as reflected in tangible goods such as clothing and cars or intangibles such as behaviour, opinions, traits; short- and long-term goals relating to relationships, education, work, money, family)

B1.3 Explain the connection between adolescents’ developmental needs and their individual behaviour (e.g., how identity development and the corresponding need to belong to a group can affect social behaviours; how rapid physical development affects behaviours related to sleep and diet)

B2. Relating to Others By the end of this course, students will:

B2.1 Describe various types of relationships in which adolescents are involved (e.g., relationships with family, friends, and people in the local community; collegial, intimate, and sexual relationships)
B2.2 Describe the characteristics of healthy and unhealthy relationships (e.g., healthy relationships: trust, mutual support, clear limits and boundaries, humour, honesty; unhealthy relationships: mistrust, jealousy, isolation, control, tension)

B2.3 Identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions (e.g., assertiveness training, anti-bullying programs, strategies for developing empathy)

B2.4 Describe and demonstrate socially appropriate verbal and non-verbal communication skills in a variety of situations (e.g., describe the importance of maintaining eye contact when talking with a friend; show respect for the opinions of others in classroom discussions; using role play, demonstrate how to listen attentively when talking with parents or caregivers, or how to speak confidently during a job interview)

B3. Family Lifestyles By the end of this course, students will:

B3.1 Describe the impact of change, including social, economic, technological, and environmental change, on the lifestyles of past and present families (e.g., the effects of changes in divorce rates, the participation of women in the workforce, the role of fathers, gender roles, household technology; generational shifts in parental perceptions about appropriate levels of involvement with and protection of children; the impact of resource depletion on families who live on the land; the rise of the skills-based economy)

B3.2 Describe differences in lifestyle among families from diverse backgrounds (e.g., food choices; social life; gender roles; family celebrations and traditions; views on health and wellness; religious expression)

Daily Living Skills

C1. Decision Making and Problem Solving By the end of this course, students will:

C1.1 Identify and use effective decision-making strategies (e.g., identify effective decision-making models, reflect on the results of past decisions) to make sound decisions related to their own well-being and that of their family
C1.2 Demonstrate individual and collaborative problem-solving skills that could be applied in situations involving family, peers, or members of the community (e.g., to resolve a disagreement with a parent, when participating in a group project, when preparing for a difficult test, to resist peer pressure)

C2. Managing Resources By the end of this course, students will:

C2.1 Identify family resources (e.g., time, knowledge, money, skills, talents) and describe how they can be used to meet the needs of the family unit and its individual members

C2.2 Apply effective strategies for managing time to achieve individual, family, and group goals (e.g., prioritizing; setting daily, weekly, and monthly goals; clearly communicating divisions of labour within a family or group; identifying resources needed to achieve goals and organizing them logically with respect to time considerations)

C2.3 Describe and demonstrate financial strategies and the financial literacy skills necessary to manage financial resources to meet personal and family financial goals (e.g., create a budget, develop personal banking skills, save for a major purchase, regulate credit card use)

C2.4 Identify resources within their community that are available to support the needs of individuals and families (e.g., parks and playgrounds; libraries; recreation centers; walk-in clinics and hospitals; food banks; employment services; phone lines, websites, and centers to help teens)

C3. Practical Skills By the end of this course, students will:

C3.1 Describe and demonstrate appropriate procedures that contribute to household safety (e.g., safe procedures for working with household chemicals and kitchen appliances, preparing and storing food, sewing, communicating with others on the Internet, caring for young children; what to do in case of fire; precautions to ensure their personal safety when they are home alone)

C3.2 Describe the elements of a healthy diet, and demonstrate the practical knowledge and skills required to prepare healthy meals and snacks (e.g., the ability to plan varied, nutritious, and economical meals and snacks; an understanding of
healthy cooking methods; an understanding of the guidelines in Canada’s Food Guide, including the First Nations, Inuit, and Métis version and the translated versions of Canada’s Food Guide; the ability to follow recipes and to interpret food labels; skills related to food presentation)

C3.3 Describe criteria used in wardrobe planning, and demonstrate the practical knowledge and skills required to meet their clothing needs (e.g., an understanding of apparel and textile care symbols; the ability to care for clothing made from various types of fabric, to choose a practical and affordable wardrobe, to mend a garment, to construct and/or alter a garment, to locate budget and second-hand clothing stores)

C3.4 Describe factors that can affect the design of living spaces, and demonstrate the practical knowledge and skills required to help create and sustain a healthy and functional living space (e.g., the ability to choose environmentally friendly technology and materials, to decorate on a budget, to apply elements and principles of design, to construct a home accessory from new or recycled components)

Exercising Responsibility

D1. Personal Responsibilities By the end of this course, students will:

D1.1 Identify strategies and resources that individuals can use to improve and/or maintain their personal health and well-being (e.g., resources such as Canada’s Food Guide and other Health Canada publications; strategies such as practicing good hygiene, exercising, spending time in nature, managing stress, choosing healthy foods, living within their means, fostering healthy relationships; avoiding unsafe practices such as drinking and driving, smoking, having unprotected sex)

D1.2 Explain the importance of taking personal responsibility for maintaining their health and well-being (e.g., how taking personal responsibility contributes to skills development, independence, self-confidence)

D1.3 Explain how and why an adolescent’s responsibilities with respect to the family and household changes as his or her independence increases (e.g., with reference to sharing responsibilities to meet food, clothing, and household needs, and caring for and communicating with family members)
D2. Family Responsibilities By the end of this course, students will:

D2.1 Describe a variety of family forms (e.g., nuclear, single-parent, blended, extended, same-sex, skipped-generation, foster, and adoptive families; families of affinity)

D2.2 Identify family functions that are common to all cultures (e.g., reproduction, socialization of children, physical maintenance of members, nurturance and love, social control, production of goods and services)

D2.3 Describe ways in which diverse families (e.g., families from diverse backgrounds, nuclear versus extended families, upper-class versus working-class families) perform their fundamental functions

D2.4 Explain how families can fulfil their functions and meet their needs while reducing their impact on the environment (e.g., by recycling and reusing goods, composting, shopping for second-hand clothing or household items, reducing consumption, using forms of transportation other than a car whenever possible)

D3. Consumer Awareness. By the end of this course, students will:

D3.1 Describe strategies for making informed and responsible consumer decisions (e.g., comparison shopping, reading labels and contracts, buying Canadian-made goods, checking warranties)

D3.2 Describe the impact of marketing and advertising techniques (e.g., product placement, celebrity endorsement) on consumer decisions

D3.3 Describe strategies for resisting imp buying (e.g., make a list of the items they need, eat before going grocery shopping, plan their purchases, research the product they want)

D3.4 Create a plan for making a major purchase (e.g., buying a computer, signing up for a cellphone package), using strategies for making informed and responsible consumer decisions
Fashion and Housing (Clothing, Grade 10)
Open

Research and Inquiry Skills

A1. Exploring. Throughout this course, students will:

A1.1 Explore a variety of topics related to clothing (e.g., fabrics, fibres, dress codes, wardrobe planning, evaluating clothing, consumer awareness) to identify topics for research and inquiry

A1.2 Identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics

A1.3 Formulate effective questions to guide their research and inquiry

A2. Investigating. Throughout this course, students will:

A2.1 Create appropriate research plans to investigate their chosen topic (e.g., outline purpose and method; identify sources of information), ensuring that their plans follow guidelines for ethical research

A2.2 Locate and select information relevant to their investigations from a variety of primary sources (e.g., interviews, observations, surveys, questionnaires, fashion spreads in magazines) and/or secondary sources (e.g., textbooks, newspaper articles)

A2.3 Based on preliminary research, for each investigation formulate a research question and use it to focus their research

A3. Processing Information. Throughout this course, students will:

A3.1 Assess various aspects of information gathered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice)

A3.2 Record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, audio/digital records)
A3.3 Analyze and interpret research information (e.g., compare observations with images obtained from magazines; determine whether common images arise in media products from different eras)

A3.4 Demonstrate academic honesty by documenting the sources of all information generated through research

A3.5 Synthesize findings and formulate conclusions (e.g., weigh and connect information to determine the answer to their research question)

A4. Communicating and Reflecting Throughout this course, students will:

A4.1 Use an appropriate format (e.g., oral presentation, brochure, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience

A4.2 Use terms related to clothing correctly (e.g., fibres, fabrics, natural, synthetic, knit, crochet, weave, seam, hem, raw edge, wardrobe planning)

A4.3 Clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style)

A4.4 Demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

Influences on Clothing Choices

B1. The Functions and Social Impact of Clothing. By the end of this course, students will:

B1.1 Describe the functions of clothing and accessories and the messages they convey (e.g., to protect against the weather; to convey status, power, or occupation; to adorn; to satisfy social conventions with respect to modesty or gender roles; to signal membership in a group)
B1.2 Explain the impact that clothing can have on social interactions (e.g., how clothing’s ability to contribute to unity or signal authority can affect interactions; what people’s clothing can say about their values or personality, and how this might affect their interactions with others; how the ways we judge ourselves and others based on clothing can affect our interactions)

B2. Wardrobe Planning and Clothing Selection. By the end of this course, students will:

B2.1 Explain ways in which individuals’ personal clothing decisions can be affected by change (e.g., fads and trends; changes in styles; development of new materials; changes in one’s age, status, or social role)

B2.2 Describe various criteria used in wardrobe planning (e.g., price, style, storage space, availability, what peers are wearing, family rules or traditions, cultural traditions, physical needs), and explain how these criteria affect their personal clothing and accessory selections

B2.3 Describe the steps and processes involved in personal wardrobe planning (e.g., using a decision-making model, evaluating current wardrobe, dentifying needs and wants, determining personal resources such as money for clothing and skills to alter or repair clothing, planning for special occasions)

B2.4 Describe dress codes for a variety of situations and groups (e.g., with reference to situations at school, special occasions, a school dance, a funeral, various workplaces, a wedding, family functions; with reference to groups such as athletic teams, police officers, members of the military) and the effects such codes can have on personal wardrobe planning

Making Knowledgeable Decisions

C1. Evaluating Clothing. By the end of this course, students will:

C1.1 Explain the criteria for evaluating the quality, value, and suitability of clothing and accessories (e.g., straight and secure stitching on seams, which allows garments to hang, wear, and wash well; durable fabrics for garments and accessories that will be worn and/or washed frequently)
C1.2 Assess the quality of selected garments and accessories (e.g., work clothes, outerwear, sports garments, shoes, garments for special occasions)

C2. Retail Approaches By the end of this course, students will:
C2.1 Identify and describe various retail formats for clothing and accessories (e.g., department stores, chain stores, boutiques, specialty shops, second-hand stores, online shopping sites, outlet stores, shopping channels on television)
C2.2 Explain how various retail formats can affect the ways individuals shop for and purchase clothing and accessories (e.g., with reference to shopping with peers, accessing unique products, comparison shopping, impulse buying)
C2.3 Describe different types of retail promotions (e.g., in-store displays, billboards, magazine advertising, clearance sales, online surveys), and explain the effect of these promotions on their decisions about clothing purchases

C3. Fibres and Fabric Care. By the end of this course, students will:
C3.1 Identify common natural and synthetic fibres (e.g., cotton, silk, linen, wool, hemp, rayon, polyester, nylon, spandex) and describe their characteristics
C3.2 Explain how knowledge of natural and synthetic fibres and fabrics, including how they are produced, can affect clothing choices (e.g., the selection of breathable lightweight cottons and rayons for summer clothes; wool or polar fleece for winter outerwear; silk or cashmere for softness next to the skin; organic cotton or hemp to limit environmental damage arising from the production of traditionally farmed cotton or petroleum-based polyester; down or synthetic fibre for insulation in outerwear)
C3.3 Describe ways, including environmentally responsible ways, to care for garments to maintain their appearance and extend their life (e.g., with respect to following clothing care labels; laundering, ironing, removing stains from, and storing garments made from different kinds of fabrics; using environmentally responsible detergents and stain-removal practices)

Design and Clothing Construction Skills
D1. Elements of Design. By the end of this course, students will:

D1.1 Identify and describe the elements of design (e.g., line, shape, colour, texture) as they apply to clothing and accessories

D1.2 Explain how the elements of design can enhance or detract from a person’s appearance and comfort (e.g., vertical lines make the wearer appear taller, soft fabrics enhance comfort), and consequently which elements should be considered when selecting clothing and accessories

D2. Tools and Technologies. By the end of this course, students will:

D2.1 Identify various tools and technologies used when creating and/or repairing clothing and accessories (e.g., measuring tape, seam ripper, scissors, iron, pressing ham, sewing machine, serger, loom, knitting needles, crochet hook)

D2.2 Demonstrate the safe use of tools and technologies when creating and/or repairing clothing and accessories (e.g., safe practices when using sharp objects such as pins, needles, or scissors, or chemicals such as dye or glue)

D2.3 Use tools and technologies correctly when creating personal clothing or accessories (e.g., tools/technologies associated with cutting, pressing, pinning, sewing, knitting, crocheting)

D3. Procedures, Skills, and Techniques. By the end of this course, students will:

D3.1 Demonstrate the ability to follow preconstruction procedures (e.g., measuring, interpreting pattern envelopes and patterns, laying out patterns, preparing fabric and other materials, understanding knitting or crocheting instructions) when creating clothing or accessories

D3.2 Demonstrate the ability to repair and/or alter personal clothing or accessories using basic sewing skills (e.g., repair a seam, seam finish a raw edge, alter a hem, apply an appliqué, replace a button, create an elastic casing)
D3.3 Demonstrate the ability to create clothing or accessories using basic construction techniques (e.g., machine and/or hand sewing, knitting, crocheting, beading)

D3.4 Demonstrate the ability to create new clothing or accessories from recycled materials or garments (e.g., turn drink boxes into a bag; candy wrappers into a necklace; neckties into a skirt; a necktie into a handle for a bag; jeans into a skirt or a bag; tea towels into a dress; fabric samples into a tote, cosmetic bag, laptop case, or music player pouch)
Research and Inquiry Skills

A1. Exploring. Throughout this course, students will:

A1.1 Explore a variety of topics related to food and nutrition (e.g., Canadian food regulations, food safety, school food regulations) to identify topics for research and inquiry.

A1.2 Identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics.

A1.3 Formulate effective questions to guide their research and inquiry.

A2. Investigating. Throughout this course, students will:

A2.1 Create appropriate research plans to investigate their selected topics (e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires), ensuring that their plans follow guidelines for ethical research.

A2.2 Locate and select information relevant to their investigations from a variety of primary sources (e.g., informal interviews and surveys, personal food journals, data sets from Statistics Canada) and/or secondary sources (e.g., textbooks, advertisements, brochures, newspaper and magazine articles, online encyclopedias).

A2.3 Based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research.

A3. Processing Information. Throughout this course, students will:

A3.1 Assess various aspects of information gathered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice).
A3.2 Record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, audio/visual/digital records)

A3.3 Analyze and interpret research information (e.g., compare results of surveys and interviews; determine whether common themes arise in different sources)

A3.4 Demonstrate academic honesty by documenting the sources of all information generated through research

A3.5 Synthesize findings and formulate conclusions (e.g., weigh and connect information to determine the answer to their research question)

A4. Communicating and Reflecting. Throughout this course, students will:

A4.1 Use an appropriate format (e.g., oral presentation, brochure, flyer, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience

A4.2 Use terms relating to food and nutrition correctly (e.g., nutrients, nutrient-dense foods, snacking, body image, food security)

A4.3 Clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style)

A4.4 Demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

Nutrition and Health

B1. Canada’s Food Guide. By the end of this course, students will:

B1.1 Describe the key messages and recommendations in Canada’s Food Guide (e.g., food illustrations included, foods emphasized, statements about exercise)

B1.2 Describe diverse foods within each of the food groups as described in Canada’s Food Guide
B1.3 Describe appropriate serving sizes as defined in Canada’s Food Guide

B1.4 Identify key nutrients, their sources and functions, and the food groups in which they can be found (e.g., carbohydrates in the Grain Products group, protein in the Meat and Alternatives and Milk and Alternatives groups)

B1.5 Describe people’s nutritional needs at different stages in the lifespan, as outlined in Canada’s Food Guide

B1.6 Interpret the information on the labels of a variety of packaged foods (e.g., Nutrition Facts table, ingredient list, nutrient claims) to determine their nutritional content

B1.7 Plan nutritionally adequate meals using the guidelines in Canada’s Food Guide

B2. Eating Patterns. By the end of this course, students will:

B2.1 Explain the differences between nutrient-dense foods and empty-calorie foods and their effects on health

B2.2 Explain why it is important to eat a nutritious breakfast (e.g., to improve mood, energy level, school performance, workplace productivity)

B2.3 Describe the role of healthy snacking in achieving and maintaining optimal health (e.g., meeting nutrient needs, satisfying hunger between meals, providing energy)

B2.4 Evaluate existing programs and policies that encourage eating for optimal health (e.g., breakfast programs, school food and beverage policies, trans-fat regulations)

B2.5 Assess their own eating patterns and create a personal eating plan to achieve optimal physical health

B2.6 Plan and prepare a snack and/or breakfast food that is nutrient dense

B3. Body Image and Attitudes about Food. By the end of this course, students will:
B3.1 Describe positive and negative influences on body image (e.g., cultural, social, media, peer group, family)

B3.2 Describe and evaluate some current theories about the relationship between body type/shape and health (e.g., different shapes can be healthy; waist circumference is a predictor of diabetes and stroke risk)

B3.3 Outline strategies for achieving and maintaining a positive body image and healthy attitudes about food (e.g., critically examining media messages, educating oneself about trends, using positive self-talk, setting priorities, participating in varied activities, talking with others)

Food Choices

C1. Food Needs. By the end of this course, students will:

C1.1 Describe factors that affect people’s food needs (e.g., food preferences, dietary and health needs, busy schedules, major life changes)

C1.2 Describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs (e.g., creating a budget, estimating per-serving costs, using coupons, planning menus and meals, developing appropriate food-preparation skills and techniques, preparing foods in advance)

C1.3 Describe ways in which household members can contribute to the provision of food both inside and outside the home (e.g., planning meals, shopping for food, preparing food, cleaning up)

C1.4 Plan and prepare a food item or items to address specific food needs (e.g., the need for a low-sodium diet, a low-cholesterol diet, a healthy diet for a person with a hectic schedule)

C2. Influences on Food Choices. By the end of this course, students will:

C2.1 Identify different factors that influence people’s food choices (e.g., nutritional, cultural, emotional, environmental, religious, social, ethical, economic)
C2.2 Explain how personal, family, and community resources (e.g., money, time, knowledge, ability, equipment, availability of foods) influence personal food choices

C2.3 Explain how childhood eating habits can influence lifelong eating patterns

C2.4 Analyze how social situations influence food choices

C3. Media, Advertising, and Food. By the end of this course, students will:

C3.1 Describe how various media (e.g., flyers, magazines, billboards, radio, television, the Internet) are used to promote the consumption of different types of foods (e.g., fresh produce, health foods, fast foods, energy drinks).

C3.2 Analyze techniques that are commonly used to promote food products (e.g., celebrity endorsements, selective limiting of information, scare tactics, brand recognition, product placement, end-of-aisle displays).

C3.3 Analyze their personal food choices to determine the extent to which they are influenced by media and advertising/promotional techniques.

Local and Global Foods

D1. Availability of Food. By the end of this course, students will:

D1.1 Identify the different types of foods produced in Canada (e.g., fish, meat and poultry, dairy products, grains, vegetables, fruit).

D1.2 Explain how various factors affect the availability of local foods (e.g., proximity to agricultural land, length of growing season, presence of infrastructure such as greenhouses or fish farms, weather, soil conditions).

D1.3 Explain why certain foods are imported from other countries (e.g., tropical fruits, nuts, ocean fish, coffee, tea, chocolate).

D1.4 Identify factors that influence where people choose to shop for food (e.g., local grocery store, bulk-food store, big-box store, farmers’ market, roadside stand, pick-your-own farm).

D1.5 Plan and prepare a food item or items and identify the source of most of the ingredients.
D2. Food and Environmental Responsibility. By the end of this course, students will:

D2.1 Assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment (e.g., local foods require less fossil fuel for transportation; homemade foods require less packaging)

D2.2 Assess programs and practices that reduce the impact of food production and consumption on the environment (e.g., recycling programs, organic farming, food co-ops, community gardens)

D2.3 Outline environmentally responsible food-related strategies that can be used in the home (e.g., using cooking techniques that require less energy, cultivating home vegetable gardens, packing lunches in reusable containers, using reusable shopping bags, buying in bulk, recycling, vermi-composting)

D3. Food Security. By the end of this course, students will:

D3.1 Identify the components of food security (e.g., availability, accessibility, adequacy, acceptability, sustainability)

D3.2 Explain why some people in Canada cannot achieve food security (e.g., lack of access to safe drinking water in smaller communities or communities with deteriorating infrastructure; low income; lack of knowledge about nutrition or food preparation; lack of resources or lack of access to resources; poor growing conditions or low crop yields as a result of soil depletion or natural disasters)

D3.3 Identify some misconceptions and myths about hunger (e.g., it does not happen in Canada; there is not enough food in the world), and explain the reasons for them

D3.4 Identify local programs to increase food security (e.g., education programs, food banks, community kitchens, community gardens), and assess their effectiveness

Food-Preparation Skills

E1. Kitchen Safety. By the end of this course, students will:
E1.1 Describe common accidents that can occur in the kitchen (e.g., cuts, burns, fires, falls, poisoning, electric shocks)

E1.2 Demonstrate an understanding of safe practices within the food-preparation area (e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately)

E1.3 Demonstrate an understanding of appropriate emergency responses to common accidents associated with food preparation (e.g., cuts, burns, scalds, fires)

E2. Food Safety. By the end of this course, students will:

E2.1 Describe the causes and symptoms of foodborne illnesses (e.g., E. Coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis) and techniques for preventing them

E2.2 Use appropriate personal hygiene practices to prevent contamination of food (e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back)

E2.3 Demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area (e.g., wash fresh produce; sanitize cutting boards after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace and/or sanitize sponges and cloths frequently; use proper clean-up procedures)

E2.4 Follow appropriate protocols to ensure food safety (e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check “best-before” dates; demonstrate awareness of common allergenic ingredients)

E2. Food Safety. By the end of this course, students will:

E2.1 Describe the causes and symptoms of foodborne illnesses (e.g., E. Coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis) and techniques for preventing them
E2.2 Use appropriate personal hygiene practices to prevent contamination of food (e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back)

E2.3 Demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area (e.g., wash fresh produce; sanitize cutting boards after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace and/or sanitize sponges and cloths frequently; use proper clean-up procedures)

E2.4 Follow appropriate protocols to ensure food safety (e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check “best-before” dates; demonstrate awareness of common allergenic ingredients)

E3. Food Preparation. By the end of this course, students will:

E3.1 Identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation

E3.2 Demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation

E3.3 Demonstrate the ability to measure quantities accurately (e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level)

E3.4 Demonstrate the correct use of food preparation techniques (e.g., stirring, beating, whipping, chopping, broiling, frying)

E3.5 Demonstrate the ability to manage time effectively in food preparation

E3.6 Plan, prepare, and serve a food item or items according to set criteria

E4. Kitchen Literacy and Numeracy. By the end of this course, students will:
E4.1 Identify various sources of recipes (e.g., cookbooks, the Internet, newspapers, magazines, food packages, appliance manuals, recommendations from family or friends)

E4.2 Describe useful information found in cookbooks and other sources of recipes (e.g., conversion charts, nutrition information, cooking techniques, food-related terminology, storage tips)

E4.3 Compare various recipe formats (e.g., narrative, standard, active)

E4.4 Demonstrate the ability to follow a variety of recipe formats

E4.5 Apply mathematical skills correctly in food preparation tasks (e.g., convert between metric and imperial measures; calculate yield changes)