



TFJ201

Hospitality & Tourism

Stir Fry & Knife Cuts 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	
<p>Throughout this course students have explored opportunities reflective of working in a commercial kitchen setting. They have studied culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, origins of foods and event planning. As they progress independently through the research, development, planning and execution of their dish, students will be able to demonstrate their proficiency in the creation of their very own product from start to finish.</p>	
PROJECT CHALLENGE	CONNECTIONS
<p>Through the Design Process, students will research, develop and prepare a stir fry dish that reflects a cultural or specialized diet background or market trend. This project will follow a student directed path through all stages and will demonstrate the following skills and areas of professionalism:</p> <p>Recipe research, standard recipe writing, equipment knowledge, production planning, personal hygiene, sanitation, safe food handling and storing, cooking methods, specialized dietary and market trend awareness. Students will focus on developing professional knife handling techniques and practicing various knife cuts.</p>	<p>SEF Indicator 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.</p> <p>In the classroom:</p> <ul style="list-style-type: none"> • Authentic tasks and experiential learning enable students to apply subject-specific knowledge and skills to work-related situations, explore subject-related education and career/life options and become competent, self-directed planners. • Planned and purposeful experiential learning tasks, either individually, in small groups or as class projects, help students develop self-knowledge and opportunity-awareness. <p>Students:</p> <ul style="list-style-type: none"> • Discover strengths, refine and pursue their interests and aspirations. • Demonstrate understanding of the relationship between what they are learning, why they are learning it and how it connects to their lives. • Are able to set goals and select appropriate activities, courses, programs and pathways that reflect their interests, skills and aspirations. <p>DI TIPS Students have a wide range of product options. They may select and complete the dish based on their own interests and tastes.</p> <p>ICE Following the model of process- based approach to innovation, creativity and entrepreneurship by encouraging the application of key skills to a unique experience solving real world, sector-relevant challenges, developed in consultation with employers/ sector partners.</p>
PROJECT CRITERIA	EXAMPLES
<p>Scaffolding pieces required for successful project completion should be covered before students start their Stir Fry project block.</p>	<p>Examples (but not limited to): Knife Cuts- julienne, dice, mince, paysanne, chiffonade...</p>



Criteria for planning piece includes:

- Thorough research including reflection on four different recipes, sourced through any means the student selects (print, online, personal experience, people) and referenced in the brainstorming chart.
- Demonstrating a knowledge of healthy changes, market trends, cultural influences
- Recipe chart with clear methods of preparation

Criteria for dish evaluation includes:

- Resourceful and independent preparation
- 3-5 different vegetable cuts
- Proper mise en place preparation and storage
- Appropriate kitchen professionalism
- Timely dish preparation and service
- Attractive and appetizing plating
- Correct temperature of dish served
- Desired consistency and flavour
- Desired texture

Criteria for Kitchen practices:

- Equipment knowledge
- Production problem solving
- Personal hygiene
- Time management
- Sanitation and Safe food handling
- Safe knife handling
- Knife cuts and cutting skills

Market trends- organic, gluten free, locally sourced, vegan, fusion cuisine...

Healthy changes-reduced sodium, sugar, trans fats. Increased nutritional value, fiber...

Cultural influences- Kosher, FNMI, Muslim, Islam...



Equity and inclusive education:

Schools are expected to give student authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Lessons, projects, and related resources should allow students to see themselves reflected in the curriculum (e.g., providing information about women's contributions to science and technology, about Black inventors, about Aboriginal beliefs and practices related to the environment; using texts written by gay/lesbian authors). Students need to feel engaged in and empowered by what they are learning, supported by the teachers and staff from whom they are learning, and welcomed in the environment in which they are learning.

FNMI Connection

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 food products and flavours.

WEBSITE SAMPLES



- Rouxbe.com
- <https://www.youtube.com/watch?v=nyiaPDYhnYg> (Jamie Oliver Stir Fry Tips)
- <http://www.seriousseats.com/2015/09/stir-fry-recipes.html> (The Wok is Your Best Friend)

PROJECT SYNOPSIS and TIMELINES					
Act #	Activity Title/Name	Time (hrs)	Curriculum Expectations	Assessment & Evaluation	Connections
1.1	Stir Fry Research Standard Recipe Writing Stir Fry Planning	5.0	A 2.1, 2.2, 2.3 A 3.1, 3.2, 3.3 B 1.1, 1.2, 1.3, B 2.1, 2.2, 2.3, 2.4, 2.6, 2.7 B 3.1, 3.2 C 1.1, 1.3, 1.4 D 1.1	<ul style="list-style-type: none"> ▪ K/U ▪ T ▪ A ▪ C 	<ul style="list-style-type: none"> ▪ Ontario Curriculum ▪ Growing Success ▪ DI ▪ SEF ▪ Math Literacy ▪ Literacy ▪ Equity Inclusive... ▪ ICE ▪ FNMI First Nations, Metis ▪ OSP ▪ SHSM
1.2	Stir Fry Production and Kitchen Professionalism	2.0	2.1, 2.2, 2.3 A 3.1, 3.2, 3.3 B 1.1, 1.2, 1.3 B 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 C 1.3 D 1.1, 1.2, 1.3, 1.4 D 2.2 D 3.7, 3.8	<ul style="list-style-type: none"> ▪ K/U ▪ T ▪ A ▪ C 	<ul style="list-style-type: none"> ▪ Ontario Curriculum ▪ Growing Success ▪ DI ▪ SEF ▪ Math Literacy ▪ Literacy ▪ Equity Inclusive... ▪ ICE ▪ FNMI First Nations, Metis ▪ OSP ▪ SHSM
1.3	Stir Fry Reflection and Self Evaluation	1.0	A 2.1, 2.2, 2.3 A 3.1 B 1.3 B 2.1, 2.2, 2.3, 2.4, 2.6, 2.7 C 1.3 D 1.1, 1.2, 1.3, 1.4 D 2.2 D 3.3, 3.6, 3.7, 3.8	<ul style="list-style-type: none"> ▪ K/U ▪ T ▪ A ▪ C 	<ul style="list-style-type: none"> ▪ Ontario Curriculum ▪ Growing Success ▪ DI ▪ SEF ▪ Math Literacy ▪ Literacy ▪ Equity Inclusive... ▪ ICE ▪ FNMI First Nations, Metis ▪ OSP ▪ SHSM



CONNECTIONS RESOURCE LIST

1	The Ontario Curriculum, Grade 11-12, Revised 2009	http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf
2	Growing Success	http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
3	Student Success: Differentiated Instructions Educator's Package, 2010(DI)	http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf
4	School Effectiveness Framework, 2013 (SEF)	http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf
5	Think Literacy	http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/
6	Leading Math Success	http://www.edu.gov.on.ca/eng/document/reports/numeracy/numeracyreport.pdf
7	Ontario First Nations, Metis, and Inuit Education Policy Framework (FNMI)	http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf
8	Ontario's Equity and Inclusive Education Strategy	http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf
9	Ontario Skills Passport (OSP)	http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayEssentialSkills.xhtml
10	OCTE Resources: SafeDocs, SafetyNet	http://www.octelab.com/
11	OCTElab Hospitality Safety Resources: Safety Data Sheets, Safety Assignments/test, Safety Passports	http://www.octelab.com/sites/default/files/safedoc_host_0.pdf



Act 1.1 Project Research and Information Gathering

Activity Description:

Serving a well prepared, tasty and attractive meal is what every restaurant wants to accomplish but there is a lot of planning and thought that has to happen first. Today's restaurant business is a very competitive one. A chef has to use every tool at their disposal to create a dish memorable to the customer. Even the most straightforward dish has the potential to satisfy and excite the customer.

In the first part of this culminating activity, students will have a chance to be head chef. They will be responsible for all research, development, planning and preparation of a stir fry dish. They will think, plan and act as a chef would.

To start student chefs will use every resource available to brainstorm four different possibilities for a stir fry. They will reflect and consider many market trends that consumers might follow. People are far more educated about their food choices than ever before. They know what it means to eat in a healthy way. They know that some foods cause discomfort. Some want to eat food that is grown in a sustainable way or food that reflects their cultural or religious beliefs.

Act 1.1 Criteria and Instructions

Themes/Styles

- research and describe a variety of stir fry recipes, themes, garnishes, and “wow factors”.
- key word searches: organic, locally sourced, vegan, Kosher, FNMI, Fusion cuisine, diabetic, lactose intolerant, vegetarian, super foods, healthy food trends.

Research and Record

- Completed brainstorming chart reflective of investigating and reflecting on four possible dishes.
- Product column should include the full menu title of the dish.
- Recipe column should include where the recipe was cited from (full url, complete book and page number, first and last name of person referenced...).
- Healthy column should include two **different** possibilities for making the dish healthier.
- Wow column should have two **different** possibilities for making the dish exciting to customers (plating, garnishing, types of ingredients used, methods of preparation)
- Theme column should explain in clear and correct language the chosen theme for the selected dish.
- Planning sheet should reflect knife cut knowledge and full planning schedule needed to create the stir fry by the intended deadline.
- Standard recipe chart to include all ingredients, methods of preparation and finishing instructions.

Research Sources

- use a variety of resources in collecting your information.... Text books, magazines, newspapers, cook books, Internet, YouTube, personal experience, other people and any other sources available You must show proof that a variety of sources were used for full marks
- be sure to cite all sources of information



Minds On (Engaging Prior Knowledge)

Act 1.1 PRIOR KNOWLEDGE	CONNECTIONS
<p>Prior Knowledge Required</p> <p>The student will have:</p> <ul style="list-style-type: none"> • Pre Teaching of key vocabulary and skills (see Resources Stir Fry Reference handout, cooking methods, knife cuts) • Planning and processing skills • critical/creative thinking processes • independent work skills • research skills....ability to use a variety of resources (Internet, magazines, interviews, etc.) • respect for the rights, responsibilities and contributions of self and others • basic understanding of culinary techniques <p>OCTElab resources including Safety Data Sheets and Safety Passports can be found at:</p> <p>http://www.octelab.com/sites/default/files/safedoc_host_0.pdf</p> <p>Recommended prior knowledge OCTElab Safety Data Sheets:</p> <ul style="list-style-type: none"> • 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 <p>Recommended OCTElab Safety Passports:</p> <ul style="list-style-type: none"> • Knife Safety passport page 51 • Safety record card page 75 • Equipment/Procedure passport page 79 • Sanitation passport page 84 	<p>OSP Essential Literacy</p> <ul style="list-style-type: none"> • The comprehension of text consisting of sentences and paragraphs • The preparation of written materials for a variety of purposes. • The use of labels, lists, signs, graphs, charts, tables, forms, and other similar materials • The use of any type of computerized technology. • The use of speech for a variety of purposes. <p>Teacher Tips</p> <p>It' a good idea to allow students to move from one section of the brainstorming, to planning, to recipe chart. Have a variety of print materials on hand and electronics charged and ready. Encourage students to move from one resource format to another to keep ideas flowing.</p> <p>DI TIPS</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>



Act 1.1 PLANNING NOTES	CONNECTIONS
<ul style="list-style-type: none"> • Check all recommended resources prior to beginning lessons and activity. • Book access to library resources • Collect the best of the books and magazines • Be sure that all devices are charged and network connected • Copy student copy of Stir Fry Booklet which consists of Stir Fry Rubric, Brainstorming and Research, Planning and recipe chart handouts 	<p>Teacher Tips</p> <p>It is recommended that all resources be posted to your board collaboration system or cloud based storage to avoid excessive handouts and to ensure full accessibility. Having students return the Stir fry booklet daily can help.</p>

Action (Introduce or Extend Learning)

Act 1.1 Instructional Strategies	Connections
<p>Teacher:</p> <ul style="list-style-type: none"> • Introduce activity and criteria • Discuss and describe trustworthy recipe sources (reliability of tested recipes from textbooks versus random recipe websites) • Describe to students the purpose of recipe analysis and choice including their access to seasonal and local foods, tool and equipment availability, time limitations, recipe sources... • 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 • Allow students access to digital templates, exemplars and project • Support students with access to photocopiers, library, books, the internet, MS Word, and MS Publisher and electronic devices • Share learning goals: <ul style="list-style-type: none"> - tell students, at the outset of instruction, what the learning goals are - refer frequently to the learning goals and design process during instruction - Guide students with daily classroom expectations and check in with their progress <p>Student:</p> <ul style="list-style-type: none"> • Participate in collaborative/cooperative learning through group discussion • Collect a minimum of four recipes • Collect supporting material like text book theory, youtube videos, historical, societal or cultural, nutritional significance... • Complete the planning document including the brainstorming page 	<p>STEM and The Design Process: Analyse the context and background, and clearly define the problem or challenge. Conduct research to determine design criteria, financial or other constraints, and availability of materials. Generate ideas for potential solutions, using processes such as brainstorming and sketching. Choose the best solution. Build a prototype or model. Test and evaluate the solution. Repeat steps as necessary to modify the design or correct faults. Reflect and report on the process.</p> <p>SEF Indicator 2.3 Organizational structures are coherent, flexible and respond to the needs of students.</p> <p>SEF Indicator 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.Students: Sort and analyze information from a variety of sources. Summarize and synthesize in order to understand what they read, hear and see.</p> <p>SEF Indicator 3.1</p>



- Complete a working version of the recipe with all preparation and finishing steps

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.

Literacy Connection

Incorporating curriculum-linked learning experiences and literacy resources (at various levels and formats) to actively involve learners in learning.

Reading (research) Strategy: Engaging in Reading

- Sorting Ideas Using a Graphics chart can be used in documenting their research
- 'Making Notes' strategy is applicable for this activity

Communicating Strategy:

- access, manage, create and evaluate information
- think imaginatively and analytically
- communicate thoughts and ideas effectively
- apply metacognitive knowledge and skills
- develop a sense of self-efficacy and an interest in lifelong learning

FNMI Connection

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 food products and flavours.

Innovation, Creativity and Entrepreneurship

- 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
- 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 [ICE templates to accomplish this.](#)

ICE Training

- there are many excellent references for the brainstorming process in the ICE training models



	<p>- think/pair/share, using notes, chart paper and traditional methods that will seem new to your students</p> <p>- the ICE training could be used as references to aid students through the process such as illustrated in this ICE DECK</p>
<p>Act 1.1 Assessment and Evaluation</p>	<p>Connections</p>
<p>Assessment strategies and tools in this activity will include opportunities in monitoring students' achievement levels as well as learning skills.</p> <p>Thinking and Inquiry</p> <ul style="list-style-type: none"> To assess students on their thinking skills, teachers will evaluate students' ability to critically evaluate and problem solve using technology and print material to access and analyze different recipe options while meeting project criteria. <p>Communications</p> <ul style="list-style-type: none"> The Brainstorming, Planning and Recipe will be assessed in terms of format, content, accuracy, critical thinking, effective communication and overall appearance. <p>Application</p> <ul style="list-style-type: none"> Students will be assessed on how they use their prior knowledge as a starting point to build from <p>Knowledge</p> <ul style="list-style-type: none"> 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. <p>Assessment before learning (Diagnostic)</p> <p>Provides teachers with information about students' readiness to learn new knowledge and skills</p> <ul style="list-style-type: none"> Stir Fry Reference sheet (found in resources) Brainstorming and Research page <p>Assessment for learning (Formative)</p> <p>Research chart and planning are reflective of the student's readiness to complete the task. Students will be assessed based on:</p> <ul style="list-style-type: none"> Teacher observation of students' process of research and critical problem solving of the project criteria Effectiveness of Stir Fry Planning page Discussion Marking scheme 	<p>Growing Success Assessment Categories K (20%) T (20%), C (20%), A(40%)</p> <p>SEF Indicator 2.2 Assessment for, as and of Learning Connections</p> <p>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 .</p> <p>SEF Indicator 4.5 Curriculum, Teaching and Learning</p> <p>Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p> <p>Students:</p> <p>Make choices (e.g., assignment, types of resources used, learning centre task) based on their readiness, interests and learning preferences.</p> <p>Curriculum Connections</p> <p>Specific Expectations: A2.1, 2.2, 2.3, 3.1 B1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7 C1.3 D1.1, 1.2, 1.3, 1.4, 2.2, 3.3, 3.6, 3.7, 3.8</p>



Act 1.1 Accommodations	Connections
<ul style="list-style-type: none"> • Students may set their own learning goal at their personal interest and level of ability • Learning goals for some students may be recommended to meet their interests and personal ability • 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. <p>Teaching Strategies for students with special needs may include:</p> <ul style="list-style-type: none"> • Instructional accommodations are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. • Environmental accommodations are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. • Assessment accommodations are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the IEP Resource Guide, 2004) • The student's preferred learning styles/modalities (e.g., visual/auditory/kinesthetic learner) • Previously acquired learning skills (e.g., organizational skills; time management skills) • Strengths in areas such as cognitive processing and communication (e.g., expressive language – speaking) 	<p>SEF Indicator 1.3</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>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>Guiding Principles of the Equity and Inclusive</p> <p>Equity and inclusive education:</p> <ul style="list-style-type: none"> • is a foundation of excellence; • meets individual needs; • identifies and eliminates barriers; • promotes a sense of belonging; • involves the broad community; • builds on and enhances previous and existing initiatives; • is demonstrated throughout the system.



Consolidation & Connections (Provide Opportunities for Reflection)

Act 1.1 Working Portfolio	CONNECTIONS
<p>With the completion of this stage students will have a working Stir Fry booklet/portfolio that includes;</p> <ul style="list-style-type: none"> • The Stir Fry Reference handout (understanding of key terms and professional product characteristics) • A brainstorming and research chart that includes four different recipes and reflection on healthy changes, wow factors to impress customers and market trend themes or cultural connections • A Planning page outlining ingredients, knife cuts, production time line plan and customer menu description • A student driven learning goal based student's choice of recipe • A written recipe chart that includes all ingredients, measurements, preparation and finishing instructions expressed in appropriate culinary terms and language 	<p>SEF Indicator 4.2</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>Paying Attention to Literacy K-12</p> <p>Literacy involves the capacity to:</p> <ul style="list-style-type: none"> • access, manage, create and evaluate information • think imaginatively and analytically • communicate thoughts and ideas effectively • apply metacognitive knowledge and skills • develop a sense of self-efficacy and an interest in lifelong learning

Materials, Tools and Resources

<p>Act 1.1 Websites:</p>
<ul style="list-style-type: none"> • Grade 10 Technology, Hospitality and Tourism Curriculum Document • Any recipe or culinary website • OCTE has a wealth of hospitality resources, videos and safety materials on all prior knowledge pieces found at http://www.octelab.com/sites/default/files/safedoc_host_0.pdf
<p>Act. 1.1 Publications:</p>
<ul style="list-style-type: none"> • Culinary textbooks like On Cooking, Professional Baking, Professional Cooking.... • Culinary magazines



- Any appropriate cookbook

Act. 1.1 COMPUTER SOFTWARE

- Word Processing
- MS Publisher
- Internet

Act. 1.1 HUMAN RESOURCES

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

Act. 1.1 OTHER

- Board computer policies
- The school's green Industries gardens

Act. 1.1 APPENDICES

Appendix A: Stir Fry Reference Sheet

https://docs.google.com/document/d/1eA0GtRhte47WO3V9KXYdWuUyrSDoTPERmKq_AteEJ8o/edit?usp=sharing

Appendix B: Stir Fry Rubric

<https://drive.google.com/file/d/0B1x7BcyCa5HKaG1DZkV0QnpfZkE/view?usp=sharing>

Appendix C and D: Stir Fry Brainstorming and Research Chart and Planning Sheet

<https://drive.google.com/file/d/0B1x7BcyCa5HKZG4yOFcteGY1TGs/view?usp=sharing>

Appendix E: Standardized Recipe Chart

<https://drive.google.com/file/d/0B1x7BcyCa5HKN29uaW1LY01EX3c/view?usp=sharing>

Appendix F: Cooking method ppt

<https://drive.google.com/file/d/0B1x7BcyCa5HKbXVhYW9GY3dVTtq/view?usp=sharing>

Appendix G: Cooking Methods handout

<https://drive.google.com/file/d/0B1x7BcyCa5HKNkwxWc5V19IMTg/view?usp=sharing>

Appendix H: Knife Cuts note

<https://drive.google.com/file/d/0B1x7BcyCa5HKSHYwdEctMHBPTjA/view?usp=sharing>

Appendix I: Knife Cuts handout

<https://drive.google.com/file/d/0B1x7BcyCa5HKZnFtdkFZb29BeUk/view?usp=sharing>

Appendix J: Making the Cut (practical kitchen knife lab)

<https://drive.google.com/file/d/0B1x7BcyCa5HKdkU0SmE0U0tIRG8/view?usp=sharing>



Act 1.2 Kitchen Organization and Cooking

Activity Description:

In this activity the students will move into the kitchen to complete and plate their chosen dish for service by the deadline. Students will collect all their ingredients and equipment and begin preparing and completing their cooking. They are expected to:

- Follow safe and sanitary food preparation techniques
- Prepare and maintain a clean and sanitary work station
- Follow kitchen guidelines to control ergonomic, chemical, physical and biological hazards
- Demonstrate transferable workplace skills and kitchen professionalism

Minds On (Engaging Prior Knowledge)

Act 1.2 PRIOR KNOWLEDGE	CONNECTIONS
<p>Prior Knowledge Required</p> <p>The student will have:</p> <ul style="list-style-type: none"> ● Equipment and proper tools use knowledge ● Independent problem solving skills ● Understanding of personal hygiene ● Personal time management skills ● Sanitation and Safe food handling training ● Training with knife skills and safe handling practices ● Understanding of kitchen organization practices (mise en place, personal time management, setting a safe work space, food storage procedures) ● Professional work skills ● Respect for the safety, rights, responsibilities and contributions of self and others <p>OCTElab resources including Safety Data Sheets and Safety Passports can be found at: http://www.octelab.com/sites/default/files/safedoc_host_0.pdf</p> <p>Recommended prior knowledge OCTElab Safety Data Sheets:</p> <ul style="list-style-type: none"> ● Biohazards page 20 ● Chemical hazards page 23 ● General housekeeping page 31 ● Handwashing page 34 ● Hot food handling page 35 	<p>OSP Essential Thinking</p> <ul style="list-style-type: none"> -The planning and organization of one's own work -The making of any type of decision, using appropriate information. -The identification and solving of problems. -The use of a variety of sources, including written text, people, computerized databases, and information -Making judgments by using criteria to evaluate ideas and information and the related consequences. <p>Teacher Tips</p> <p>Create diagnostic assessment tools to determine specific prior knowledge. (questionnaires, defining technical terms, practical kitchen lab etc).</p> <p>Growing Success</p> <p>The development of learning skills and work habits needed to succeed in school and in life begins early in a child's schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for</p>



<ul style="list-style-type: none"> • Knife handling page 36 • Personal hygiene page 38 <p>Recommended OCTELab Safety Passports:</p> <ul style="list-style-type: none"> • Knife Safety passport page 51 • Safety record card page 75 • Equipment/Procedure passport page 79 • Sanitation passport page 84 	<p>postsecondary education and the world of work.</p> <ul style="list-style-type: none"> • Responsibility • Organization • Independent work • Collaboration • Initiative • Self Regulation <p>SEF Indicator 3.4</p> <p>Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.</p>
<p>Act 1.2 PLANNING NOTES</p>	<p>CONNECTIONS</p>
<ul style="list-style-type: none"> • Prior to beginning this activity students must have completed research, planning notes/sheet and a working recipe written on a standard recipe form • Successful dish completion includes the background theory and demonstration of prior knowledge competencies (knife cuts, cooking methods, safe food handling, accurate measurement, recognizing metric and imperial values, estimation, volume versus mass...) 	<p>SEF Indicator 1.7</p> <p>Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.</p> <p>Pathways to Success</p> <p>When students are empowered to design and plan their own lives, they are engaged, they achieve, and they find themselves applying their learning in their daily lives. In an environment that encourages such learning, students develop confidence in knowing that their school programs are created with them in mind, that the world beyond school has something to offer them, and that they have something to offer the world.</p> <p>OSP Numeracy</p> <ul style="list-style-type: none"> • Planning for the best use of time, as well as monitoring the use of time. • The measurement and calculation of quantities, areas, volumes, and/or distances. • The production of estimates in numerical terms.



Action (Introduce or Extend Learning)

Act 1.2 Instructional Strategies	Connections
<p>Teacher:</p> <ul style="list-style-type: none"> • Grocery list and specialized tools should be organized with the students based on their selected dish • A review of mise en place and storage/labelling procedure is important • The Stir Fry and Kitchen Practices Rubrics should be reviewed to make clear to students the expected outcomes and criteria for evaluation • A clear understanding of the achievement value of levels R-4 should also be reviewed • Review the tasks at hand, their safety hazards and best practices to meet the challenges of that day • Have students explain in their own words the method of completion • Ensure students set and maintain a safe work station • Ensure potentially hazardous foods are kept out of the danger zone • Ensure equipment is good and safe operating condition • 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 independent and resourceful preparation <p>Student:</p> <ul style="list-style-type: none"> • Follow classroom expectations for working safely in a kitchen • Collect, label and properly store all mise en place as required • Complete the cooking/baking process • Collect and save all documents, rough work, adjustments and changes for full portfolio of work as 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. 	<p>Teacher Tips</p> <p>Have students review all tools, equipment and consumables needed to complete their dish.</p> <p>Curriculum Connections</p> <p>Specific Expectations:</p> <p>A2.1, 2.2, 2.3, 3.1, 3.2, 3.3</p> <p>B1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8</p> <p>C1.3</p> <p>D1.1, 1.2, 1.3, 1.4, 2.2, 3.7, 3.8</p> <p>Growing Success</p> <p>The development of learning skills and work habits needed to succeed in school and in life begins early in a child's schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.</p> <ul style="list-style-type: none"> • Responsibility • Organization • Independent work • Collaboration • Initiative • Self Regulation <p>SafeDocs/SafeNet Connections</p> <p>OCTELab resources including Safety Data Sheets and Safety Passports can be found at:</p> <p>http://www.octelab.com/sites/default/files/safedoc_host_0.pdf</p> <p>Recommended OCTELab Safety Data Sheets:</p> <ul style="list-style-type: none"> • Biohazards page 20 • Chemical hazards page 23



	<ul style="list-style-type: none"> • General housekeeping page 31 • Handwashing page 34 • Hot food handling page 35 • Knife handling page 36 • Personal hygiene page 38 <p>Recommended OCTELab Safety Passports:</p> <ul style="list-style-type: none"> • Knife Safety passport page 51 • Safety record card page 75 • Equipment/Procedure passport page 79 • Sanitation passport page 84
<h2>Act 1.2 Assessment and Evaluation</h2>	<h2>Connections</h2>
<p>Assessment strategies in this stage include teacher observation and rubrics designed with the workplace skills from the Ontario Skills Passport.</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Employs safe and correct equipment & food handling skills • Identifies sanitation, health & safety issues and takes corrective action • Utilizes resources that include time, consumables, and equipment efficiently and resourcefully • Recognizes and follows procedures & production methods <p>Thinking and Inquiry</p> <ul style="list-style-type: none"> • Listens and follows directions with care • Tasks are efficient and as planned • Recognizes and resolves preparation complications resourcefully and independently • Planning is evident with target timeline met <p>Communications</p> <ul style="list-style-type: none"> • Meets workplace expectations including attendance, punctuality, uniform, appropriate language and conduct • Presents a cooperative and respectful approach to the workplace • Completes recipe forms & reports with care <p>Application</p> <ul style="list-style-type: none"> • Safely and effectively manages tools, equipment and workspace • Works cleanly applying hospitality industry standards • Completes the cooking and all demonstrated procedures with neatness, accuracy and care • Demonstrates transferable & employable skills 	<p>Growing Success 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>Growing Success Assessment Categories K (20%) T (20%), C (20%), A(40%)</p> <p>DI TIPS Consider weighting summative activities according to destination (i.e., weigh the application higher for trade/college bound students...T/I & C higher for university bound students)</p> <p>SEF 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, reflection, conferencing and tests/quizzes. Assessment tools will include marking schemes for the activities, rubric assessments, tests, checklists and anecdotal comments. Input, through</p>



<ul style="list-style-type: none"> Attire is clean and professional 	<p>the self assessment will help refine instruction to improve student learning</p> <p>Assessment for, as and of Learning</p> <p>SEF 1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning, within the context of the Ontario curriculum and/or Individual Education Plan (IEP).</p> <p>SEF 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.</p>
<p>Act. 1.2 Accommodations</p>	<p>Connections</p>
<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.</p> <p>Teaching Strategies for students with special needs may include:</p> <ul style="list-style-type: none"> Allowing students to choose their own learning goal/recipe and that meets their own personal interests and abilities Extended time frame for preparation of dish for service; Alternate setting for completion of product (make at home and document with video or photos) Alternate environment for completion of product (given time to work solo in the kitchen when the rest of the class is doing something else) Excused from other classes for the day to complete the dish without break from start to finish Chunking the steps into small 10 minute tasks at a time providing a list of topics and suggestions where enrichment and challenge is needed pairing experienced students with those who are not yet familiar with the techniques having students enhance their work with additional garnishes, preparations or plate presentation techniques 	<p>DI TIPS</p> <ul style="list-style-type: none"> Chunk material into smaller skill sets or learning blocks Adjust time given Encourage out of the box thinking Model equity and inclusivity Allow for flexibility of preparation within professional standards <p>SEF Indicator 3.1</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>Leading Math Success</p> <p>Provide access to appropriate classroom resources, especially manipulatives, calculators, graphing calculators, and software:</p> <ul style="list-style-type: none"> Post Imperial and Metric measurement conversion charts throughout the class Print conversion charts for students notes Create measuring stations with scales, measuring spoons, cups and conversion calculators



	<ul style="list-style-type: none"> • Have manipulatives on hand to review fractions and ratios
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Consolidation & Connections (Opportunities for Reflection)

Act. 1.2 ASSESSMENT	CONNECTIONS
<p>Student must present two plated servings of their dish along with Stir Fry Booklet. Teacher and student will discuss and review criteria for dish evaluation and professional kitchen practices.</p> <p>Criteria for dish:</p> <ul style="list-style-type: none"> • Resourceful and independent preparation • 3-5 different vegetable cuts • Proper mise en place preparation and storage • Attractive and appetizing plating • Correct temperature of dish served • Desired consistency and flavour • Desired texture <p>Criteria for Professional Characteristics:</p> <ul style="list-style-type: none"> • Sanitation and Safe food handling • Effective planning • Time management • Accuracy of measurement and preparation • Personal hygiene • Product conservation • Overall professionalism 	<p>OSP Numeracy</p> <ul style="list-style-type: none"> • Planning for the best use of time, as well as monitoring the use of time. • The measurement and calculation of quantities, areas, volumes, and/or distances. • The production of estimates in numerical terms. <p>SEF Indicator 1.6</p> <p>Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.</p> <p>In the Classroom:</p> <p>-A range of evidence for the assessment of learning is collected through observations, conversations and student products.</p> <p>-Assessment of learning is based on the performance standards set out in the Achievement Chart and the content standards identified by the overall curriculum expectations and/or IEP.</p> <p>-Assessment criteria align with the overall expectations and form the basis of assessment of learning.</p> <p>-Assessment of learning provides evidence to inform next steps.</p>
Act. 1.2 EXIT CARD	CONNECTIONS
<p>Have students critically think about their achievements in the kitchen. Did they meet the timeline? Is their food tasty? Did it look good? What would this dish have looked and tasted like coming out of a commercial kitchen? What are the</p>	<p>DI Connections</p> <p>The Stir Fry Reflection handout is completed as an exit card to demonstrate learning. It provides an informal measure of how well students</p>



professional characteristics of a chef who might work in this industry? With these questions in mind have students independently complete the Stir Fry Reflection handout (found in appendix L).

understood concepts. Teaching strategies may need to be changed based on feedback. Exit card may be completed electronically or verbally.

Materials, Tools and Resources

Act 1.2 Websites:

- Grade 10 Technology, Hospitality and Tourism Curriculum Document
- Any recipe or culinary website
- OCTE has a wealth of hospitality resources, videos and safety materials on all prior knowledge pieces found at http://www.octelab.com/sites/default/files/safedoc_host_0.pdf

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, Local farmers, Culinary professionals...
- Special Education/Resource staff/SST
- English Department Staff
- School, Board or community computer technician
- Librarian

Act. 1.2 OTHER

- Board computer policies
- The school's green Industries gardens

Act. 1.2 APPENDICES

Appendix K: Kitchen Practices Rubric

<https://drive.google.com/file/d/0B1x7BcyCa5HKVDdRS0Y5YmFleEk/view?usp=sharing>

Appendix L: Stir Fry Self Reflection Handout (Exit Card)



<https://drive.google.com/file/d/0B1x7BcyCa5HKejB1VDFxSk5kNUE/view?usp=sharing>

Act 1.3 Stir Fry Self Assessment

Activity Description:

For many students, it is an incredible thing to complete a meal independently from the very first thought to it being plated, especially when being on a set timeline. For this last step, students must take that accomplishment and reflect on what the next level might be. In this activity students will assess their own dish and professionalism during preparation. They will keep in mind the Stir Fry Reflection handout/exit card ideas of preferred characteristics of their selected dish as well as the professional characteristics required to do the job well.

Act 1.3 Criteria and Instructions

The assessment piece will be the Stir Fry Self Assessment handout. Students will need to complete the chart with specific examples of possible improvements for each row. It will be important to give examples of what that might look like in order to avoid one word answers. This is a difficult task for many students and will take significant teacher support and direction. The look for here is full and complete thoughts where the student authentically assesses their work and skills.

Minds On (Engaging Prior Knowledge)

Act 1.3 PRIOR KNOWLEDGE	CONNECTIONS
<p>Prior Knowledge Required;</p> <p>The student will have an understanding of:</p> <ul style="list-style-type: none"> • What it means to be resourceful and independent in the kitchen • Knife cuts and their practical and aesthetic value • Proper mise en place procedure 	<p>Teacher Tips</p> <p>Discuss with students the criteria that their product and professional kitchen practices are to meet.</p>



<ul style="list-style-type: none"> • Kitchen professionalism • The importance of timing with dish service • Plating for maximum effect <p>OCTElab resources including Safety Data Sheets and Safety Passports can be found at:</p> <p>http://www.octelab.com/sites/default/files/safedoc_host_0.pdf</p> <p>Recommended prior knowledge OCTElab Safety Data Sheets:</p> <ul style="list-style-type: none"> • 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 <p>Recommended OCTElab Safety Passports:</p> <ul style="list-style-type: none"> • Knife Safety passport page 51 • Safety record card page 75 • Equipment/Procedure passport page 79 • Sanitation passport page 84 	
<p>Act 1.3 PLANNING NOTES</p>	<p>CONNECTIONS</p>
<ul style="list-style-type: none"> • Make copies of Stir Fry Self Assessment handout • Ensure students have access to digital versions of the handout as well as working/charged devices to complete the material 	<p>SEF Indicator 1.5</p> <p>Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning, within the context of the Ontario curriculum and/or Individual Education Plan (IEP).</p>



Action (Introduce or Extend Learning)

<p>Act 1.3 Instructional Strategies</p>	<p>Connections</p>
<p>Teacher:</p> <ul style="list-style-type: none"> Review with the group that they have the needed prior knowledge to complete the Stir Fry Making it Better handout Emphasize that no matter how wonderful a dish is, a truly great chef understands that there is always room for improvement and growth Describe what students have learned and how these skills are transferable to the workplace. Describe what students have learned and how these skills are preparing them for post secondary education and lifelong learning. Describe the attributes, attitude and skill sets needed for a profession in hospitality or the culinary arts Discuss how a great chef needs to be constantly looking for how to take it up a notch. Emphasize that this self assessment is only seen by the teacher and that they should try to be as honest as possible Reflect on working with numeracy concepts of timing, estimation, metric versus imperial measurement, volume versus mass and accurately using these value measurements. <p>Student:</p> <ul style="list-style-type: none"> Participate in discussion Reflect on concepts of self assessment and lifelong learning Think about personal strengths and weaknesses in the kitchen Reflect on personal attitudes, skills and attributes 	<p>Creating Pathways to Success</p> <p>When students are empowered to design and plan their own lives, they are engaged, they achieve, and they find themselves applying their learning in their daily lives. In an environment that encourages such learning, students develop confidence in knowing that their school programs are created with them in mind, that the world beyond school has something to offer them, and that they have something to offer the world.</p> <p>21st Century Competencies</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> <p>SEF Indicator 4.1</p> <p>A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p>In the classroom:</p> <ul style="list-style-type: none"> Realistic and ambitious learning goals are set and regularly reviewed with students. Multiple and varied opportunities are provided for students to demonstrate learning. Ongoing monitoring and moderation of student work informs instruction to ensure that each student learns, progresses and achieves stated goals. <p>Students:</p> <ul style="list-style-type: none"> Learn, progress and achieve in relation to their goals. Demonstrate and apply their learning in a variety of contexts and forms.
<p>Act 1.3 Assessment and Evaluation</p>	<p>Connections</p>
<p>Assessment strategies and tools in this activity will include</p>	<p>DI TIPS</p>



opportunities in monitoring students' achievement levels as well as learning skills.

Knowledge and Understanding

- Kitchen professionalism
- Recognizes proper kitchen skills
- Demonstrates understanding of how to “take it up a notch”

Thinking and Inquiry

- Understands how to be resourceful and independent
- Effectively self assesses skills and attitude
- Reflects on adaptability needed in the trade

Communications

- Completes self assessment with thought and care
- Listen and follows directions with attention to details
- Participates in class discussion

Application

- Understands kitchen safety and sanitation
- Recognizes how to make a dish tasty and appealing
- Demonstrates understanding of transferable skills

Assessment Tools:

- Completed Stir Fry Self Assessment
- Contributed effectively to discussion

Encourage students to complete self assessment in class under teacher supervision however if students have difficulty then allow the assignment to be completed at home. Student will submit their complete Stir Fry Booklet as evidence of learning.

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 .

Ontario Skills Passport

Rubrics and classroom expectations are aligned with the work skills in the OSP

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,



	<p>reliability, organization, independence, initiative, self-advocacy, customer service and entrepreneurship.</p> <p>The OSP work habits are directly connected to the hospitality curriculum and embedded in classroom expectations and assessment rubrics</p>
Act 1.3 Accommodations	Connections
<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.</p> <p>Teaching Strategies for students with special needs may include:</p> <ul style="list-style-type: none"> • Computer access to complete self assessment • Additional one on one support brainstorming ideas • Quiet place to reflect and complete the assessment • Completing the activity verbally instead of completing the handout 	<p>SEF Connections</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>

Consolidation & Connections (Provide Opportunities for Reflection)

Act 1.3 FINAL SELF ASSESSMENT CHART	CONNECTIONS
<p>Students will complete the self assessment chart 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>Curriculum Connections</p> <p>Specific Expectations: A2.1, 2.2, 2.3, 3.1 B1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7 C1.3 B1.1, 1.2, 1.3, 1.4, 2.2, 3.3, 3.6, 3.7, 3.8</p>

Materials, Tools and Resources

Act 1.3 Websites:
<ul style="list-style-type: none"> • Grade 10 Technology, Hospitality and Tourism Curriculum Document • Any recipe or culinary website • OCTE has a wealth of hospitality resources, videos and safety materials on all prior knowledge



pieces found at http://www.octelab.com/sites/default/files/safedoc_host_0.pdf

Act. 1.3 Publications:

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

Act. 1.3 COMPUTER SOFTWARE

- Word Processing
- MS Publisher
- Internet

Act. 1.3 HUMAN RESOURCES

- Guest Speakers: First Nations, Metis, Inuit guest speakers, Local farmers, Culinary professionals...
- Special Education/Resource staff/SST
- English Department Staff
- School, Board or community computer technician
- Librarian
- Teacher
- Guidance counsellor
- Cooperative learning Department Staff

Act. 1.3 OTHER

- Board computer policies
- The school's green Industries gardens

Act. 1.3 APPENDICES

Appendix M: Stir Fry Self Assessment Handout

<https://drive.google.com/file/d/0B1x7BcyCa5HKV0Nob01FalNnUWs/view?usp=sharing>