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| **Overall Expectations** | | **Specific Expectations** |
| A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry  A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills  B1. Nutrients: demonstrate an understanding of nutrients and their connection to physical health        B4. Nutritional Status: demonstrate an understanding of their nutritional intake and of factors that affect the nutritional status of individuals and groups  E2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety    E3. Food Preparation: demonstrate skills needed in food preparation | | A3.2 record and organize information and key ideas using a variety of formats    A4.1 use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills  B1.1 identify the sources and explain the functions of macronutrients, micronutrients, and water  B3.2 analyse foods to identify their macronutrient content  B1.3 analyse specific foods to determine their nutrient content, using available food and nutrition information  B4.4 plan and prepare a food item or items to address a specific nutritional deficiency in a typical Canadian diet  E2.2 use appropriate personal hygiene practices to prevent contamination of food  E2.4 follow appropriate protocols to ensure food safety  E3.2 demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation  E3.3 demonstrate the ability to follow a recipe  E3.8 demonstrate the ability to plan, prepare, and serve a food item or items according to set criteria |
| **Concepts** | | |
| **Terminology** | | **Theory** |
| Tools  Contamination  Safety  Carbohydrate  Lactose | Protein  Lipid  Vitamin  Minerals | Macromolecules  Health and safety principles in the kitchen  Tools  Planning work for the kitchen brigade |
| **Material to prepare** | | |
| |  | | --- | | **Material for context**  Copy of fresh cheese recipes  Material according to selected protocol [salad bowl, bowl, fine-mesh strainer, cheesecloth, thermometer, pot, metal spoon]  **Material for activity**  Computer for research and planning team project  Material according to cheese and dish to prepare  Pot  Metal spoon  Bowls or other containers  Measuring cup  Measuring spoon [5 ml]  Large spoon  Cooking thermometer  Cheesecloth or coffee filter  Strainer or fine sieve  Milk  Vinegar or lemon juice  Rennet  Salt, pepper, selected herbs and spices  Scale [optional]  **Material for pushing further**  Computer for analysis and report | | | |
| **Context**   * Reminder of raw material required to make cheese * Present a fresh cheese [Boursin type] * Complete the laboratory: *Making fresh cheese* * Compare the prepared cheese with commercial cheese [appearance, texture, taste] | | |
| **Activity**   * Group students into work brigades * Using the ***Step 1* — *Fresh cheese recipes*** document, choose a cheese recipe and prepare it for a target audience * Prepare the recipe protocol ***Step 2* — *Preparation sheet***, get it approved by the professor * Prepare the work division for the brigade * Create your cheese and your dish * Enjoy | | |
| **Pushing further**   * Analyzing the characteristics of different prepared cheeses ***Step 3 - Analysis sheet*** * Preparing an analysis report for individual work, brigade work and prepared cheese ***Step 4 - Self-evaluation sheet*** | | |
| **Evaluation**   * Formative — preparation of Boursin-type cheese comparable to commercial cheese * Preparation of protocol — lab work — report | | |
| **Resources**   * Boursin type cheese * Cheese macromolecules * Step 1 — Fresh cheese recipes * Step 2 — Preparation sheet * Step 3 — Analysis sheet * Step 4 — Self-evaluation sheet * Creating cheese — Achievement Chart * Report structure   Internet  [Boursin cheese](https://www.boursin.ca/produits/)  *[*[*https://www.boursin.ca/produits/*](https://www.boursin.ca/produits/)*]*  [*Les fromages blancs font les frais*](https://www.ricardocuisine.com/chroniques/a-votre-sante/145-les-fromages-blancs-font-leurs-frais)  *[*<https://www.ricardocuisine.com/chroniques/a-votre-sante/145-les-fromages-blancs-font-leurs-frais>]  How to create fresh cheese *[*[*https://www.fondation-lamap.org/sites/default/files/upload/media/comm/defis/9-12%20ans%20-%20Comment%20fabriquer%20du%20fromage%20frais.pdf*](https://www.fondation-lamap.org/sites/default/files/upload/media/comm/defis/9-12%20ans%20-%20Comment%20fabriquer%20du%20fromage%20frais.pdf)*]* | | |