



**TFJ201**

# **Hospitality & Tourism**

## **Culinary Explorer- Street Foods Design Portfolio**

[Abstract](#)

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## PROJECT PROVISION

Although the connections in this document have been applied to the grade 10 Hospitality and Tourism they also meet many expectations in the grade 11 and 12 curriculums. This project can be adapted to meet expectations in other grade levels and the curriculum expectations in open level and split level classes.

## PROJECT OVERVIEW

In this project students continue to develop the basic skills used in a professional kitchen. Students practise safe food handling techniques, food preparation, culinary techniques and the use of specialized tools and equipment. Students demonstrate an understanding of common food ingredients and will create meals from various cultures.

In this food lab, students will demonstrate research skills, and communication skills while demonstrating different food preparation methods. The importance of Information and communication technology, time-management, and teamwork skills as well as literacy and culinary numeracy are stressed throughout this activity. A strong emphasis will be placed on culinary process including safety, sanitation, mise en place and technique. The skills and knowledge acquired in this activity can be applied to similar projects and lifelong learning.

## PROJECT CHALLENGE

Now that you have practiced professional techniques like safe equipment handling, food handling, sanitation, kitchen professionalism and organization strategies, you will become a Culinary Explorer and research “street foods” from a country or culture of your choosing. Your learning goal is to introduce your classmates to a new food or taste experience. You will demonstrate your learning by preparing a class media presentation to explain your theme and then prepare a recipe from your research of “street foods”.

## CONNECTIONS

### **SEF Component 1 Assessment for, as and of Learning**

#### **Indicator 1.3- Students:**

**Describe what they are learning, the purpose of the learning and what it looks like.**

**Participate in the development of their individual learning goals**

#### **DI TIPS**

Provide an open-end approach when having students select a product. Have students choose their own product. A choice board with examples may help.

### **SEF Component 5 Pathways Planning and Programming**

#### **Indicator 5.2**

Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.

In the classroom:

- Authentic tasks and experiential learning enable students to apply subject-specific knowledge and skills to work-related situations, explore subject-related education



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|  | <p>and career/life options and become competent, self-directed planners.</p> <ul style="list-style-type: none"><li>Planned and purposeful experiential learning tasks, either individually, in small groups or as class projects, help students develop self-knowledge and opportunity-awareness.</li></ul> <p>Students:</p> <ul style="list-style-type: none"><li>Discover strengths, refine and pursue their interests and aspirations.</li><li>Demonstrate understanding of the relationship between what they are learning, why they are learning it and how it connects to their lives.</li><li>Are able to set goals and select appropriate activities, courses, programs and pathways that reflect their interests, skills and aspirations.</li><li>5.3 Demonstrate a growing awareness of themselves and the full range of opportunities available to them based on their skills, interests and aspirations.</li></ul> <p><b>DI Tips</b><br/>Students have choices in the type of foods they will research and prepare based on their own interests and cultural background,</p> <p><b>Numeracy Connections</b><br/><b>”Leading Math Success”</b><br/>An effective learning experience is one that connects mathematics with the lives of adolescent<br/><b>Select an important mathematical idea; identify various ways of approaching the idea; pull together the tools that students need to engage in the various approaches (e.g., technologies and manipulatives); organize students in groups to work on different approaches (the action part of the lesson); have students share their strategies . In this case students will determine the Yield of the recipes. Calculate recipe conversions and calculate the required groceries to prepare the recipes.</b><br/><b>Classroom strategies</b></p> <ul style="list-style-type: none"><li>provide access to appropriate classroom resources, especially manipulatives, calculators, graphing calculators, and software;</li><li>Provide appropriate measuring devices such as scales, measuring cups etc.</li><li>Provide conversion charts and procedures for calculation conversion factors.</li><li>Provide examples of Interpreting the differences between weights and volumes in preparing recipes.</li></ul> <p><b>FNMI Connection First Nations, Metis and Inuit Connections</b><br/>Research could include foods served at festivals and celebrations of indigenous groups.<br/>“For Aboriginal students, the inclusion of indigenous perspectives can help to foster engagement in the learning process through increased relevance to their</p> |
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|   | <p>own experiences and culture, leading to increased self-esteem and better learning outcomes”</p> <p><b>Innovation Creativity Entrepreneurship(ICE)</b> this project activity could be used for a school street food festival day to support a local cause or create awareness of diverse cultures in the community.</p>   |
| <p><b>PROJECT CRITERIA</b></p>  | <p><b>EXAMPLES</b></p>  |
| <p><b>This assignment has 3 tasks:</b></p> <p><b>Task: 1 Research and Presentation</b></p> <ul style="list-style-type: none"> <li>● Digital media presentation ( eg. powerpoint, prezi) to explain the research and information you gathered about your culinary exploration.</li> <li>● Name of Country and its Geographical location on the world map</li> <li>● List of staple foods from chosen country</li> <li>● Select 1 popular street food with historical significance or said to originate from this country or culture</li> <li>● Research the History behind the creation of this food item and rationale for this item to have been created ( location, climate, beliefs, cost etc.)</li> <li>● Research a Video link that demonstrates the recipe preparation(eg. YouTube / Rouxbe/ Epicurious / National Geographics)</li> <li>● List definitions of culinary terms referenced in the recipe or video</li> <li>● Research 3 recipes for the chosen street food item. 1 recipe from print source( cookbook, magazine) 2 recipes from an internet web site</li> <li>● Analyse the recipes from the research and determine which best suites the learning goal</li> <li>● Write the recipe in standardized recipe format with ingredients in metric measurement</li> <li>● Determine the yield required to prepare for sampling. ( demonstrate mathematical skills in conversions)</li> <li>● Identify the cooking and food preparation methods</li> <li>● Complete a grocery order for recipe</li> </ul> <p><b>Task: 2 Food Preparation</b></p> <ul style="list-style-type: none"> <li>● List tools and equipment required for the task</li> <li>● Demonstrate all safety and sanitation required</li> <li>● Safety passport must be present to use equipment</li> <li>● Prepare mise en place</li> <li>● Prepare recipe and serve samples</li> <li>● Complete all meal clean-up</li> </ul> <p><b>Task: 3 Portfolio</b></p> <ul style="list-style-type: none"> <li>● Completed Digital Media Presentation</li> <li>● Recipes, grocery list, culinary definitions, peer assessment, food critique</li> <li>● Proper grammar, punctuation and spelling must be</li> </ul> | <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>▪ Creaming Method, Straight mix method, foaming method...</li> <li>▪ Cooking less tender meats</li> <li>▪ Roasting, poaching, frying...</li> <li>▪ Puree soups, veloute soups, broth soups...</li> <li>▪ Bechamel, veloute....</li> <li>▪ Stocks, reductions</li> <li>▪ Emulsifications</li> <li>▪ Cooking Methods</li> <li>▪ Flavouring ingredients</li> <li>▪ Ethnic foods</li> <li>▪ Vegetarian / Vegan</li> </ul> <p>Collect exemplars from your own students for future use as teaching tools, a recipe bank and exemplars.</p> <p><b>Connections</b></p> <p><b>STEM and the The Design Process:</b></p> <ul style="list-style-type: none"> <li>● Analyse the context and background, and clearly define the problem or challenge.</li> <li>● Conduct research to determine design criteria, financial or other constraints, and availability of materials.</li> <li>● Generate ideas for potential solutions, using processes such as brainstorming and sketching.</li> <li>● Choose the best solution.</li> <li>● Build a prototype or model.</li> <li>● Test and evaluate the solution.</li> <li>● Repeat steps as necessary to modify the design or correct faults.</li> <li>● Reflect and report on the process.</li> </ul> <p><b>21st Century Competencies</b></p> <p>Reflect with students on the growth mindset that will help them achieve their goals and help them adapt to the ever changing landscape of the 21st century.</p> |



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| <p>used.</p> <ul style="list-style-type: none"> <li>All final work must be submitted to as a word-processed document. (MS word or MS Publisher or Powerpoint etc.)</li> <li>The project must include written rough work and a bibliography with sources including textbooks, cook books and the internet.</li> </ul> |  |
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## WEBSITE SAMPLES

Rouxbe.com, Epicurious.com, YouTube ( Street Foods)  
[https://www.youtube.com/results?search\\_query=national+geographic+street+food+around+the+world](https://www.youtube.com/results?search_query=national+geographic+street+food+around+the+world)

## PROJECT SYNOPSIS and TIMELINES

| Act # | Activity Title/Name  | Time (hrs .) | Curriculum Expectations  | Assesment & Evaluation   | Connections?   |
|-------|--|--------------|--|--|--|
| 1.1   | Project Research and Planning  | 4.0          | A1.1, A3.1, A3.2, A3.3, B1.2, B3.1, B3.2, D 3.6, D3.8  | <ul style="list-style-type: none"> <li>K/U</li> <li>T</li> <li>A</li> <li>C</li> </ul> | <ul style="list-style-type: none"> <li>Ontario Curriculum</li> <li>Growing Success</li> <li>DI</li> <li>SEF</li> <li>Math Literacy</li> <li>Literacy</li> <li>Equity Inclusive...</li> <li>ICE</li> <li>FNMI First Nations, Metis</li> </ul> |
| 1.2   | Kitchen Organization and Cooking   | 3.0          | A1.1, A2.1, A2.2, A2.3, A3.1, A3.2, A3.3<br>B1.1, B1.2, B1.3, B2.1, B2.2, B2.3, B2.4, B2.5, B2.6, C1.3, D1.2, D1.3, D1.4, D2.2, D3.6, D3.7, D3.8 | <ul style="list-style-type: none"> <li>K/U</li> <li>T</li> <li>A</li> <li>C</li> </ul> | <ul style="list-style-type: none"> <li>Ontario Curriculum</li> <li>Growing Success</li> <li>DI</li> <li>SEF</li> <li>Math Literacy</li> <li>Literacy</li> <li>Equity Inclusive...</li> <li>ICE</li> <li>FNMI First Nations, Metis</li> </ul> |
| 1.3   | Portfolio Presentation<br>Digital Media Presentation<br>Recipes / Grocery List<br>Food Tastings Critique | 1.0          | A2.1, A2.2, A2.3, A3.1, A3.2, A3.3, B1.2, B3.1, B3.2, D3.1, D3.3, D3.4, D3.5, D3.6, D3.7, D3.8   | <ul style="list-style-type: none"> <li>K/U</li> <li>T</li> <li>A</li> <li>C</li> </ul> | <ul style="list-style-type: none"> <li>Ontario Curriculum</li> <li>Growing Success</li> <li>DI</li> <li>SEF</li> <li>Math Literacy</li> <li>Literacy</li> <li>Equity Inclusive...</li> <li>ICE</li> <li>FNMI First Nations, Metis</li> </ul> |



## CONNECTIONS RESOURCE LIST

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| 1  | The Ontario Curriculum, Grade 11-12, Revised 2009                         | <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf</a>   |
| 2  | Growing Success   | <a href="http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf">http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf</a>   |
| 3  | Student Success: Differentiated Instructions Educator's Package, 2010(DI) | <a href="http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf">http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf</a> |
| 4  | School Effectiveness Framework, 2013 (SEF)                                | <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf</a>   |
| 5  | Think Literacy  | <a href="http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/">http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/</a>   |
| 6  | Leading Math Success  | <a href="http://www.edu.gov.on.ca/eng/document/reports/numeracy/numeracyreport.pdf">http://www.edu.gov.on.ca/eng/document/reports/numeracy/numeracyreport.pdf</a>   |
| 7  | Ontario First Nations, Metis, and Inuit Education Policy Framework (FNMI) | <a href="http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf">http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf</a>   |
| 8  | Ontario's Equity and Inclusive Education Strategy                         | <a href="http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf">http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf</a>   |
| 9  | Ontario Skills Passport (OSP)   | <a href="http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayEssentialSkills.xhtml">http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayEssentialSkills.xhtml</a>   |
| 10 | OCTE Resources: SafeDocs, SafetyNet                                       | <a href="http://www.octelab.com/">http://www.octelab.com/</a>   |

### Act 1.1 Project Research and Information Gathering

**Activity Description:**

Countries around the world have a great variety of different foods and meals that have come to represent their culture. Traditional food refers to foods and dishes that are passed through generations and could be a symbol of social status, or have religious significance.

Foods play an important role in our daily lives, without food we cannot survive. But food is more than survival. Food is a source of pleasure, comfort and security. Food is used to celebrate holidays, rituals and family traditions. What we select to eat, how it is prepared and where we eat are all factors that are part of our cultural heritage.

Street food is ready-to-eat food or drink sold by a vendor, in a street or other public place, such as at a market or fair. It is often sold from a portable food booth, food cart, or food truck and meant for immediate consumption. Some street foods are regional, but many have spread beyond their region of origin. Most street foods are classed as both finger food and fast food.

The Culinary Explorer research project will have you explore popular street foods from different countries around the world. You should try to find something unique about a food item you enjoy or would like to try. Learn about the cooking techniques, the history behind the food item, local ingredients that influenced the creation of the recipe, spices and something that makes the recipes famous.

In this activity you are asked to identify street food items that are said to originate from this country but the items may have migrated to the country and become part of the culture over a long period of time. Remember to identify the country and its geographical location.

Research a video that demonstrates the preparation of the food item you have chosen to prepare for the class. You must put your research into a digital presentation to introduce your classmates to the information and cooking processes you've discovered. Ensure you have a good understanding of the critical steps in the preparation of the food item and ensure the ingredients for the item you've chosen to cook are available locally. Ensure you understand the cooking methods for the recipes you've selected and the safe tool and sanitation practices.

In this activity you will be preparing the recipes in the industrial kitchen, all the preparation and organization starts with collecting "Mise en place" which puts all your tools, equipment and all your prepared ingredients in place. The process of combining, cooking and assembling dishes now begins.

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**Act 1.1 Project Research and Information Gathering**

Themes/Styles

Street Food Research Assignment

Research and describe the following:

- Name of country and its' Geographical Location
- A List of some of the staple foods from your chosen country ( foods that are mainstays of their diet)
- One street food item that you will base your recipe research on, that is said to originate in this country (This item will be cooked for the culinary class).
- The history behind the creation of the selected street food and the rationale for this item to have been created ( location, climate, beliefs, cost, etc...).
- A Video that demonstrates the preparation of your chosen item.



- 3 recipes from different sources for the street food item you've chosen
- Then Analyze the 3 recipes and decide which would be suite the project. ( You may create your own recipe from your analysis)
- The recipes must be in metric measurements

Products to produce:

- Media presentation of your research
- Standardized recipe including a picture or sketch of the product .
- List to identify the cooking methods and culinary techniques to prepare the food item.
- Safe and professional sanitation & food handling skills
- List of tools and equipment required for food production
- Literacy and numeracy in culinary arts. The completion of supporting documentation (standard recipe forms, measurement in metric and grocery list)
- Awareness of the skills, aptitude and demands of a career in the culinary arts

Research Sources

- use a variety of resources in collecting your information.... Textbooks, cookbooks, culinary magazines, internet, Youtube.... You must show proof that a variety of sources were used for full marks
- be sure to cite all sources of information

Mid-Assignment planning portfolio;

- Your portfolio of all relevant material associated with your technique including, the planning sheet, various recipes, supporting material, photocopied recipes from books and magazines, printed recipes from the net, youtube video addresses, all completed rough work

## **Minds On (Engaging Prior Knowledge)**

**Act 1.1 PRIOR KNOWLEDGE**

**CONNECTIONS**



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| <p><b>Prior Knowledge Required;</b> The student will have:</p> <ul style="list-style-type: none"> <li>▪ group work skills;</li> <li>▪ research skills....ability to use a variety of resources (Internet, magazines, interviews, etc.)</li> <li>▪ skills in cooperative learning techniques (effective interpersonal skills) and an understanding of personal responsibilities and commitment required for group activities;</li> <li>▪ basic skills in word processing used for journals/log entries;</li> <li>▪ respect for the rights, responsibilities and contributions of self and others;</li> <li>▪ basic understanding of culinary techniques.</li> <li>▪ equipment and sanitation knowledge.</li> </ul> | <p><b>OSP Essential Literacy</b></p> <ul style="list-style-type: none"> <li>• The comprehension of text consisting of sentences and paragraphs</li> <li>• The preparation of written materials for a variety of purposes.</li> <li>• The use of labels, lists, signs, graphs, charts, tables, forms, and other similar materials</li> <li>• The use of any type of computerized technology.</li> <li>• The use of speech for a variety of purposes.</li> </ul> <p><b>Teacher Tips</b></p> <p>Remind students to save and document all the research and information they have accessed as evidence of learning.</p> <p><b>DI TIPS</b></p> <p>Student Success / Responding by Differentiating involves:</p> <p>Providing choice, respectful tasks, a shared responsibility for learning and flexible learning groups (key features of differentiated instruction).</p> |
| <p><b>Act 1.1 PLANNING NOTES</b></p>  | <p><b>CONNECTIONS</b></p>  |
| <ul style="list-style-type: none"> <li>▪ Check all recommended resources prior to beginning lessons and activity.</li> <li>▪ Book access to library resources</li> <li>▪ Collect the best of the books and magazines in a reading station</li> <li>▪ Be sure that all computers are in working order and that the Internet access is available.</li> <li>▪ Check school WiFi for accessibility.</li> <li>▪ Review all activities and prepare all resources (handouts, and materials) necessary for the delivery of content.</li> <li>▪ If using collaboration software, be sure that all posts are updated and ready for student interaction.</li> </ul>  | <p><b>Teacher Tips</b></p> <p>It is recommended that all resources be posted to your board collaboration system to avoid too many handouts and to ensure full accessibility.</p> <p>This activity is ideal for allowing students to use their own personal devices in their research.</p>  |

## Action (Introduce or Extend Learning)

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| <p><b>Act 1.1 Instructional Strategies</b></p>  | <p><b>Connections</b></p>   |
| <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>▪ Have students establish cooking teams of 2-3. Teacher may choose or modify the teams depending on individual strengths and weaknesses.</li> </ul> | <p><b>SEF Indicator 2.3</b><br/> <b>Organizational structures are coherent, flexible and respond to the needs of students.</b></p> <p>Students:</p> |



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| <ul style="list-style-type: none"> <li>▪ Discuss best practices regarding group work.</li> <li>▪ Introduce activity and criteria.</li> <li>▪ Discuss and describe trustworthy recipe sources. The reliability of tested recipes from textbooks versus random recipe posting websites.</li> <li>▪ Describe to students the purpose of recipe analysis and choice including their access to seasonal and local foods, tool and equipment availability, volume vs. mass, time limitations, recipe sources...</li> <li>▪ Describe what students are expected to learn and how their learning will help with the overall project. Provide students a clear vision of where this activity will lead.</li> <li>▪ Allow students access to digital templates, exemplars and project</li> <li>▪ Support students with access to photocopiers, library, books, the internet, MS Word, and MS Publisher</li> <li>▪ Share learning goals:             <ul style="list-style-type: none"> <li>- tell students, at the outset of instruction, what the learning goals are.</li> <li>- refer frequently to the learning goals and design process during instruction</li> <li>- Guide students with daily classroom expectations and check in with their progress</li> </ul> </li> </ul> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>▪ Establish a cooking team of 2-3.</li> <li>▪ Participate in collaborative/cooperative learning through group research.</li> <li>▪ Collect a minimum of 3 related recipes from various sources</li> <li>▪ Collect supporting material like text book theory, youtube videos, historical, societal or cultural, nutritional significance...</li> <li>▪ Complete the planning document including the recipe analysis reflecting on ingredient and equipment availability, recipe source reliability, skills base, time restraints...</li> <li>▪ Complete a working version of the recipe you will use</li> <li>▪ Collect mise en place</li> <li>▪ Complete culinary technique</li> </ul> | <p>The learning environment is both intellectually challenging and developmentally appropriate for all students and is organized to optimize teaching and learning.</p> <p>Work in flexible and varied groupings according to the learning task and their learning needs.</p> <p><b>SEF Indicator 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</b></p> <p>Students:</p> <p>Sort and analyze information from a variety of sources.</p> <p>Summarize and synthesize in order to understand what they read, hear and see.</p> <p><b>Literacy Connection</b></p> <p>Reading (research) Strategy: Engaging in Reading</p> <ul style="list-style-type: none"> <li>▪ Sorting Ideas Using a Concept Map can be used in documenting their research on themes and styles</li> <li>▪ 'Making Notes' strategy is applicable for this activity</li> <li>▪ Brainstorming ideas as a class to get students started</li> <li>▪ document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.</li> </ul> <p><b>FNMI Connection</b></p> <p>To address the schools will strive to "employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students", it is recommended that students research some First Nation, Métis, and Inuit foods items that fit the project.</p> |
| <p><b>Act 1.1 Assessment and Evaluation</b></p>   | <p><b>Connections</b></p>  |
| <p>Assessment strategies and tools in this activity will include opportunities in monitoring students' achievement levels as well as learning skills.</p> <p><b>Thinking and Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ To assess students on their thinking skills, teachers will evaluate students' research report in terms of using a variety of resources.</li> </ul>  | <p><b>Growing Success</b><br/>         Assessment Categories<br/>         K (20%) T (20%), C (20%), A(40%)<br/>         Learning Skills Categories</p> <p><b>Ontario Skills Passport</b></p> <p>Rubrics and classroom expectations are aligned with the work skills in the OSP</p>   |



## Communications

- The research report will be assessed in terms of format, content, accuracy, and overall appearance.

## Application

- Students will be assessed on how they use their prior knowledge as a starting point to build from

## Knowledge

- Key term and basic culinary knowledge will be assessed through the student's ability to find useful recipes that can be made within the timeline and project guidelines. Prior knowledge will be demonstrated by how effectively students research and develop their dish.

The teacher will document the following:

- the student's skills pertaining to conflict management skills;
- student's ability to work effectively as a team member;
- student's initiative, leadership and participation in a group.
- Conferencing assessment can take place on a daily basis. Be sure to provide encouragement and praising effort, as tasks are complete building on a positive self-image.

## Learning Skills

- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self Regulation

## Assessment Tools:

- Rubric

## Essential Skills

The skills in the OSP are the Essential Skills that enable people to perform tasks required by their occupation and other activities of daily life. These skills provide people with the foundation for learning other skills, such as technical skills, and enhance their ability to adapt to change. Skill levels are provided for each skill.

Essential skills are transferable skills that students will utilize in other classes and will travel with them throughout their work life and careers.

They include literacy, numeracy and thinking.

## Work Habits

The OSP also includes a section on work habits, since it is important for everyone in the workforce to have good work habits as well as the appropriate skills.

Work habits are the foundation for learning and progressing and essential to students in a classroom kitchen. Students will need to practice safe work habits, teamwork and co-operation, reliability, organization, independence, initiative, self-advocacy, customer service and entrepreneurship.

The OSP work habits are directly connected to the hospitality curriculum and embedded in classroom expectations and assessment rubrics

## SEF Component 1 Assessment for, as and of Learning Connections

**Indicator 2.2-** Provide explicit feedback about their engagement and learning as educators and advocate for what they need as learners

Assessments will include communications, observation, performance assessment, and conferencing .

## SEF Component 4 Curriculum, Teaching and Learning

Indicator 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

Students:



|  |   |
|--|---|
|  | <p>Make choices (e.g., assignment, resources, learning centre task) based on their readiness, interests and learning preferences.</p> <p><b>Innovation, Creativity and Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>- provide opportunities for students to solve their own problems, through support, encouragement and an inclusive learning environment, AND this goes back to empathy and need finding that is part of the ICE templates</li> <li>- give students the opportunity to define their own problems through empathy and NEED finding, incorporate a NEED finding exercise prior to at least one unit, use the <a href="#">ICE templates to accomplish this</a>.</li> </ul> <p><b>ICE Training</b></p> <ul style="list-style-type: none"> <li>- there are many excellent references for the brainstorming process in the ICE training models</li> <li>- think/pair/share, using notes, chart paper and traditional methods that will seem new to your students</li> <li>- the ICE training could be used as references to aid students through the process such as illustrated in this <a href="#">ICE DECK</a></li> </ul> |
| <p><b>Act 1.1 Accommodations</b></p>   | <p><b>Connections</b></p>   |
| <ul style="list-style-type: none"> <li>▪ Students may set their own learning goal at their personal interest and level of ability</li> <li>▪ Learning goals for some students may be recommended to meet their interests and personal ability</li> <li>▪ Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications and accommodations.</li> <li>▪ Teaching Strategies for students with special needs may include:             <ul style="list-style-type: none"> <li>- grouping design teams with varied abilities to allow for peer support. The teacher may choose or modify the teams depending on individual strengths and weaknesses;</li> <li>- providing a list of designs and suggestions where enrichment and challenge is needed, allowing students to be peer tutors/mentors;</li> <li>- pairing experienced students with those who are not yet familiar with the techniques.</li> </ul> </li> </ul> | <p><b>Indicator 1.3</b></p> <p>Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.</p> <p>Students:</p> <p>Describe what they are learning, the purpose of the learning and what it looks like.</p> <p>Participate in the development of their individual learning goals.</p> <p><b>SEF Connections</b></p> <p>Accommodations are to be made so students do not lose dignity because of disability, poverty, lack of success, linguistic diversity or race. Teachers foster a positive atmosphere accepting of individual's uniqueness, values, and needs.</p>  |



|  |   |
|--|---|
|  | <p><b>Guiding Principles of the Equity and Inclusive Equity and inclusive education:</b></p> <ul style="list-style-type: none"> <li>• is a foundation of excellence;</li> <li>• meets individual needs;</li> <li>• identifies and eliminates barriers;</li> <li>• promotes a sense of belonging;</li> <li>• involves the broad community;</li> <li>• builds on and enhances previous and existing initiatives;</li> <li>• is demonstrated throughout the system.</li> </ul> |
|--|---|

## Consolidation & Connections (Provide Opportunities for Reflection)

| Act 1.1 Working Portfolio   | CONNECTIONS  |
|---|--|
| <p>With the completion of this stage students will have a working portfolio that includes;</p> <ul style="list-style-type: none"> <li>● A student driven learning goal</li> <li>● A completed planning page</li> <li>● A minimum of three related recipes ( e.g. 3x Mayonnaise)</li> <li>● Web address of a video that demonstrates the process</li> <li>● A recipe analysis reflecting the ease of completion based on tools, ingredients, time restraints...</li> <li>● A written working recipe on a standard form with appropriate and accurate measures</li> <li>● Culinary terms and definitions essential in completing the task</li> <li>● A grocery list of all ingredients required for the task</li> </ul> | <p><b>SEF Indicator 4.2</b></p> <p>A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>Students:</p> <p>Sort and analyze information from a variety of sources.</p> <p>Summarize and synthesize in order to understand what they read, hear and see.</p> <p><b>Indicator 2.1</b></p> <p><b>Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.</b></p> <p><b>Students:</b></p> <p>Confidently engage in the learning process by using accountable talk, being on task, self-advocating, demonstrating curiosity, self-regulating, persevering, and taking ownership for their learning/classroom.</p> |



## Materials, Tools and Resources

### Act 1.1 Websites:

- Grade 10 Technology, Hospitality and Tourism Curriculum Document
- Any recipe or culinary website

### Act. 1.1 Publications:

- Culinary textbooks like On Cooking, Professional Baking, Professional Cooking....
- Culinary magazines
- Any appropriate cookbook

### Act. 1.1 COMPUTER SOFTWARE

- Word Processing
- MS Publisher MS Powerpoint
- Internet

### Act. 1.1 HUMAN RESOURCES

- Guest Speakers: First Nations, Metis, Inuit guest speakers, Specialty Chef ( eg. Thai )
- Elders with varied cultural backgrounds
- Special Education/Resource staff
- English Department Staff
- School, Board or community computer technician
- Librarian

### Act. 1.1 OTHER

- Board computer policies
- Local chefs and restaurateurs
- Local farmers and artisan producers
- The school's green Industries gardens
- Co-op placement mentors

### Act. 1.1 APPENDICES

- Appendix A:  
<https://drive.google.com/file/d/0B30eBxMwDls9ZXFqZHICcmN6aWM/view>
- Appendix B Exemplar Australian Meat Pie:  
<https://drive.google.com/file/d/0B30eBxMwDls9UXcyOXAzQ3dVcWs/view>



- Appendix C: Assignment Handout Rubric  
<https://drive.google.com/file/d/0B30eBxMwdls9UkhnaG16dFp3c3M/view?usp=sharing>
- Rubric:  
<https://drive.google.com/file/d/0B30eBxMwdls9TGoyWlg1Ym1UNk0/view>
- Appendix D Grocery List:  
<https://drive.google.com/drive/folders/0B30eBxMwdls9RGF1cWw3azR3amM>
- Appendix F: Standardized Recipe Form MS  
<https://drive.google.com/drive/folders/0B30eBxMwdls9cEpnbXhPaG1leE0>

## Act 1.2 Kitchen Organization and Cooking

### Activity Description:

In this activity the student teams gain access to the kitchen facility with the completion of research, the planning page and a full working recipe and grocery list. Students will collect all their ingredients and equipment and begin preparing and completing their cooking. Students will need to have a safety equipment passport completed for equipment needed in the production of this recipe. Students are expected to follow safe and sanitary food preparation techniques. Students are expected to prepare and maintain a clean and sanitary work station following kitchen guidelines to control ergonomic, chemical, physical and biological hazards. Emphasis is placed students demonstrating workplace, transferable skills. The completed recipe will be critiqued by peer tastings and teacher taste tests.

### Minds On (Engaging Prior Knowledge)

| Act 1.2 PRIOR KNOWLEDGE   | CONNECTIONS   |
|---|---|
| <p><b>Prior Knowledge Required;</b> The student will have:</p> <ul style="list-style-type: none"> <li>▪ Group work skills;</li> <li>▪ Skills in cooperative learning techniques (effective interpersonal skills) and an understanding of personal responsibilities and commitment required for group activities</li> <li>▪ Completed safety and sanitation training (SOP's for equipment)</li> <li>▪ Understanding of kitchen organizational practices including mise en place collection, setting a safe work space, hot equipment handling, cross contamination hazards, safe temperature control....</li> <li>▪ Mathematical skills relevant to measurement and recipe conversions</li> <li>▪ Respect for the safety, rights, responsibilities and contributions of self and others</li> </ul> | <p><b>Teacher Tips</b></p> <p>Create diagnostic assessment tools to determine specific prior knowledge. This could include a simple questionnaire, defining technical terms, sketching exercises, etc.</p> <p><b>Numeracy Connections</b><br/> <b>"Leading Math Success"</b></p> <p>Provide access to appropriate classroom resources, especially manipulatives, calculators, graphing calculators, and software;</p> <ul style="list-style-type: none"> <li>-Post Imperial and Metric measurement conversion charts throughout the class</li> <li>-Print conversion charts for students notes</li> <li>-Create measuring stations with scales, measuring spoons and cups and conversion calculators</li> </ul> |



| Act 1.2 PLANNING NOTES  | CONNECTIONS  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Prior to beginning this activity students must have completed research, planning notes/sheet and a working recipe written on a standard recipe form.</li> <li>▪ Research includes the background theory that supports completion. For example if a student is making mayonnaise they should understand what an emulsion is, how emulsifiers like egg yolks and mustard work, what to do if an emulsification breaks, how to fix it, safe temperature control of potentially hazardous foods and any other essential practical knowledge.</li> <li>▪ Research also includes the culinary terminology essential to the process</li> <li>▪ Appropriate quantities and accurate measures.</li> <li>▪ Students will have watched various videos that demonstrate their cooking process</li> <li>▪ Completed safety docs for all equipment the student will be using during the recipe production</li> </ul> | <p><b>Teacher Tips</b></p> <p>It is recommended that all resources be posted to your board collaboration system to avoid too many handouts and to ensure full accessibility</p> <p><b>SEF Component 2 Classroom Leadership Connections</b></p> <p>Indicator 2.1 Collaboration with other teachers will inform instructional practices to meet the needs of students.</p> <p><b>TEACHER TIPS</b></p> <p>It is recommended that all resources be posted to your board collaboration system to avoid too many handouts and to ensure full accessibility</p> |

## Action (Introduce or Extend Learning)

| Act 1.2 Instructional Strategies   | Connections  |
|--|--|
| <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>▪ Have students continue in their cooking teams of 2-3. Teacher may choose or modify the teams depending on individual strengths and weaknesses</li> <li>▪ Remind students to collect all evidence of learning and save it including, recipes, pictures, artifacts...</li> <li>▪ Review classroom/kitchen daily expectations</li> <li>▪ Review the tasks at hand, their safety hazards and best practices to meet the challenges of that day</li> <li>▪ Review with students the various assignments being completed so they are exposed to greater learning</li> <li>▪ Set check in points for groups to assess acceptable progress</li> <li>▪ Review accurate measurement strategies. Ensure students do not confuse mass with volume.</li> <li>▪ Have students explain in their own words the method of completion</li> <li>▪ Ensure students set and maintain a safe work station</li> <li>▪ Ensure fridge space is utilized effectively following safe food handling techniques.</li> <li>▪ Ensure potentially hazardous foods are kept out of the danger zone</li> <li>▪ Ensure equipment is good and safe operating condition.</li> </ul> | <p><b>Indicator 3.1</b></p> <p>The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</p> <p>Students Willingly participate in feedback processes to refine thinking and learning.</p> <p><b>Teacher Tips</b></p> <p>It is recommended that all resources be posted to your board collaboration system to avoid too many handouts and to ensure full accessibility.</p> <p><b>Literacy Connections</b></p> <p><b>Developing and organizing ideas:</b> have students use mind- mapping techniques when brainstorming idea;</p> <p><b>Writing for purpose using templates:</b> Provide students with templates or checklists for recipes and safety procedures and reflective journals</p> |



- Ensure electrical lock-out guards are in place where needed
- Ensure ovens are preheated
- Ensure food is removed from ovens in time
- monitor progress and provide feedback frequently emphasizing collaborative and cooperative group efforts;

### Student:

- Follow classroom expectations for working safely in a kitchen
- Collaborate with group members demonstrate teamwork skills
- Collect all mise en place (all their preparations)
- Complete the cooking/baking process
- Communicate their needs of completion to the teacher (e.g. to remove foods from oven after the bell goes...)
- Take a picture of the finished product as presented with garnishes
- Collect and save all documents and rough work including adjustments and changes for a full portfolio of work and evidence of learning
- Present a small portion of your finished product to the teacher as evidence of learning and completion
- Complete cleanup of their work station returning all equipment to it's correct location, turn off ovens, store food following professional techniques, assist colleagues and other team members as needed.
- Complete cooking skills journal
- Complete a self assessment rubric

### Curriculum Connection

Document Front Matter: Fundamental Technological Concepts

### SEF Component 2 Classroom Leadership Connections

Indicator 2.1 Collaboration with other teachers will inform instructional practices to meet the needs of students.

### Professional Learning Communities Connection

Learning teams provide teachers with opportunities to work together to identify challenges and discuss classroom strategies. Actively participating in these communities can help contextualize content. As an example, discuss principles and elements of design teaching strategies with the Art Dept.

### SEF Component 1- Curriculum Connections

Indicator 1.1:

Overall Expectations: A1, B1, C1, D1

Specific Expectations: A1.1, A2.1, A2.2, A2.3, A3.1, A3.2, A3.3

B1.1, B1.2, B1.3, B2.1, B2.2, B2.3, B2.4, B2.5, B2.6, C1.3, D1.2, D1.3, D1.4, D2.2, D3.6, D3.7, D3.8

### SafeDocs/SafeNet Connections and resources found on the OCTE web site

<http://www.octelab.com/>

Safedocs that should be covered

- Biohazards page 20
- Chemical hazards page 23
- General housekeeping page 31
- Handwashing page 34
- Hot food handling page 35
- Knife handling page 36
- Personal hygiene page 38

Recommended OCTE lab Safety Passports:

- Knife Safety passport page 51



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Safety record card page 75</li> <li>• Equipment/Procedure passport page 79</li> <li>• Sanitation passport page 84</li> </ul>  |
| <p><b>Act 1.2 Assessment and Evaluation</b></p>  | <p><b>Connections</b></p>  |
| <p>Assessment strategies in this stage include teacher observation and rubrics designed with the workplace skills from the Ontario Skills Passport.</p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Employs safe and correct equipment &amp; food handling skills</li> <li>• Identifies sanitation, health &amp; safety issues and takes corrective action</li> <li>• Utilizes resources that include time, materials, and equipment efficiently</li> <li>• Recognizes procedures &amp; production methods and follows them</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• Plans work &amp; completes tasks on time</li> <li>• Listens and follows directions with care</li> <li>• Anticipates what must happen next and starts and finishes new tasks</li> </ul> <p><b>Communications</b></p> <ul style="list-style-type: none"> <li>• Meets workplace expectations including attendance, punctuality, uniform, appropriate language and conduct</li> <li>• Presents a cooperative and respectful approach to the workplace</li> <li>• Completes recipe forms &amp; reports with care</li> <li>• Does not; cause distractions, engage in pranks, contests, feats of strength and unnecessary running or rough conduct.</li> <li>• Completes cooking skills journal</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>• Safely and effectively manages tools &amp; equipment including the workspace</li> <li>• Works clean applying hospitality industry standards</li> <li>• Completes the cooking and all demonstrated procedures with neatness, accuracy and care</li> <li>• The student has demonstrated transferable &amp; employable skills</li> </ul> | <p><b>Growing Success</b><br/>Using checklists allow for assessment as learning, also have conversations with the student about their progress to keep the process transparent. Final evaluations should not occur until the student has had verbal feedback along the way – assessment as learning.</p> <p><b>Growing Success</b><br/>Assessment Categories<br/>K (20%) T (20%), C (20%), A(40%)</p> <p><b>DI TIPS</b><br/>Consider weighting summative activities according to destination (i.e., weigh the application higher for trade/college bound students...T/I &amp; C higher for university bound students)</p> <p><b>SEF Component 1</b><br/><b>Assessment for, as and of Learning Connections</b></p> <p><b>Indicator 2.2-</b> Provide explicit feedback about their engagement and learning as educators and advocate for what they need as learners</p> <p>Assessments will include communications, observation, performance assessment, reflection, conferencing and tests/quizzes.</p> <p>Assessment tools will include marking schemes for the activities, rubric assessments, tests, checklists and anecdotal comments.</p> <p>input, through the reflection papers will help refine instruction to improve student learning</p> |
| <p><b>Act. 1.2 Accommodations</b></p>  | <p><b>Connections</b></p>  |



- Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications and accommodations.
- accommodations are to be made so students do not lose dignity because of disability, poverty, lack of success, linguistic diversity or race. Teachers foster a positive atmosphere accepting of individual's uniqueness, values, and needs.
- Teaching Strategies for students with special needs may include:
- grouping cooking teams with varied abilities to allow for peer support. The teacher may choose or modify the teams depending on individual strengths and weaknesses;
- providing a list of topics and suggestions where enrichment and challenge is needed, allowing students to be peer tutors/mentors;
- Allowing students to choose their own learning goal/recipe at their own personal interest and ability
- pairing experienced students with those who are not yet familiar with the techniques.
- having students enhance their work with additional garnishes or preparations.
- Completing plate presentations using additional techniques.

## **DI TIPS**

Challenge students by having them prepare for and write the Regional Sanitation Exam.

The preparation will need to be completed independently.

### **Ontario Skills Passport**

## **Work Habits**

The OSP also includes a section on work habits, since it is important for everyone in the workforce to have good work habits as well as the appropriate skills.

Work habits are the foundation for learning and progressing and essential to students in a classroom kitchen. Students will need to practice safe work habits, teamwork and co-operation, reliability, organization, independence, initiative, self-advocacy, customer service and entrepreneurship.

The OSP work habits are directly connected to the hospitality curriculum and embedded in classroom expectations and assessment rubrics



## Consolidation & Connections (Provide Opportunities for Reflection)

|  |  |
|--|--|
| <p><b>Culinary Explorer Street Food Portfolio Presentation</b></p>   | <p><b>CONNECTIONS</b></p>  |
| <p>Students will present the completed media presentation based on the Culinary Exploration of Street Foods.<br/>         Students will include in the portfolio recipes, planning sheets, video web sites, digital photos, all recipes and any adaptation, improvements or best practices that they have initiated.<br/>         Student will have completed an artifact of some prepared food which is presented to the teacher and other stakeholders with reflective feedback.</p> <p>Daily Weekly Log sheet /activities / equipment used/ recipes prepared/ culinary techniques eg. cutting terms</p> | <p><b>SEF Indicator 4.2:</b><br/>         A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p><b>Students:</b><br/>         Sort and analyze information from a variety of sources.<br/>         Summarize and synthesize in order to understand what they read, hear and see.</p> <p><b>SEF Component 2 Classroom Leadership Connections</b><br/> <b>Indicator 2.2-</b><br/>         input, through the reflection papers will help refine instruction to improve student learning</p> <p><b>Literacy Connections</b><br/> <b>Developing and organizing ideas:</b><br/>         have students use mind-mapping techniques when brainstorming ideas</p> |
| <p><b>Act. 1.2 EXIT CARD</b></p>   | <p><b>CONNECTIONS</b></p>  |
| <p>Have students fill out exit cards on days where lessons are delivered. Be sure questions are broad in nature but specific enough to measure student learner.</p> <p>Prepare half-slips of paper with typed questions or write questions on the whiteboard for students to answer.</p> <p>Have students complete exit cards during the final 5 minutes of the class period. Since exit cards must be turned in before students leave class, it is best if the prompts are specific and</p>   | <p><b>DI Connections</b><br/>         The student completes and exit card to demonstrate their learning. This will provide an informal measure of how well students understood design concepts. Teaching strategies may need to be changed based on student feedback</p>   |



brief. Often they refer directly to the content that was studied, but they can also be general in nature such as:

- List three things you learned in class today.
- What questions, ideas and feelings have been raised by this lesson?
- What was your favorite moment of class? Why? What was your least favorite part of class? Why?
- Evaluate your participation in class today. What did you do well? What would you like to do differently next time

## Materials, Tools and Resources

### Act. 1.2 Websites:

- Grade 10 Technological Hospitality and Tourism Curriculum Document

### Act. 1.2 Publications:

- Culinary textbooks like On Cooking, Professional Baking, Professional Cooking....
- Culinary magazines
- Any appropriate cookbook

### Act. 1.2 COMPUTER SOFTWARE

- Word Processing
- MS Publisher
- Internet

### Act. 1.2 HUMAN RESOURCES

- Guest Speakers: First Nations, Metis, Inuit guest speakers
- Special Education/Resource staff
- English Department Staff
- School, Board or community computer technician
- Librarian

### Act. 1.2 OTHER

- Board computer policies
- Local chefs and restaurateurs
- Local farmers and artisan producers
- The school's green Industries gardens
- Co-op placement mentors

### Act. 1.2 APPENDICES



- Appendix G Student Reflection Skills:  
<https://drive.google.com/drive/folders/0B30eBxMwdIs9cEpnbXhPaG1leE0>
- Appendix H Learning Skills::  
<https://drive.google.com/drive/folders/0B30eBxMwdIs9cEpnbXhPaG1leE0>

## Act 1.3 Standard Recipe Writing & Portfolio Presentation

### Activity Description:

In this activity students will consolidate all their research into a digital media presentation including the standardized recipe template, and portfolio of rough work. Students will be asked to present their completed culinary exploration project along with the completed critiques from peers. Student will also complete and submit a self assessment rubric to the teacher.

## Act 1.3 Criteria and Instructions

The Portfolio Will include:

- The completed digital media presentation
- A list of definitions of culinary terms referenced in the recipe or video
- 3 recipes for the chosen street food item. 1 recipe from print source( cookbook, magazine) 2 recipes from an internet web site
- The recipe analyse from the research
- The recipe in standardized recipe format with ingredients in metric measurement
- A list of the cooking and food preparation methods
- A grocery order for recipe
- At least one Youtube video address that demonstrates the recipe / technique.
- A peer assessment of the recipe
- A self assessment rubric

## Minds On (Engaging Prior Knowledge)

| Act 1.3 PRIOR KNOWLEDGE   | CONNECTIONS   |
|---|---|
| <p><b>Prior Knowledge Required;</b> The student will have:</p> <ul style="list-style-type: none"> <li>▪ group work skills;</li> <li>▪ skills in cooperative learning techniques (effective interpersonal skills) and an understanding of personal responsibilities and commitment required for group activities;</li> <li>▪ intermediate skills in word processing used for MS word and MS publisher</li> <li>▪ respect for the rights, responsibilities and contributions of self and others;</li> </ul> | <p><b>Teacher Tips</b></p> <p>It may be a good idea to review report format and specific word processing features. E.g., inserting tables, headers, footers, cover page, etc.</p> |



| Act 1.3 PLANNING NOTES   | CONNECTIONS   |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Check all recommended resources prior to beginning lessons and activity.</li> <li>▪ Ensure students are familiar with MS Publisher, MS Powerpoint...</li> <li>▪ Ensure students have access to digital versions of the recipe template, peer recipe assessment, and grocery template</li> <li>▪ Be sure that all computers are in working order and that the Internet access is available.</li> <li>▪ Check school WiFi for accessibility.</li> <li>▪ Review all activities and prepare all resources (handouts, and materials) necessary for the delivery of content.</li> <li>▪ If using collaboration software, be sure that all posts are updated and ready for student interaction.</li> </ul> | <p><b>SEF Indicator 4.1</b><br/>A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p><b>In the classroom:</b></p> <ul style="list-style-type: none"> <li>• Realistic and ambitious learning goals are set and regularly reviewed with students.</li> <li>• Multiple and varied opportunities are provided for students to demonstrate learning.</li> <li>• Ongoing monitoring and moderation of student work informs instruction to ensure that each student learns, progresses and achieves stated goals.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Learn, progress and achieve in relation to their goals.</li> <li>• Demonstrate and apply their learning in a variety of contexts and forms.</li> </ul> <p><b>Teacher Tips</b></p> <p>It is recommended that all resources be posted to your board collaboration system to avoid too many handouts and to ensure full accessibility.</p> <p>This activity is ideal for allowing students to use their own personal devices in their research.</p> |

## Action (Introduce or Extend Learning)

| Act 1.3 Instructional Strategies  | Connections   |
|---|---|
| <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the final expectation of recipe completion and portfolio presentation</li> <li>▪ Discuss the link with the grade the 11 course and further self directed learning opportunities in hospitality and tourism.</li> <li>▪ Describe what students have learned and how these skills are transferable to the workplace.</li> <li>▪ Describe what students have learned and how these skills are preparing them for post secondary education and lifelong learning.</li> </ul> | <p><b>SEF Component 1<br/>Assessment for, as and of<br/>Learning Connections</b></p> <p>Describe what students are expected to learn. Provide students a clear vision of where they are going</p> <p><b>Literacy Connection</b></p> <p>Reading (research) Strategy: Engaging in Reading</p> |



|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Describe the attributes, attitude and skill sets needed for a profession in hospitality or the culinary arts</li> <li>Discuss next steps, post secondary opportunities, workplace opportunities, SHSM, Co-operative education, dual credit programs...</li> </ul> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Complete the digital presentation with learning goal, recipe template, grocery template, final recipe, research and photos.</li> <li>Ensure your standard recipe has a full method of preparation and the measures are accurate and precise.</li> <li>Refer to teacher provided exemplars as a guide to completion</li> <li>Be sure that you have access to computers</li> <li>Follow the checklist on the rubric to submit a full portfolio of work</li> <li>Send a digital version of your finished project to your teacher</li> <li>Each student completes a self assessment rubric of their input and evidence of participation and learning</li> <li>Organize your cooking teams portfolio into a concise and carefully arranged package for assessment including rubrics</li> </ul> | <ul style="list-style-type: none"> <li>Sorting Ideas Using a Concept Map can be used in documenting their research on themes and styles</li> <li>'Making Notes' strategy is applicable for this activity</li> </ul>  |
| <p><b>Act 1.3 Assessment and Evaluation</b></p>  | <p><b>Connections</b></p>  |
| <p>Assessment strategies and tools in this activity will include opportunities in monitoring students' achievement levels as well as learning skills.</p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Follows kitchen procedures</li> <li>Follows culinary process</li> </ul> <p><b>Thinking and Inquiry</b></p> <ul style="list-style-type: none"> <li>Anticipates what must happen next</li> <li>Starts and finishes new tasks</li> </ul> <p><b>Communications</b></p> <ul style="list-style-type: none"> <li>Completes forms and reports with care</li> <li>Listen and follows directions with attention to details</li> <li>Media Presentation will be assessed in terms of content, format and appearance</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>The student demonstrates industry standards of safety and sanitation</li> <li>The artifact/food was appetizing and edible</li> <li>The students has demonstrated transferable workplace skills</li> </ul>  | <p><b>Growing Success</b><br/>Assessment Categories<br/>K (20%) T (20%), C (20%), A(40%)</p> <p><b>DI TIPS</b></p> <p>Students use a checklist to self-assess their work, based on previously established criteria.</p> <p><b>DI TIPS</b></p> <p>Encourage students to complete tasks in class under teacher supervision however if students have difficulty then allow the assignment to be completed at home. Students must take pictures for the presentation and submit their portfolio as evidence of learning.</p> <p><b>SEF Component 1</b><br/><b>Assessment for, as and of Learning Connections</b></p> <p><b>Indicator 2.2-</b> Provide explicit feedback about their engagement and learning as educators and advocate for what they need as learners</p> |



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| <p><b>Assessment Tools:</b></p> <ul style="list-style-type: none"> <li>▪ Portfolio of completion</li> <li>▪ Rubric</li> </ul>  | <p>Assessments will include communications, observation, performance assessment, and conferencing .</p>  |
| <p><b>Act 1.3 Accommodations</b></p>   | <p><b>Connections</b></p>  |
| <ul style="list-style-type: none"> <li>▪ Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications and accommodations.</li> <li>▪ Teaching Strategies for students with special needs may include:             <ul style="list-style-type: none"> <li>- grouping cooking teams with varied abilities to allow for peer support. The teacher may choose or modify the teams depending on individual strengths and weaknesses;</li> <li>- providing a list of designs and suggestions where enrichment and challenge is needed, allowing students to be peer tutors/mentors;</li> <li>- pairing experienced students with those who are not yet familiar with the techniques.</li> <li>- Removing some expectations to help student complete tasks</li> </ul> </li> </ul> | <p><b>SEF Connections Indicator 4.1</b></p> <p>A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p><b>In the classroom:</b></p> <ul style="list-style-type: none"> <li>• Realistic and ambitious learning goals are set and regularly reviewed with students.</li> <li>• Multiple and varied opportunities are provided for students to demonstrate learning.</li> <li>• Ongoing monitoring and moderation of student work informs instruction to ensure that each student learns, progresses and achieves stated goals.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Learn, progress and achieve in relation to their goals.</li> <li>• Demonstrate and apply their learning in a variety of contexts and forms.</li> </ul> <p>Accommodations are to be made so students do not lose dignity because of disability, poverty, lack of success, linguistic diversity or race.</p> |

## Consolidation & Connections (Provide Opportunities for Reflection)

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| <p><b>Act 1.3 FINAL SELF ASSESSMENT RUBRIC</b></p>  | <p><b>CONNECTIONS</b></p>   |
| <p>Students will complete a self assessment to reflect on their performance on the overall project. Students reflect on what went well, what needed improvement and what would be the next step to improvement.</p> | <p><b>SEF Component 2 Classroom Leadership Connections</b></p> <p><b>Indicator 2.2-</b></p> |



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|  | <p>input, through the reflection papers will help refine instruction to improve student learning</p> <p><b>Creating Pathways to Success</b></p> <p>-What insights did I gain through this experience?</p> <p>-What evidence can i gather to show what I've learned? Encourage students to reflect on the following:</p> |
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## Materials, Tools and Resources

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| <b>Act 1.3 Websites:</b>   |
| <ul style="list-style-type: none"><li>▪ Grade 10 Technology, Hospitality and Tourism Curriculum Document</li><li>▪ Any recipe or culinary website</li><li>▪ Ontario Skills Passport</li><li>▪ <a href="http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml">http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml</a></li><li>▪ OCTE Safe Docs / SafetyNet</li><li>▪ <a href="http://www.octe.on.ca/">http://www.octe.on.ca/</a></li></ul> |
| <b>Act. 1.3 Publications:</b>  |
| <ul style="list-style-type: none"><li>▪ Culinary textbooks like On Cooking, Professional Baking, Professional Cooking....</li><li>▪ Culinary magazines</li><li>▪ Any appropriate cookbook</li></ul>  |
| <b>Act. 1.3 COMPUTER SOFTWARE</b>  |
| <ul style="list-style-type: none"><li>▪ Word Processing</li><li>▪ MS Publisher</li><li>▪ Internet</li></ul>  |
| <b>Act. 1.3 HUMAN RESOURCES</b>  |
| <ul style="list-style-type: none"><li>▪ Guest Speakers: First Nations, Metis, Inuit guest speakers</li><li>▪ Special Education/Resource staff</li><li>▪ English Department Staff</li><li>▪ School, Board or community computer technician</li><li>▪ Librarian</li></ul>  |
| <b>Act. 1.3 OTHER</b>  |



- Board computer policies
- Local chefs and restaurateurs
- Local farmers and artisan producers
- The school's green Industries gardens
- Co-op placement mentors

## **Act. 1.3 APPENDICES**

- Appendix I: Portfolio Checklist / Student Self Assessment Rubric  
<https://drive.google.com/file/d/0B30eBxMwDls9YXR6OW5ldDc4TDQ/view?usp=sharing>
- Appendix J: Peer Assessment
- <https://drive.google.com/drive/folders/0B30eBxMwDls9cEpnbXhPaG1leE0>