
Commercial Cooking 10, 20, 30
Curriculum Guidelines
A Practical and Applied Art

Saskatchewan Education
2000
ISBN: 1-894116-36-8

Acknowledgements

Saskatchewan Education acknowledges the contributions of the Practical and Applied Arts (PAA) Reference Committee formed in 1996. Current members are:

Jerry Cherneski, Instructor
SIASST Palliser Campus

Hazel Lorenz, Consultant
Landswest S.D. #123
Saskatchewan Teachers' Federation
Saskatchewan Career/Work Education Association
(SCWEA)

Dean Lucyk, Teacher
Regina RCSSD #81
Saskatchewan Teachers' Federation (STF)
Saskatchewan Industrial Education Association
(SIEA)

Barbara McKinnon, Teacher
Moose Jaw S.D. #1
Saskatchewan Teachers' Federation
Saskatchewan Business Teachers' Association (SBTA)

Lance Moen, Dean
Associated Studies
SIASST Kelsey Campus

Rose Olson
Saskatchewan School Trustees Association (SSTA)

Dr. Len Proctor
Professor, College of Education
University of Saskatchewan

Ron Provali, Teacher
Potashville S.D. #80
Saskatchewan Teachers' Federation
Saskatchewan Association for Computers in
Education (SACE)

Dr. Kevin Quinlan
Professor, Faculty of Education
University of Regina

Doug Robertson
Lloydminster RCSSD #89
League of Educational Administrators, Directors and
Superintendents (LEADS)

Gayleen Turner, Teacher
Swift Current Comprehensive High School Board
Saskatchewan Teachers' Federation
Saskatchewan Home Economics Teachers' Association
(SHETA)

Previous Members:

Susan Buck, SIASST

Laurent Fournier, SSTA

Morris Smith, LEADS

Dave Spencer, LEADS

Ron Wallace, SCWEA

Debbie Ward, SSTA

Saskatchewan Education wishes to thank many others who contributed to the development of these guidelines:

- Rick Gaudio, contracted developer/writer, Regina S.D. #4
- Cheryl Sproule, contracted developer/writer, Melfort S.D. #100
- Fred German, SIASST, Palliser Campus, Moose Jaw
- the PAA Program Team
- field test/pilot teachers
- other field personnel and consultants

This document was completed under the direction of the Science and Technology Unit, Curriculum and Instruction Branch, Saskatchewan Education.

Table of Contents

Acknowledgements	i
Introduction	1
Philosophy and Rationale	1
Aim, Goals, and Foundational Objectives	1
Common Essential Learnings	2
Course Components and Considerations	2
Articulation	3
Module Overview	4
Suggested Course Configurations	5
Module 1: Introduction to the Food Industry (Core)	6
Module 2: Safety and Sanitation (Core)	9
Module 2A Introductory	9
Module 2B Intermediate	10
Module 2C Advanced	10
Module 3: Tools and Equipment (Core)	12
Module 3A Introductory	12
Module 3B Intermediate	13
Module 3C Advanced	14
Module 4: Kitchen Organization and Food Preparation (Core)	15
Module 4A Introductory	15
Module 4B Intermediate	16
Module 4C Advanced	17
Module 5: Stocks, Sauces, and Soups (Core)	18
Module 5A Introductory	18
Module 5B Intermediate	18
Module 5C Advanced	19
Module 6: Vegetables and Fruits (Core)	20
Module 6A Introductory	20
Module 6B Intermediate	21
Module 6C Advanced	21
Module 7: The Pantry (Core)	22
Module 7A Introductory	22

Module 7B Intermediate	23
Module 7C Advanced	23
Module 8: Starches (Core)	24
Module 8A Introductory	24
Module 8B Intermediate	25
Module 8C Advanced	25
Module 9: Baked Goods and Desserts (Core)	26
Module 9A Introductory	26
Module 9B Intermediate	27
Module 9C Advanced	28
Module 10: Meats, Poultry, and Seafood (Core).....	29
Module 11: Egg Cookery and Breakfast Preparation (Core).....	31
Module 12: Food Presentation, Garnish, and Decoration (Optional).....	33
Module 13A, B: Work Study Preparation and Follow-up Activities (Optional)	35
Module 14A, B: Work Study (Optional)	38
Module 15: Career Opportunities in Commercial Cooking (Core)	39
References	41
Appendix A: Determining the Trade Pathway for Students	42
Appendix B: Training Plan - Checklist	45
Training Plan Checklist for Commercial Cooking 10.....	45
Training Plan Checklist for Commercial Cooking 20.....	49
Training Plan Checklist for Commercial Cooking 30.....	57
Appendix C: Record Keeping Chart	60
Appendix D: Methods of Achieving Journeyman Cook Status	61

Introduction

Within Core Curriculum, the Practical and Applied Arts (PAA) is a major area of study that incorporates five traditional areas of Home Economics Education, Business Education, Work Experience Education, Computer Education, and Industrial Arts Education. Saskatchewan Education, its educational partners, and other stakeholders have collaborated to complete the PAA curriculum renewal. Some PAA curriculum guidelines have been updated; some components have been integrated, adapted, or deleted; some Locally Developed Courses have been elevated to provincial status; and, some new guidelines have been developed.

A companion *Practical and Applied Arts Handbook* provides background on Core Curriculum philosophy, perspectives, and initiatives. The Handbook articulates a renewed set of goals for PAA. It presents additional information about the PAA area of study, the survey approach, work study, and related Transition-to-Work dimensions. In addition, a PAA Information Bulletin provides direction for administrators and others regarding the implementation of PAA courses. Lists of recommended resources for all guidelines will be compiled into a PAA Bibliography with periodic updates.

Philosophy and Rationale

The Commercial Cooking courses are designed to create an awareness of and to develop entry level food preparation skills for the food service industry. The food service industry is one of the largest employers in Canada. These courses are designed to give students the skills and practical experiences necessary to enter the cook trade or food service industry with confidence.

The study of food and cooking methods is essential to the cooking trade; therefore, lessons for students in cooking theory reinforce practical exercises. Students are also introduced to standards of professionalism that include the elements of personal hygiene and the qualities of good workers.

The Commercial Cooking courses are designed to provide students with the opportunity to challenge the Level I apprenticeship theory within the professional cook trade. Because a major focus of Level I is the use and maintenance of industry equipment, it is recommended that students experience practical components of the course using industry equipment and standards. This practise will help to ensure a successful student challenge of the apprenticeship examination. Practical experiences may be taught within a school setting where commercial kitchen facilities and cafeteria exist. Students may also acquire practical experience through optional work study modules that may include community resources.

Aim, Goals, and Foundational Objectives

Aim

The aim of Commercial Cooking is to provide students with the knowledge and skills necessary for entry level skills in the food service industry and/or to articulate with Level I in the professional cook trade.

Goals

Awareness: To become aware of required pre-employment skills within the food service industry.

Employability Skills: To develop team-building skills by working cooperatively with others.

Personal Management Skills: To promote self-esteem, confidence, and a positive attitude toward the food service industry.

Communications: To develop effective social and communication skills for business environments.

Connections Between School and Work: To create a connection between the world of school and the world of work.

Foundational Objectives

Foundational Objectives are the major, general statements that guide what each student is expected to achieve within the PAA curriculum. Both the Foundational Objectives for Commercial Cooking 10, 20, 30 and the Common Essential Learnings (CELs) Foundational Objectives to be emphasized are stated in this document. Some of these statements may be repeated or enhanced in different modules for emphasis. The Foundational Objectives of the Core Modules of the Commercial Cooking 10, 20, 30 curriculum include:

- To understand basic terminology and fundamental practises related to cooking.
- To use, maintain, and operate common kitchen tools and equipment.
- To understand and apply safety and sanitation practises when selecting, preparing, serving, and storing food.
- To clean, prepare, cook, and store foods using techniques to achieve suitable colour, flavour, and texture and maintain nutritive values.
- To understand the processes and participate in the preparation and presentation of a variety of foods.
- To prepare and present foods in an attractive, efficient, and logical manner.
- To be familiar with and practise emergency procedures.
- To be aware of career and job opportunities in the food service industry.
- To become familiar with the post-secondary training programs offered in Saskatchewan.
- To recognize, value, and develop the personal skills and abilities that apply to the workplace.
- To participate in a work study experience in a restaurant or institutional environment.

Common Essential Learnings

The incorporation of the Common Essential Learnings (CELs) into the instruction of the Practical and Applied Arts curriculum offers many opportunities to develop students' knowledge, skills, and abilities. The purpose of the CELs is to assist students with learning concepts, skills, and attitudes necessary to make the transition to career, work, and adult life.

The CELs also establish a link between the Transition-to-Work dimensions and Practical and Applied Arts curriculum content. The Transition-to-Work dimensions included in the PAA courses are: apprenticeship, career development, community projects, employability skills, entrepreneurial skills, occupational skills, personal accountability, processing of information, teamwork, and work study/experience. Throughout the PAA curricula, the CELs objectives are stated explicitly at the beginning of each module. The CELs are coded in this document as follows:

COM	=	Communication
NUM	=	Numeracy
CCT	=	Critical and Creative Thinking
TL	=	Technological Literacy
PSVS	=	Personal and Social Values and Skills
IL	=	Independent Learning

It is anticipated that teachers will find additional ways to incorporate the CELs into their classroom instruction.

Course Components and Considerations

The commercial cooking curriculum guidelines are designed for maximum flexibility. When choosing modules, the teacher should consider student needs, class size, facility capabilities, teacher training, teaching style, and the cost of supplies.

To ensure that students have the opportunity to gain credit toward the professional cook trade Apprenticeship program, a successful Level I challenge for students, if that route is chosen by the school, school facilities without a commercial kitchen or cafeteria must have access to commercial facilities within the community. Sites for the work study component of this curriculum may include hotels, restaurants, hospitals, cafeterias, bakeries, senior citizen care homes, and other locations. In addition to a work study

experience, students should have contact with journeypersons as classroom guests or in interview situations.

The Learning Objectives identified in each module reflect the Foundational Objectives listed. This helps to ensure that students' experiences within the program are consistent with the overall aim and philosophy of this PAA program and, at the same time, provides the teacher with objectives that are assessable and measurable.

When designing and organizing students' learning experiences, the teacher should keep in mind the following factors and guidelines:

- It is imperative that students develop the skills, techniques, and attitudes required for the safe handling of tools, machines, and materials.
- The Learning Objectives are organized in the following sequence: introductory (10 level), intermediate (20 level), and advanced (30 level).
- As they progress through each of the modules from the introductory to the advanced levels, students assume increasing responsibilities for the planning and performing of tasks while the teacher's role shifts toward that of a facilitator.
- At the 20 and 30 levels, a work study component will help students achieve the career-related objectives.

Articulation

After completing all levels of this program and graduating from high school, students who wish to pursue commercial cooking to another level may challenge the written Level I examination and may receive time credit towards Journeyperson certification upon registering as an apprentice (see Appendix A). The Level I examination is administered by the Apprenticeship and Trade Certification Commission (ATCC) of Saskatchewan Post-Secondary Education and Skills Training.

Module Overview

Module Code	Modules	Suggested Time (hours)
COOK01	Module 1: Introduction to the Food Industry (Core)	5
COOK02A, B, C	Module 2A, B, C: Safety and Sanitation (Core)	13-28
COOK03A, B, C	Module 3A, B, C: Tools and Equipment (Core)	15
COOK04A, B, C	Module 4A, B, C: Kitchen Organization and Food Preparation (Core)	13-22
COOK05A, B, C	Module 5A, B, C: Stocks, Sauces, and Soups (Core)	18-27
COOK06A, B, C	Module 6A, B, C: Vegetables and Fruits (Core)	18-31
COOK07A, B, C	Module 7A, B, C: The Pantry (Core)	23-38
COOK08A, B, C	Module 8A, B, C: Starches (Core)	18-31
COOK09A, B, C	Module 9A, B, C: Baked Goods and Desserts (Core)	33-47
COOK10	Module 10: Meats, Poultry, and Seafood (Core)	20-30
COOK11	Module 11: Egg Cookery and Breakfast Preparation (Core)	10-15
COOK12	Module 12: Food Presentation, Garnish, and Decoration (Optional)	4-8
COOK13A, B	Module 13: Work Study Preparation and Follow-up Activities (Optional)	5-8
COOK14A, B	Module 14: Work Study (Optional)	25-50
COOK15	Module 15: Career Opportunities in Commercial Cooking (Core)	2-5

Suggested Course Configurations

Module Code	Modules	Suggested Time (hours)
	Commercial Cooking 10 Course (Introductory)	
COOK01A	Module 1: Introduction to the Food Industry (Core)	5
COOK02A	Module 2: Safety and Sanitation (Core)	8-10
COOK03A	Module 3: Tools and Equipment (Core)	5
COOK04A	Module 4: Kitchen Organization and Food Preparation (Core)	5-10
COOK05A	Module 5: Stocks, Sauces, and Soups (Core)	3-6
COOK06A	Module 6: Vegetables and Fruits (Core)	5-10
COOK07A	Module 7: The Pantry (Core)	15-20
COOK08A	Module 8: Starches (Core)	10-15
COOK09A	Module 9: Baked Goods and Desserts (Core)	15-20
COOK15	Module 15: Career Opportunities in Commercial Cooking (Core)	2-5
	Total Minimum	100
	Commercial Cooking 20 Course (Intermediate)	
COOK02B	Module 2: Safety and Sanitation (Core)	8
COOK03B	Module 3: Tools and Equipment (Core)	5
COOK04B	Module 4: Kitchen Organization and Food Preparation (Core)	4-6
COOK05B	Module 5: Stocks, Sauces, and Soups (Core)	10-15
COOK06B	Module 6: Vegetables and Fruits (Core)	10-15
COOK07B	Module 7: The Pantry (Core)	3-8
COOK08B	Module 8: Starches (Core)	5-10
COOK09B	Module 9: Baked Goods and Desserts (Core)	10-15
COOK11	Module 11: Egg Cookery and Breakfast Preparation (Core)	10-15
COOK13A	Module 13: Work Study Preparation and Follow-up Activities (Optional)	5-8
COOK14A	Module 14: Work Study (Optional)	25-50
	Total Minimum	100
	Commercial Cooking 30 Course (Advanced)	
COOK02C	Module 2: Safety and Sanitation (Core)	5-10
COOK03C	Module 3: Tools and Equipment (Core)	5
COOK04C	Module 4: Kitchen Organization and Food Preparation (Core)	4-6
COOK05C	Module 5: Stocks, Sauces, and Soups (Core)	5-10
COOK06C	Module 6: Vegetables and Fruits (Core)	3-6
COOK07C	Module 7: The Pantry (Core)	5-10
COOK08C	Module 8: Starches (Core)	3-6
COOK09C	Module 9: Baked Goods and Desserts (Core)	8-12
COOK10	Module 10: Meats, Poultry, and Seafood (Optional)	20-30
COOK12	Module 12: Food Presentation, Garnish, and Decoration (Optional)	4-8
COOK13B	Module 13: Work Study Preparation and Follow-up Activities (Optional)	5-8
COOK14B	Module 14: Work Study (Optional)	25-50
	Total Minimum	100

Module 1: Introduction to the Food Industry (Core)

Commercial Cooking 10

Suggested time: 5 hours

See Module 2 of the *Tourism, Hospitality, and Entrepreneurship A30, B30 Curriculum Guidelines*.

Foundational Objectives

- To be aware of career and job opportunities in the food service industry.
- To recognize, value, and develop the personal skills and abilities that apply to the workplace.

Common Essential Learnings Foundational Objectives

- To understand and appreciate the relationship between technology and change within the food industry. (TL)
- To develop skills in computing, measuring, estimating, and interpreting data. (NUM)

Note: Other CELs may be emphasized.

Topics

- History of food services
- Development of modern food service
- Menu
- Recipe
- Measurement
- Food service staff
- Standards of professionalism

Learning Objectives	Notes
1.1 To review the history of the food industry. (COM)	It is important for students to understand how the past helps to shape the future. Modern food service began in 1793 during the French Revolution. Examine the role of the chefs during that time. Students may research the history and the events that led to the first restaurant being established. Discuss with the students some of the leaders in the chef profession and why they became well known. What contributions would chefs have to make to become renowned? Students may research some famous chefs in the world today. Eventually, invite a chef as a guest speaker.
1.2 To consider the effects of recent developments in food technology on modern food service. (TL)	Electricity, convenience food, the microwave, and other advances in technology have had a profound effect on the food industry, yet none has replaced the need for skilled cooks. Discuss these issues with students.

Learning Objectives

Notes

- 1.3 To examine how the menu influences the use of resources in the food industry.
- The menu is important within the food service industry. It is used to determine what jobs need to be done and is a guide to determine the organization of workers.
- Students may list functions of the menu in the food industry today. The menu may be used to determine:
- supplies needed
 - number of workers and skills required
 - equipment needed
 - the clientele of the business
- Examine the factors that influence the menu:
- people to be served
 - cost
 - type of cuisine
 - equipment
 - skill of workers
 - cultural and regional differences
- 1.4 To examine the significance of the recipe for food preparation.
- List the reasons for using a recipe to prepare food.
- Outline the structure of the recipe and explain the following:
- name of recipe
 - yield
 - ingredients
 - equipment
 - directions for preparing
 - cooking
 - garnishing
- 1.5 To examine and compare measurement standards used in the food industry. (NUM)
- Students should be familiar with the imperial and metric systems of measurement. Students should understand why familiarity with both systems is necessary. Students must be able to convert recipes using these units (e.g., increasing and decreasing the number of servings).
- 1.6 To list food establishments in the community. (IL)
- Students should compile a list (e.g., from the telephone book, etc.) of food establishments in the community. Major types of food service establishments include:
- hotels and motels
 - institutional kitchens
 - schools
 - hospitals
 - employee lunchrooms
 - correctional institutions
 - catering and banquet services
 - fast food restaurants
 - full-service restaurants

Learning Objectives

Notes

- 1.7 To understand the role of the food service industry in the community.
- Discuss how community events might serve to generate revenue in the food sector. What other areas might benefit and in what ways? How might the food industry play a role in the promotion of local events such as fairs, rodeos, homecomings, etc?
- How might the class play a role in the promotion of school events such as dessert theatre, academic awards night, international supper, graduation, etc?
- 1.8 To outline the various roles of food service staff within the industry. (COM)
- Assign staff positions to students. Have them describe each position and list the responsibilities each may have on the job. Some of the staff positions include:
- executive chef
 - sous chef
 - station chef
 - cook to kitchen helper
 - banquet manager
 - chief steward
- Students should reassess these roles after their work placements. They may identify which of the positions they encountered within their work placement and which they assumed in the workplace.
- The teacher should identify parts of this module, in consultation with the work placement staff, that may be best taught at the worksite.
- 1.9 To be aware of the standards of professionalism. (COM)
- A successful employee displays a positive attitude and follows an unwritten behaviour code called professionalism. Discuss with students what it means to be a professional. Listed below are some of the qualities of a professional:
- confidentiality
 - dedication to quality
 - ethical behaviour
 - expertise in the field
 - personal appearance
 - personal hygiene
 - positive attitude on the job
 - positive self-image/self-esteem
 - good posture
 - a team player
 - willingness to learn
- Students should be able to recognize the benefits of professionalism on the job. Students should discuss what is involved in each of these qualities and how the qualities and behaviours might be displayed on the job. Students may be divided into groups and case studies may be distributed for students to solve problems about the workplace that require a professional to make a decision. (CCT) They should note where the qualities of professionalism are necessary. (PSVS) These qualities support personal accountability.

Module 2: Safety and Sanitation (Core)

Suggested times for parts A, B, and C are given below.

Foundational Objectives

- To understand and apply safety and sanitation practises when selecting, preparing, serving, and storing food.
- To be familiar with and practise emergency procedures.

Common Essential Learnings Foundational Objective

- To understand and apply the principles of safety and sanitation. (COM)

Note: Other CELs may be emphasized.

Topics

- Safe work habits
- Personal hygiene and sanitation
- Fire safety
- First aid
- Food sanitation

Module 2A Introductory

Suggested time: 8-10 hours

Learning Objectives	Notes
2.1A To describe how cuts, machine injuries, falls, burns, and strains can be prevented. (COM)	Use Occupational Health and Safety personnel and video resources to present and discuss safety standards and safe work habits. Check the Saskatchewan Labour website for additional information. Outline hazards in the kitchen and how they can be prevented. Invite, as a guest speaker, someone who has been injured on the job. Demonstrate how to hold, carry, wash, and safely handle a knife or other sharp tool.
2.2A To practise appropriate grooming and personal hygiene. (PSVS)	Outline rules for appropriate grooming and hygiene when working in a food service establishment. Discuss the importance of safe dress such as closed-toe shoes, suitable pants, and shirts without loose sleeves. Discuss appropriate standards for jewelry, cosmetics, and hair confinement.
2.3A To evaluate the importance of a clean and sanitary work area.	Describe the procedure for maintaining good sanitation within a food service work area. Discuss the importance of proper sanitation in the food service industry.

Learning Objectives	Notes
2.4A To identify how food borne illness is spread and describe ways to prevent it.	Describe ways to prevent food-borne illness and chemical contamination. The learning objectives from Module 5: Food Safety and Sanitation of the <i>Tourism, Hospitality and Entrepreneurship A30, B30 Curriculum Guidelines</i> should be incorporated into Commercial Cooking 10.
2.5A To complete a recognized basic foodhandling course.	Students may complete the 3.5 hour certification course, Basic Safe Foodhandling, offered through the local Health District.
2.6A To describe types of fires and the appropriate kind(s) of extinguisher(s).	Locate and identify fire extinguishers in the school lab setting. Invite the local fire inspector to visit the class and make a presentation on fire regulations and safety procedures. List some of the types of fires and the types of suitable fire extinguishers in each case. Identify where extinguishers are most frequently used within the food service industry. Discuss the importance of procedures for evacuation within a food service establishment. Demonstrate how and when they should be used.
2.7A To demonstrate proper evacuation and notification of officials.	

Module 2B Intermediate

Suggested time: 8 hours

Learning Objective	Notes
2.8B Complete a recognized food sanitation program. (PSVS)	Students choosing to continue into post-secondary training are advised to complete the 8 hour certification course, <i>Foodsafe</i> , offered through the regional public health district. NB: Foodsafe Certification is more comprehensive than the basic safe food handling course mentioned above and articulates with Level I in the professional cook trade.

Module 2C Advanced

Suggested time: 5-10 hours

Learning Objectives	Notes
2.9C To complete a recognized first aid course.	Students should be encouraged to complete an industry-recognized first aid course and to obtain certification. This certification should become part of their personal career portfolio.

2.10C To be familiar with Workplace
Hazardous Materials
Information System (WHMIS).
(TL)

Participate in a WHMIS training exercise. See the *Practical and Applied Arts Handbook* or contact Saskatchewan Labour.

NB. Students who have successfully completed the training above are not required to repeat the sessions unless their certification has elapsed.

Module 3: Tools and Equipment (Core)

Suggested times for parts A, B, and C are given below.

Foundational Objective

- To use, maintain, and operate common kitchen tools and equipment.

Common Essential Learnings Foundational Objectives

- To understand and use the vocabulary, structures, and forms of expression related to the food industry. (COM)

Note: Other CELs may be emphasized.

Topics

- Using small hand tools; sharpening of knives
- Operating a range, grill, griddle, fryer, broiler, steamer
- Operating a microwave oven
- Selecting, cleaning, and using pots and pans
- Operating and maintaining small electrical equipment
- Operating, cleaning, and maintaining refrigerators and freezers
- Operating and maintaining major equipment (optional)

Module 3A Introductory

Suggested time: 5-10 hours

Learning Objectives	Notes
3.1A To identify and correctly use basic hand tools and utensils. (COM)	Demonstrate the use of common hand tools and allow students to practise using tools such as the following: <ul style="list-style-type: none">• wire whip• peeler• paring knife• solid, perforated, and slotted spoons• spatula• colander and chinois• pots and pans• storage containers• measuring utensils• baking sheets and dishes
3.2A To understand the basic operation of gas and electrical equipment. (TL)	Emphasize safety while demonstrating the operation of gas and electrical tools such as the following: <ul style="list-style-type: none">• blender and mixer• slicer• food processor• skillet• griddle• grill

Learning Objectives**Notes**

- steamer
- range
- convection oven
- microwave oven
- dishwasher
- deep fryer

Note: Natural gas is often used in the food service industry. It is suggested that the students have experience with both gas and electrical appliances. You may want to consult with SaskEnergy and SaskPower.

Apprise students of their right to refuse to operate faulty equipment where personal safety is at risk. Students should be aware of the procedure for reporting faulty equipment.

3.3A To clean equipment effectively.

Demonstrate appropriate techniques and materials for cleaning different tools and equipment. Students should experience the following:

- operating a commercial dishwasher
- using a filter deep fryer
- dismantling a slicer
- sanitizing surfaces

Whenever possible, students should select, use, and clean kitchen equipment.

3.4A To practise handling, cleaning, storing, using, and sharpening knives safely. (TL)

Inviting a guest into the classroom to demonstrate safe handling of knives will enhance this section. This will present an opportunity to integrate career development objectives within the curriculum modules.

Module 3B Intermediate

Suggested time: 5 hours

Learning Objectives**Notes**

3.5B To plan and select appropriate equipment for various food preparation tasks.

Give intermediate students the opportunity to plan food preparation tasks and assess appropriate selection and use of equipment.

3.6B To practise safe and efficient operation and maintenance of kitchen equipment.

Demonstrate operation of major equipment and routine maintenance such as dismantling for periodic cleaning. Students should be given the opportunity to light pilot lights, clean deep fryers, operate time cycles on ovens, and steamers, etc.

Different learning experiences may be encountered in various learning situations and food service establishments. Students may be required to use tools and equipment not mentioned above.

Module 3C Advanced

Suggested time: 5 hours

Learning Objectives	Notes
3.7C To demonstrate ability to teach others basic operation and cleaning of kitchen equipment.	Advanced students should be given the opportunity to explain the basic operation and cleaning of kitchen equipment to others (e.g., junior students). Emphasize good communication skills. (COM)
3.8C To understand the maintenance and cleaning cycle of a commercial kitchen.	Students may devise and participate in the routine maintenance and cleaning cycle of a food service establishment.
3.9C To manage and maintain optimum refrigerator and freezer storage.	The advanced student should be given opportunity, where possible, to consider and manage the following: <ul data-bbox="646 737 1471 921" style="list-style-type: none">• temperature adjustment• appropriate coverings and wrappings for food items• cleaning procedure• prevention of contamination• maintenance of food quality (e.g., avoiding freezer burn and stale food)

Module 4: Kitchen Organization and Food Preparation (Core)

Suggested times for parts A, B, and C are given below.

Foundational Objectives

- To understand basic terminology and fundamental practises related to commercial cooking.
- To use, maintain, and operate common kitchen tools and equipment.

Common Essential Learnings Foundational Objectives

- To understand and use the vocabulary, structures, and forms of expression related to the food industry. (COM)
- To develop skills in computing, measuring, estimating, and interpreting data. (NUM)

Note: Other CELs may be emphasized.

Topics

- Weights and measures
- Basic kitchen organization
- Food composition and nutrition fundamentals
- Effect of heat on foods
- Kitchen terminology
- Refrigerated and frozen products
- Portion control
- Basic menus
- Buffets and banquets (planning, organizing, supervising)

Module 4A Introductory

Suggested time: 5-10 hours

Learning Objectives	Notes
4.1A To practise basic organization principles.	Simulate kitchen work stations to demonstrate efficient ways to organize tools, work space, and tasks. Give students opportunities to practise the following basic kitchen organization skills: <ul style="list-style-type: none">• selecting and arranging tools• selecting raw materials – teach “first in, first out” rule to rotate older materials for use first• “cleaning as you go” principle• proper wrapping and storing of prepared products• basic dishwashing and sanitizing procedures.
4.2A To measure accurately. (NUM)	Allow students to practise measuring liquid ingredients, dry ingredients, and the displacement method for fats. Familiarize students with the Imperial system. See Learning Objective 1.5.

Learning Objectives	Notes
4.3A To understand nutrition fundamentals.	<p>Examine the Canada Food Guide and have students take an inventory of their own diets. Discuss how nutritional considerations might be taken into account in commercial applications.</p> <p>Consult the <i>Food Studies 10, 30 Curriculum Guidelines</i> and/or teacher.</p>
4.4A To understand food composition and the effect of heat on food.	<p>Describe the main components of food: protein, fats, carbohydrates, water, minerals, vitamins, pigments, and flavour components. Demonstrate the effect heat has on each of the components.</p>
4.5A To define and demonstrate cooking terms and procedures. (COM, TL)	<p>List and demonstrate cooking terms such as the following:</p> <ul style="list-style-type: none"> • saute • boil • poach • simmer • coagulation of protein • gelatinization of starches • carmelization of sugars • leeching of pigments and vitamins • breading station <p>Module 3 in the <i>Tourism, Hospitality, and Entrepreneurship A30, B30 Curriculum Guidelines</i> lists common food terms including an optional list for articulation with a similar section in the Professional Cook program at SIAST. This module may be incorporated into the Commercial Cooking course or used as a supplementary resource.</p>

Module 4B Intermediate

Suggested time: 4-6 hours

Learning Objectives	Notes
4.6B To consider factors in receiving and storing foods that have been refrigerated or frozen.	<p>Explain how environmental factors can affect food when it is improperly stored or packaged. List some of the appropriate materials used for storing, freezing, and refrigerating foods.</p> <p>Define cross contamination. Explain how proper food storage location can prevent this. Describe some ways that can increase the shelf life of foods.</p> <p>Students could receive an order of food products to practise the use of an invoice.</p> <p>Demonstrate baker's percentages and scaling by weight of ingredients in the bakeshop.</p>

Learning Objectives	Notes
4.7B To practise recipe conversion. (NUM)	Give students examples of recipes to convert to different numbers of portions using a conversion factor. See Learning Objective 1.5.
4.8B To handle and prepare convenience and frozen foods	Students should have the opportunity to store, defrost, prepare, microwave or cook, portion and serve convenience food including powdered products and mixes.

Module 4C Advanced

Suggested time: 4-6 hours

Learning Objectives	Notes
4.9C To consider portion control and other factors that influence costs/profits.	<p>A real or simulated food preparation and service event should be planned to give students experience in costing.</p> <p>Explain how waste control can affect food cost and profit.</p>
4.10C To consider various types of menus, planning principles, and factors that influence menu planning.	Students should examine the factors that influence the menu: number to be served, cost, type of cuisine, equipment, skill of worker, and cultural and regional differences. Discuss situations where specific menus may be used. Explain the importance of menu planning and the impact on organization and cost.
4.11C To demonstrate the ability to plan and organize a menu and to prepare a meal for a function. (CCT)	<p>Students should plan, set up, and serve a buffet meal. It may be possible to do this for a staff function. Factors for students to consider and practise are:</p> <ul style="list-style-type: none"> • costing, selecting, and receiving materials • selecting serving equipment • timing the preparation of the food for best appearance and freshness • arranging and presenting the food • communicating with patrons.

Module 5: Stocks, Sauces, and Soups (Core)

Suggested times for parts A, B, and C are given below.

Foundational Objectives

- To understand basic terminology and fundamental practises related to cooking.
- To prepare, cook, and store foods using techniques to achieve suitable colour, flavour, and texture and to maintain nutritive values.

Common Essential Learnings Foundational Objectives

- To understand and use the vocabulary, structures, and forms of expression related to the food industry. (COM)
- To develop various skills related to accessing information. (TL)
- To gain the knowledge and develop the skills required to make appropriate decisions when selecting, preparing, and serving foods. (CCT)

Note: Other CELs may be emphasized.

Topics

- Stock preparation
- Use of commercial bases
- Sauce preparation and presentation
- Thickening agents
- Soup preparation, garnish, and service

Module 5A Introductory

Suggested time: 3-6 hours

Learning Objective	Notes
5.1A To make basic broth and cream soups.	Using convenience bases, students should make one or more broth-based soups. Have students make a roux to thicken one or more cream soups.

Module 5B Intermediate

Suggested time: 10-15 hours

Learning Objectives	Notes
5.2B To understand how basic stocks are made. (TL)	Students should be aware of the basic stock ingredients used to accommodate various dietary preferences (e.g., vegetarian). Have students make stock or consommé using bones. Discuss the benefits of mirepoix, acidic products, and the drawbacks of using leftovers.

Learning Objectives	Notes
5.3B To use commercial and convenience bases.	Allow students to use a variety of bases and discuss their appropriate uses.
5.4B To identify and use the major thickening agents.	Students should practise thickening liquids using agents such as roux, cornstarch, whitewash, and beurre manie. Experiment with various thickening agents to discover their thickening power, clarity, reaction to sugar, and their flavour.
5.5B To describe and make the five leading sauces. (COM)	Give students opportunity to describe and prepare the five leading sauces: <ul style="list-style-type: none"> • Bechamel • Velute • Espagnole • Tomato • Hollandaise
5.6B To prepare compound butters.	Students will prepare a variety of compound butters.

Module 5C Advanced

Suggested time: 5-10 hours

Learning Objectives	Notes
5.7C To prepare consommé.	Using raw materials, students should follow a complete procedure for making a clear, traditional consommé.
5.8C To select and prepare appropriate small sauces to accompany menu items. (CCT)	Using leading sauces as bases, allow students to prepare small sauces for use with menu items. Small sauces may include the following: <ul style="list-style-type: none"> • Cream • Mornay • Soubise • Poulette • Mushroom • Normandy • Bordelaise • Robert • Charcutiere • Bercy • Creole • Mousseline • Foyot

Module 6: Vegetables and Fruits (Core)

Suggested times for parts A, B, and C are given below.

Foundational Objectives

- To prepare, cook, and store foods using techniques to achieve suitable colour, flavour, and texture and to maintain nutritive values.
- To understand and apply safety and sanitation practises when working with food.

Common Essential Learnings Foundational Objectives

- To understand and use the vocabulary, structures, and forms of expression related to the food industry. (COM)
- To gain the knowledge and develop the skills required to make appropriate decisions when selecting, preparing, and serving foods. (CCT)

Note: Other CELs may be emphasized.

Topics

- Select appropriate vegetables and fruits
- Clean, prepare, and cut vegetables and fruits
- Cook vegetables and fruits
- Store and handle vegetables and fruits

Module 6A Introductory

Suggested time: 5-10 hours

Learning Objectives	Notes
6.1A Demonstrate appropriate methods of storing and handling vegetables and fruits.	Show the results of improperly stored fruits and vegetables, if possible.
6.2A To identify types of vegetables and select them according to size, shape, colour, freshness, and lack of damage. (CCT)	Students should experience selecting, preparing, and serving fresh and cooked vegetables and fruits.
6.3A To clean and prepare vegetables and fruits. (TL)	Students should prepare the vegetables for serving. Students should practise basic ways of cutting and shaping such as: <ul style="list-style-type: none">• mince• dice• julienne• batonnet• brunoise Explain how some nutrients and colour are lost when cut vegetables are exposed to air. Explain how acids, like lemon juice, can preserve colour in blond fruits.

Module 6B Intermediate

Suggested time: 10-15 hours

Learning Objectives	Notes
6.4B To examine the effects of various cooking methods on different types of vegetables.	Students may experiment by using various methods to cook vegetables and fruits, to determine the most suitable method for intended use. For example, using baking soda and vinegar with green vegetables and red cabbage; cooking various vegetables covered or uncovered. Have students evaluate the results.
6.5B To cook a variety of vegetables and fruits using appropriate methods and cookware. (TL, CCT)	<p>Students should select cookware and methods to prepare a variety of vegetables.</p> <p>Retention of nutrients, colour, flavour, and texture should be stressed.</p> <p>Experiment with garnishes. Experiment to discover which cooking methods are best for the various fruits and vegetables.</p> <p>Cooking methods may include the following:</p> <ul style="list-style-type: none">• steaming• simmering• sautéing• deep frying (if appropriate equipment is available)• braising• baking

Module 6C Advanced

Suggested time: 3-6 hours

Learning Objective	Notes
6.6C To use vegetables and fruits in menu planning and preparation. (CCT)	Students may experiment with a variety of vegetable and fruit preparations and incorporate them into menu plans. Allow them to practise garnishing and creating attractive presentations.

Module 7: The Pantry (Core)

Suggested times for parts A, B, and C are given below.

Foundational Objectives

- To prepare, store, cook, and serve foods using techniques to achieve suitable colour, flavour, and texture and to maintain nutritive values.
- To prepare and present foods in an attractive, efficient, and logical manner.

Common Essential Learnings Foundational Objectives

- To develop various skills related to accessing information as well as to selecting, storing, preparing, and serving foods. (TL)
- To gain the knowledge and develop the skills required to make appropriate decisions when selecting, preparing, and serving foods. (CCT)

Note: Other CELs may be emphasized.

Topics

- Types of sandwiches
- Fillings and spreads for sandwiches
- Salad ingredients
- Arrangement and presentation of various salads
- Salad dressings
- Preparation, storage, and handling of salads
- Hors d'oeuvres

Module 7A Introductory

Suggested time: 15-20 hours

Learning Objectives	Notes
7.1A To prepare sandwiches using a variety of breads and fillings. (TL)	Students should become familiar with and practise appropriate procedures to prevent contamination of sandwich fillings during preparation, storage, and service. Students should prepare and serve hot and cold sandwiches.
7.2A To identify, select, and prepare salad ingredients.	Students should be aware of and practise appropriate procedures to prevent contamination in preparing, storing, and serving salads and dressings.
7.3A To prepare a variety of salad dressings.	Have students prepare oil and vinegar dressings. Demonstrate mayonnaise preparation as an example of an emulsified dressing.
7.4A To prepare, store, and handle a variety of salads.	Allow students to prepare, cook, and garnish a variety of salads such as: jellied, cooked, lettuce-based, and fruit salads.

Module 7B Intermediate

Suggested time: 3-8 hours

Learning Objectives	Notes
7.5B To prepare and present a variety of hors d'oeuvres. (TL, COM)	<p>Students should be given opportunity to prepare and present examples of the following:</p> <ul style="list-style-type: none">• canapes• cocktails• relishes• dips• selected hors d'oeuvres <p>There are many cookbooks dedicated specifically to hors d'oeuvres. Allow students to gather such resources and select hors d'oeuvres that interest and challenge them.</p> <p>This objective may culminate in a simple presentation for a school function. (PSVS)</p>

Module 7C Advanced

Suggested time: 5-10 hours

Learning Objective	Notes
7.6C To plan, prepare, decorate, and present a cold buffet.	<p>Students should prepare, set up, and serve a cold buffet. Ideally, this buffet should be presented to the public, possibly at a school function.</p> <p>Combining this part of the module with Module 12: Food Presentation, Garnish, and Decoration would be appropriate.</p>

Module 8: Starches (Core)

Suggested times for parts A, B, and C are given below.

Foundational Objectives

- To prepare, cook, and serve foods using techniques to achieve suitable colour, flavour, and texture and to maintain nutritive values.

Common Essential Learnings Foundational Objectives

- To develop various skills related to selecting, storing, preparing, and serving foods. (TL)

Note: Other CELs may be emphasized.

Topics

- Clean, prepare, and cook potatoes
- Select, identify, and prepare various kinds of rice
- Select, identify, and prepare various kinds of pasta

Module 8A Introductory

Suggested time: 5-10 hours

Learning Objectives	Notes
8.1A To identify, select, clean, and store major types of potatoes.	Experiment using different types of potatoes to determine the difference between a baking potato and a boiling potato. Demonstrate proper methods to clean and store potatoes.
8.2A To practise cooking potatoes using several methods. (COM, TL)	Students should practise a variety of methods of cooking potatoes, such as: <ul style="list-style-type: none">• boiling• baking• sautéing• grilling• deep frying• whipping
8.3A To make a basic simmered rice preparation.	Using appropriate equipment and materials, allow students to prepare a basic simmered rice dish.

Module 8B Intermediate

Suggested time: 5-10 hours

Learning Objectives	Notes
8.4B To prepare a variety of rice dishes. (TL)	Students should practise rice cookery employing the following techniques: <ul style="list-style-type: none">• steaming• baking• pilaf method• risotto method
8.5B To make decorative potato preparations. (CCT)	Demonstrate and allow students to practise more complex potato preparations such as: <ul style="list-style-type: none">• Tourned potatoes• Duchess potatoes• Dauphine and Lorette potatoes• Scalloped potatoes• Anna potatoes• Rissole or Cocotte potatoes
8.6B To prepare a variety of commercial pastas.	Display pasta shapes and varieties. Allow students to prepare several types with a selection of basic sauces.

Module 8C Advanced

Suggested time: 3-6 hours

Learning Objectives	Notes
8.7C To prepare fresh pasta and sauces.	Demonstrate hand-kneaded fresh egg pasta preparation. Use a simple pasta maker (an inexpensive item available at retail stores) to make flat noodles. Students may use fresh pasta to create lasagnas, raviolis, and other pasta shapes to create a variety of dishes.

Module 9: Baked Goods and Desserts (Core)

Suggested times for parts A, B, and C are given below.

Foundational Objectives

- To understand basic terminology and fundamental practises related to cooking.
- To prepare, cook, and serve foods using techniques to achieve suitable colour, flavour, and texture and to maintain nutritive values.

Common Essential Learnings Foundational Objectives

- To develop skills in computing, measuring, estimating, and interpreting data. (NUM)
- To develop various skills related to selecting, storing, preparing, and serving foods. (TL)

Note: Other CELs may be emphasized.

Topics

- Baking ingredients and principles
- Baker's percentages and measurement
- Quick breads
- Cookies
- Pies and pastries
- Cakes and icings
- Yeast products
- Puddings and custards

Module 9A Introductory

Suggested time: 15-20 hours

Learning Objectives	Notes
9.1A To understand basic baking ingredients and principles. (COM)	Explain the baking process with special emphasis on the processes of leavening and gluten development. Discuss the factors that promote and inhibit gluten development. List important baking terms.
9.2A To calculate required ingredients for baking formulas and measure them accurately. (NUM)	Demonstrate how using volume to measure ingredients such as flour can be misleading. Using a baker's scale, weigh a cup of sifted flour and a cup of packed flour. Note the difference. Emphasize the need to weigh ingredients in commercial baking. Teach students how to change the yield of any baking formula using Baker's Percentages. For each formula students prepare, have them calculate the required ingredients based on the amount of flour.

Learning Objectives

Notes

- 9.3A To make basic quickbreads employing the biscuit and muffin methods. Discuss how the biscuit and muffin methods differ and allow students to make a variety of quickbreads, observing the results.
- 9.4A To prepare cookies using a variety of methods. (TL) Students should make a selection of the following types of cookies:
- dropped
 - bagged
 - rolled
 - molded
 - icebox
 - bar
 - sheet

Module 9B Intermediate

Suggested time: 10-15 hours

Learning Objectives

Notes

- 9.5B To prepare a variety of pies and pastries. Demonstrate the difference between flaky and mealy doughs. Students should practise making a selection of pies, pastries, and fillings such as the following:
- mealy pie dough
 - flaky pie dough
 - crumb crust
 - short or cookie crust
 - pie fillings
 - puff pastry dough
 - éclair and choux paste
 - meringues
- 9.6B To prepare and bake cakes and make icings. Demonstrate and allow students to practise basic mixing methods for cakes:
- creaming method
 - two-stage method
 - foaming or sponge method
 - angel food method
 - chiffon method
- Demonstrate and allow students to practise basic icings such as the following:
- fondant
 - buttercreams
 - foam-type icings
 - flat icing
 - fudge-type icings
 - royal icing
 - glazes

Module 9C Advanced

Suggested time: 8-12 hours

Learning Objectives	Notes
9.7C To prepare a variety of yeast products. (TL, COM)	Students should prepare a variety of yeast products such as the following: <ul style="list-style-type: none">• breads• dinner rolls• sweet dough products• Danish pastry• Croissants
9.8C To prepare a variety of puddings and custards.	Students should prepare a variety of puddings and custards such as the following: <ul style="list-style-type: none">• sugar syrups• custard sauce• pastry cream• baked custard• starch thickened pudding• baked pudding• bavarians• chiffons• mousses• soufflé

Module 10: Meats, Poultry, and Seafood (Core)

Commercial Cooking 30

Suggested time: 20-30 hours

Foundational Objectives

- To understand basic terminology and fundamental practises related to cooking.
- To understand and apply safety and sanitation practises when selecting, preparing, serving, and storing food.

Common Essential Learnings Foundational Objective

- To practise decision-making skills related to meat preparation. (CCT)

Note: Other CELs may be emphasized.

Topics

- Meats
- Poultry
- Seafood

Learning Objectives	Notes
10.1 To understand meat composition, aging, cuts, and cooking methods.	Using posters (available from meat producers), visuals, demonstrations, or visits by or to a meat cutter, broaden students' experiences with beef, veal, lamb, and pork. Explain the significance of aging meat. Discuss dry-heat and moist-heat cooking methods and which to employ for various cuts of meat.
10.2 To cook meats using a variety of methods. (CCT)	Students should prepare different cuts of beef, veal, lamb, and pork using the following methods: <ul style="list-style-type: none">• roasting and baking• broiling, grilling, and pan broiling• sautéing, pan-frying, and griddling• simmering• braising Demonstrate how to carve and serve meats.

Learning Objectives	Notes
10.3 To understand how to cut, store, and cook poultry.	<p>Demonstrate how to section poultry. A guest may demonstrate deboning and trussing techniques. Discuss storage methods. Explain the difference between “white meat” and “dark meat.”</p> <p>Discuss cooking methods that preserve moisture.</p>
10.4 To cook poultry using a variety of methods.	<p>Students should prepare poultry using the following methods:</p> <ul style="list-style-type: none"> • roasting and baking • broiling, grilling, and pan broiling • sautéing, pan-frying, and deep-frying • simmering and poaching • braising <p>Discuss and demonstrate working with stuffings and dressings.</p> <p>Demonstrate how to carve and serve poultry.</p>
10.5 To identify and understand varieties of seafood (fish and shellfish) their freshness and appropriate storage and cooking methods.	<p>Expose students to common types of fish and shellfish. Explain how the lack of connective tissue determines cooking methods. Discuss ways to examine seafood for freshness and how to store it properly.</p> <p>Give students the opportunity, if possible, to handle both frozen and fresh seafood.</p>
10.6 To cook different types of seafood using a variety of methods. (TL)	<p>Students should prepare seafood using the following methods:</p> <ul style="list-style-type: none"> • baking • broiling • sautéing and pan-frying • deep-frying • simmering and poaching in court bouillon • poaching in fumet and wine • simmering and steaming

Module 11: Egg Cookery and Breakfast Preparation (Core)

Commercial Cooking 20

Suggested time: 10-15 hours

Foundational Objectives

- To understand basic terminology and fundamental practises related to cooking.
- To understand and apply safety and sanitation practises when selecting, preparing, serving, and storing food.

Common Essential Learnings Foundational Objective

- To develop various skills related to selecting, storing, preparing, and serving foods. (TL)

Note: Other CELs may be emphasized.

Topics

- Egg cookery
- Breakfast meats
- Continental breakfast items
- Pancakes, waffles, French toast, crepes
- Breakfast garnishes and potatoes
- Dairy products
- Breakfast beverages

	Learning Objectives	Notes
11.1	To practise various methods of cooking eggs.	Students should experience cooking eggs by various methods: <ul style="list-style-type: none">• fried (sunny-side up, over easy, over medium, etc.)• poached• steamed• simmered• shirred• scrambled Students should recognize quality indicators of eggs cooked by various methods.
11.2	To prepare and serve the most popular breakfast meats. (TL)	Have students prepare breakfast meats to accompany their egg preparations.
11.3	To identify continental breakfast items.	Students should experience serving a continental breakfast.

Learning Objectives**Notes**

- | | | |
|------|---|--|
| 11.4 | To prepare and serve breakfast breads, quickbreads, and starches. | Students should prepare and serve some of the following: <ul style="list-style-type: none">• pancakes• waffles• French toast• crepes• fritters• hashbrowns• panfries |
| 11.5 | To understand the importance and correct service of dairy products. (COM) | Students should practise appropriate procedures to ensure safety in serving dairy products. |
| 11.6 | To prepare and serve coffee, tea, and hot chocolate. | If possible, students should prepare and serve these beverages. If this is not possible, discuss the procedures. |
| 11.7 | To select and prepare grain cereals. | Prepare a variety of grain cereals such as polenta, and gnocihi à la romaine. |

Module 12: Food Presentation, Garnish, and Decoration (Optional)

Commercial Cooking 30

Suggested time: 6-10 hours

Foundational Objectives

- To understand the processes and participate in the preparation and presentation of a variety of foods.
- To prepare and present foods in an attractive, efficient, and logical manner.

Common Essential Learnings Foundational Objectives

- To gain the knowledge and develop the skills required to make appropriate decisions when selecting, preparing, and serving foods. (CCT)
- To meet personal learning needs. (IL)

Note: Other CELs may be emphasized.

Topics

- Simple garnish
- Banquet platter presentation
- Buffet presentation
- Food art

	Learning Objectives	Notes
12.1	To appreciate attractive food presentations. (PSVS)	Discuss the phrase “the eye eats first” and the importance of appearance in preparing food for the public. Show many examples of food presentation and garnish using demonstrations, photographs, videos, or concrete examples on field trips. Students could tell some stories. Discuss how the colour, shape, texture, and flavour of garnishes should balance menu items and plate displays.
12.2	To produce and use a wide variety of simple garnishes.	<i>Professional Cooking</i> or other resources provide colour examples as well as lists of simple garnishes that students may prepare.
12.3	To garnish a banquet platter with attractive and appropriate vegetable accompaniments. (IL)	Give students the opportunity to plan and prepare cold food platters for a school function.

Learning Objectives**Notes**

12.4 To create a food art product for display or presentation. (CCT)

Students may be given the opportunity to research a food art form, view a video presentation, or invite a guest to illustrate or demonstrate food art. Students may choose to create one of the following food art forms:

- wedding cake
- gingerbread house
- sugar painting
- tallow, ice, chocolate, or vegetable sculpture

Discuss the equipment required for decoration and presentation.

Module 13A, B: Work Study Preparation and Follow-up Activities (Optional)

Suggested time: 5-8 hours

Foundational Objectives

- To be aware of career and job opportunities in the food service industry.
- To recognize, value, and develop the personal skills and abilities that apply to the workplace.

Common Essential Learnings Foundational Objectives

- To understand and develop skills to deal with personal and moral issues in the workplace. (PSVS)

Note: Other CELs may be emphasized.

Learning Objectives	Notes
13.1 To be aware of the expectations of each of the partners in the work study component.	In order to establish a successful working relationship with all of the partners involved in the workplace, it is important to define the expectations of each partner. For a list of roles and responsibilities of the business personnel, manager, teacher monitor, school, parent, and student, see the Work Study Guidelines for the Practical and Applied Arts included in the <i>Practical and Applied Arts Handbook</i> .
13.2 To identify factors that may affect student contributions in the workplace. (PSVS)	Brainstorm a list, then verify through experience. The list may include previous work experience, volunteer work, teamwork activities, and extra-curricular participation within the school.
13.3 To build good communication skills for the workplace. (COM)	Discuss verbal and non-verbal communication. List some ways in which negative non-verbal communication may be displayed. Encourage students to role play ways of demonstrating effective techniques of verbal communication on the job, when giving or receiving instructions and resolving conflict. Divide the students into groups and role play case studies showing how effective communication may be used to resolve conflict on the job.
13.4 To develop a resumé that may be forwarded to a potential employer.	The student will develop a resumé using the correct format. The resumé may be used to introduce the student to the employer in a workplace site prior to an interview. The resumé: Teachers are encouraged to work with other staff members to ensure resumé preparation is taught. Resumé writing is suggested in <i>English Language Arts 20 and A30, Information Processing 10, 20, 30, and Work Experience Education 20</i> curricula. Students should save their resúmes on computer disk and update them during the course as experiences are gained, skills are learned, changes need to be made and references added.

Learning Objectives

Notes

13.5 To prepare for an interview.
(COM)

Using class or small group discussions, ask students to list guidelines for an interview. The instructor may add missing items to the list.

Outline and describe the three stages of an interview. Ask students to identify at what stage of the interview each of their guidelines previously discussed may apply.

The **greeting** involves an introduction between the student and employer. Discuss or demonstrate how this should be done.

The **exchange** is the longest part of the interview where the employer asks a series of questions and engages in a dialogue with the student about information on the resumé and matters relating to the job.

The **parting** provides closure to the interview and may be just as important as the greeting. Explain how this may be done.

Provide the students with a list of questions frequently asked by employers or ask students to make a list. Students may role play the stages of the interview.

13.6 To discuss personal and social issues related to the work study experience.

- transportation
- absence and tardiness
- problems on the work site
- teacher-student-supervisor relationships
- evaluation criteria
- expected hours of work.

Discuss the issue with the student prior to placement.

Clarify the following in your post interview with the students. This may be done by asking students to respond to the points listed below (during an assignment or during an interview):

- expected hours of work
- dress code
- job description
- school expectations
- employer expectations
- role of monitor/supervisor
- goal definition

Using concrete examples, have students solve problems related to the above topics. Situations may be role played.

Using case studies, have students role play problems that arise in a workplace setting. Discuss possible solutions.

Note: Look for opportunities to introduce and reinforce ideas about Labour Standards, Occupational Health and Safety, and WHMIS. Use the *Career and Work Exploration Curriculum Guidelines*, the *PAA Handbook*, the Saskatchewan Labour website, and other recommended resources.

Learning Objectives**Notes**

13.7 To relate feedback from the work placement. (CCT)

Students provide feedback about work placement including: where they were placed, type of business, duties, most rewarding experience, most difficult situation and how he/she handled it. It is recommended that each student send a thank you note or card to the employer upon the completion of each work placement.

Refer to the training plans in Appendix B for the practical application of the learning objectives outlined in this course.

Module 14A, B: Work Study (Optional)

Commercial Cooking 20, 30

Suggested time: 25-50 hours

Note: It is recommended that the objectives and activities in this module be integrated throughout the Core modules of Commercial Cooking 20 and 30. A work study component may also be utilized to enhance these learnings. Schools that have a cafeteria or journeypersons on site may be able to meet many of these objectives within their own facilities.

Foundational Objectives

- To be aware of career and job opportunities in the food service industry.
- To recognize, value, and develop the personal skills and abilities that apply to the workplace.
- To participate in a work study experience in a restaurant or institutional environment.

Common Essential Learnings Foundational Objectives

- To understand and develop skills to deal with personal and moral issues in the workplace. (PSVS)
- To meet personal learning needs. (IL)

Note: Other CELs may be emphasized.

For more information about implementing work study in schools see the Work Study Guidelines included in the Practical and Applied Arts Handbook. Teachers need to select (from modules) or design appropriate learning objectives for this module; for instance, to demonstrate ability to follow a “Training Plan”.

Note: Consult the renewed/new *Career and Work Exploration Curriculum Guidelines* and the Department of Labour for content about Labour Standards, Occupational Health and Safety, and WHMIS. Add more depth if you offer several work studies during grade 11 or 12 in a course series.

Module 15: Career Opportunities in Commercial Cooking (Core)

Commercial Cooking 20, 30

Suggested time: 2-5 hours

Foundational Objectives

- To become familiar with the post-secondary training programs offered in Saskatchewan.
- To be aware of career and job opportunities in the food service industry.
- To recognize, value, and develop the personal skills and abilities that apply to the workplace.

Common Essential Learnings Foundational Objectives

- To develop various skills related to accessing information. (COM, TL)
- To understand and develop skills to deal with personal and moral issues in the workplace. (PSVS)
- To meet personal learning needs. (IL)

Note: Other CELs may be emphasized.

Learning Objectives	Notes
15.1 To gain a better understanding of the apprenticeable trades. (COM)	Students will define apprenticeship. Working with the students, list the apprenticeable trades. Outline the advantages and disadvantages of pursuing a career through apprenticeship.
15.2 To understand how the high school curriculum articulates with Level I apprenticeship.	Show students the training plan in Appendix B. Explain how meeting all the objectives and participating in the appropriate modules can prepare them to challenge the Level I apprenticeship exam after completing high school.
15.3 To list career opportunities related to the Food Services Industry.	Students will list various career opportunities in the Food Services Industry. Encourage students to use a variety of sources for information: guidance counsellors, career software packages, personal interviews, government resources, websites, etc.
15.4 To identify personal skills and interests that may lead to a career in the Food Services Industry. (PSVS)	Ask each student to create an inventory of preferred activities and interests. Have students list jobs/careers in Food Services that match their interests.

Learning Objectives**Notes**

15.5 To explore personal job/career possibilities. (IL)

From the list created for Learning Objective 15.3, ask the students to select two choices of possible careers for further research. Students should research the careers using available resources in the library, in the community, and on the Internet. Investigate the career choices including:

- description of work duties
- what personal qualities individuals should possess
- process to become certified within the trade/career
- length of education and training
- school locations
- cost of education and upgrading
- trends within the business or career
- the best and worst parts of the job
- beginning salary
- opportunities for advancement

If a student engages in work study, she/he may investigate career links within the community for possible work study placements. The student may conduct an interview with a professional/tradesperson as part of his or her experience.

References

- Gisslen, W. (1998). *Professional cooking, (Fourth Edition)*. New York, NY: John Wiley & Sons Inc.
- Labensky, S., Hause, A., Malley, F., Bevan, A., & Sicoli, S. (1999). *On cooking. A textbook of culinary fundamentals – Canadian edition*. Scarborough, ON: Prentice Hall Canada Inc.
- Canadian Restaurant and Food Services Association. (1992) *The Sanitation code for Canada's Foodservice Industry*. Toronto, ON: Author.
- Saskatchewan Education. (Draft 2000). *Practical and Applied Arts Handbook*. Regina, SK: Author.
- Saskatchewan Education. (1991). *Instructional approaches: A framework for professional practice*. Regina, SK: Author.
- Saskatchewan Education. (1991). *Student evaluation: A teacher handbook*. Regina, SK: Author.
- Saskatchewan Education. (1990). *Commercial cooking 10, 20, 30. Interim edition*. Regina SK: Author.
- Saskatchewan Education. (1988). *Understanding the common essential learnings: A handbook for teachers*. Regina, SK: Author.
- Saskatchewan Institute of Applied Science and Technology, Palliser Institute. (1988). *Professional cooking curriculum*. Ray, M. F. and Lewis, E. J. Moose Jaw, SK: Author.
- Saskatchewan Post-Secondary Education and Skills Training. (nd). *Cook apprenticeship program outline*. Regina, SK: Author.
- Saskatchewan Post-Secondary Education and Skills Training. (1999). *High school to apprenticeship: Link to the future*. Regina, SK: Author.

Appendix A: Determining the Trade Pathway for Students

During the renewal of the Practical and Applied Arts (PAA), Saskatchewan Education signed an articulation agreement for Commercial Cooking with Saskatchewan Post-Secondary Education and Skills Training (SPEST), Apprenticeship and Trade Certification Commission (ATCC) and Saskatchewan Institute of Applied Science and Technology (SIASST). Before school divisions renew the program in Commercial Cooking or start such a program, the partners in the agreement must be aware of the following processes and procedures – in summary.

1. As Commercial Cooking requires a certain level of maturity, it is recommended that certain modules for Middle Level be made available to grade 9 students only, as part of a Survey course. Commercial Cooking modules available for grade 9 students are listed in the PAA Handbook.
2. Pure 100 hour courses are available in Commercial Cooking beginning at the grade 10 Level. Commercial Cooking modules may also be configured into a PAA Survey course(s) at the 10, 20 or 30 levels.
3. Students may take Commercial Cooking with no intent to pursue a cooking career. Therefore, no articulation procedures need be followed.

Articulation

Saskatchewan Education, in consultation with the PAA Reference Committee, has agreed to develop adequate hours of provincial curriculum in the various designated trades areas of high school curriculum; and to offer limited practical experience, to meet the Level I requirements (or their equivalent) as outlined by the Apprenticeship and Trade Certification Commission (ATCC) of Saskatchewan Post-Secondary Education and Skills Training (SPEST) in collaboration with the Trade Board (TB). Articulation agreements among these educational partners have been established to accommodate high school graduates who have met the Level I requirements outlined in the high school curricula and who have followed the procedures specified by the ATCC in *High School to Apprenticeship*. Those students may challenge the Level I trade exam. Successful students will receive Level I theory advanced standing in appropriate SIASST programs and Prior Learning Assessment and Recognition (PLAR) time credit hours, for time spent with a journeyman in the workplace, toward apprenticeship standing in the trade.

Training plans included in Appendix B have been designed to provide direction for Level I skill development in the classroom and in the workplace.

School divisions/schools seeking Commercial Cooking articulation with Apprenticeship for students graduating from high school may register and challenge the Level I exam, by completing the following steps:

- Everyone must have studied *High School to Apprenticeship: Link to the Future* (1999).
- The Level I theory identified below in Appendix A of this Commercial Cooking guideline must be covered thoroughly by the certified teacher and students.
- Practical experiences must be simulated in the school setting or through the optional work study modules used in partnership with local businesses and journeymen.
- **If the teacher is not a journeyman, the teacher must take an approved certification course. This will provide the teacher with the necessary background skills to evaluate Level I theory and practice in his/her school, for students who are following the trade pathway to apprenticeship. The course would require the approval of each of the following, Saskatchewan Education, ATCC, SIASST and the STF.**
- To challenge Level I, the teacher should recommend only those students who have successfully completed the Level I practical and who have aspirations to pursue further training in the

apprenticeship trade. Registration for the Level I exam is managed by ATCC. Students challenging the Level I apprenticeship theory exam must attain a mark of 70% to pass, therefore should probably be achieving at the 80% range or higher in all aspects of the modules that are identified for Level I trade articulation.

- The students must state their intention to write the Level I exam prior to the successful completion of the final high school course(s) and they must receive permission to proceed.
- The teacher must notify ATCC at least 2 months prior to the writing of the Level I exam, stating the intent to have students write and indicating the number of exams required. Verification of the high school trade course marks and the examination fee must be submitted for each student eligible to write.
- The ATCC will administer the Level I exams to high school students during the January and June Departmental Examination writing sessions, as arranged. The dates for the writing weeks are established annually and distributed to the schools in the *Registrar's Handbook for School Administrators*. Contact the Registrar's Office, Student Records at Saskatchewan Education.
- Apprenticeship exams will be returned to the ATCC for grading and evaluation.
- Marks will be mailed to the student/school. ATCC will record the marks for the Level I exams. For more information about trade articulation and guidelines see the *High School to Apprenticeship: Link to the Future* document developed by ATCC.
- SIAST and ATCC notification of changes to the Level I apprenticeship requirements in the trade will be communicated to teachers via the Evergreen Curriculum area on the Saskatchewan Education website (www.sasked.gov.sk.ca).
- A high school graduate who has already received all the Secondary Level credits for Commercial Cooking and who passes the Level I exam will receive advanced standing in the Commercial Cooking program at SIAST. Those students will also receive time credit recognition for practical experience under a journeyperson provided appropriate documentation has been maintained.

Certification, Articulation, and Evaluation

In order to challenge the Level I Apprenticeship exam, students must complete all the Level I objectives outlined in the Saskatchewan Post-secondary Education and Skills Training, *Cook Apprenticeship Program Outline*. The following table lists the modules in this Guide that meet these objectives:

Level I Objectives Cook Apprenticeship Program	Corresponding Modules in Commercial Cooking Curriculum Guidelines
Cook 120 T 1 Safety, Sanitation and Personal	Module 2A, B, C
Cook 162 T 1 Convenience Foods	Module 4A, B, C
Cook 173 T 1 Stocks, Sauces and Soups	Module 5A, B, C
Cook 160 T 1 Vegetables, Fruit and Fungi	Module 6A, B, C
Cook 167 T 1 Cold Foods and Buffets	Module 7A, B, C
Cook 169 T 1 Farinaceous Foods and Cereals	Module 8A, B, C, 11
Cook 163 T 1 Baked Pastry and Desserts	Module 9A, B, C

Appendix B: Training Plan - Checklist

Training Plan Checklist for Commercial Cooking 10

(adapted from the SIAST Palliser Campus Cook Level I Apprenticeship Program developed by Fred German)

Student's Name: _____

Employer's Name and Address: _____

Module Component	Observed	Assisted	Demonstrated	Checked by
Safety, Sanitation, And Personal				
Demonstrates Safety Awareness				
Module 2A				
Practises safe work habits				
Maintains good posture				
Practises sound personal hygiene				
Observes substance abuse regulations				
Promotes workplace health and safety				
Updates safety knowledge				
Performs tasks according to safe practises				
Uses proper lifting techniques				
Uses electricity safely				
Practises effective fire prevention and evaluation techniques				
Uses guards and other protective devices				
Maintains a Safe Work Environment				
Module 2				
Identifies danger zones with warning signs				
Maintains good housekeeping at the workplace				
Reports accidents and injuries				
Wears Personal Protective Clothing and Equipment				
Module 2A				
Assesses the needs for personal protective clothing and equipment				
Wears protective clothing				

Uses and Maintains Common Kitchen Tools, Machines, and Equipment Safely Module 2 and 3				
Operates common kitchen tools, machines, and equipment				
Inspects and cleans kitchen tools, machines, and equipment				
Sharpens knives safely				
Assembles equipment safely				
Vegetables, Fruit, and Fungi Module 6A				
Selects, Stores, and Prepares Vegetables and Fruits:				
Selects vegetables, fruit, and fungi				
Stores vegetables and fruits				
Cleans vegetables and fruits				
Cuts or portions vegetables and fruits				
Zests citrus fruits				
Sections and shapes fruits and vegetables				
Dates and stores vegetables, fruits, and fungi				
Prepares Vegetables and Fungi Module 6A				
Selects and applies appropriate cooking methods				
Blanches vegetables				
Purées vegetables				
Prepares Fruit and Berry Desserts Module 6A				
Selects appropriate ingredients				
Cleans fruits and berries				
Peels fruits				
Cuts fruits and berries				

Cooks fruits and berries				
Chills fruits and berries				
Cold Foods and Buffets Module 7A				
Prepares Leaf Salads				
Selects ingredients				
Trims leaves and ingredients				
Cleans, drains, and dries lettuce or salad leaves				
Combines other ingredients as per house menu				
Garnishes leaf salads				
Dresses leaf salads				
Serves leaf salads				
Prepares Various Salads (e.g., meat salad, fish salad, potato salad) Module 7A				
Selects ingredients according to recipe				
Cleans, drains, and dries ingredients				
Cooks salad ingredients				
Cools salad ingredients				
Combines and mixes variety of ingredients as per recipe				
Arranges salad				
Seasons or dresses salad				
Garnishes salad				
Stores or serves salad				
Prepares Hot Salads (e.g., hot potato salad) Module 7A				
Selects ingredients according to recipe				
Trims ingredients				

Cleans ingredients				
Selects proper cooking methods				
Cooks according to recipe specifications				
Arranges salad				
Garnishes salad				
Serves salad				
Prepares Dressing, Cold Sauces, and Derivatives Module 7A				
Selects ingredients				
Selects appropriate method of preparation				
Prepare emulsified sauce				
Combines ingredients for cold sauce and additional ingredients to form other cold sauces and derivatives, e.g., sauce tartare				
Combines ingredients to prepare salad dressings, e.g., sauce vinaigrette				
Stores and handles sauce vinaigrette, other cold sauces and dressings				
Serves vinaigrette, cold sauces, and dressing				
Cooks and Prepares Potatoes Module 8A				
Selects appropriate types of potatoes, e.g., Idaho, yam, red				
Sizes and cuts potatoes				
Selects proper procedures for cooking potatoes				
Cooks potatoes, e.g., fries, shredded, hashed browns				

Training Plan Checklist for Commercial Cooking 20

Palliser Institute SIAST Cook Level I Apprenticeship

Student's Name: _____

Employer Name/Address: _____

Note: Skills within the Commercial Cooking 10 training plan may be strengthened and refined in the 20 level training plan.

Module Component	Observed	Assisted	Demonstrated	Checked by
Safety, Sanitation, and Personal Module 2B				
Demonstrates Safety Awareness Module 2B				
Practises safe work habits				
Maintains good posture				
Practises sound personal hygiene				
Observes substance abuse regulations				
Promotes workplace health and safety				
Updates safety knowledge				
Performs tasks according to safe practises				
Uses proper lifting techniques				
Uses electricity safely				
Practises effective fire prevention and evaluation techniques				
Uses guards and other protective devices				
Maintains a Safe Work Environment Module 2B				
Identifies danger zones with warning signs				
Maintains good housekeeping at the workplace				
Reports accidents and injuries				

Safety, Sanitation, and Personal Module 2B				
Demonstrates Safety Awareness:				
Practises safe work habits				
Maintains good posture				
Practises sound personal hygiene				
Observes substance abuse regulations				
Promotes workplace health and safety				
Updates safety knowledge				
Performs tasks according to safe practises				
Uses proper lifting techniques				
Uses electricity safely				
Practises effective fire prevention and evaluation techniques				
Uses guards and other protective devices				
Maintains a Safe Work Environment				
Identifies danger zones with warning signs				
Identifies and reports hazardous working conditions				
Identifies hazardous material				
Maintains good housekeeping at the workplace				
Stores materials safely				
Provides first aid				
Reports unsafe conditions				
Reports accidents and injuries				

Wears Personal Protective Clothing and Equipment Module 2B				
Assesses the needs for personal protective clothing and equipment				
Wears protective clothing				
Uses and Maintains Common Kitchen Tools, Machines, and Equipment Safely Module 2B				
Operates common kitchen tools, machines, and equipment				
Inspects and cleans kitchen tools, machines, and equipment				
Sharpens knives safely				
Assembles equipment safely				
Convenience Foods Module 4B				
Prepares and Cooks Frozen Foods:				
Stores frozen foods				
Defrosts frozen items				
Prepares and cooks frozen foods				
Microwaves to defrost and cook frozen foods				
Portions frozen foods to menu specifications				
Serves convenience foods				
Reconstitutes Powdered Foods or Beverages Module 4B				
Prepares Pickled Items Module 4B				
Store appropriately				

Prepares Compound Butters (e.g., maître d'hôtel, café de Paris, garlic) Module 5B				
Selects ingredients and specific butter according to recipe				
Trims selected ingredients				
Cleans ingredients				
Combines ingredients and butter				
Portions as per specifications				
Shapes compound butter				
Stores and serves compound butter				
Vegetables, Fruit, and Fungi Module 6B				
Prepares Vegetables and Fungi:				
Simmers vegetables				
Poaches vegetables				
Steams vegetables				
Boils vegetables				
Stews vegetables				
Stir-fries				
Pan-fries vegetables				
Deep-fries vegetables				
Broils vegetables				
Stuffs vegetables				
Bakes vegetables				
Braises vegetables				
Prepares Fruits Module 6B				
Selects and applies appropriate cooking methods				
Blanches fruits				

Simmers fruits				
Poaches fruits				
Steams fruits				
Boils fruits				
Stews fruits				
Stir-fries, pan-fries fruits				
Deep-fries fruits				
Broils fruits				
Stuffs fruits				
Bakes fruits				
Braises fruits				
Serves and portions fruits				
Presents and serves egg dishes				
Prepares Cold Sandwiches and Canapés Module 7B				
Selects proper ingredients				
Selects breads				
Slices bread for canapé base				
Selects and assembles ingredients				
Prepares combination fillings				
Assembles sandwiches and canapés				
Cuts sandwiches and canapés				
Garnishes sandwiches and canapés				
Presents sandwiches and canapés				
Serves or stores sandwiches and canapés				
Prepares Cold Appetizers and Hors-d'oeuvres Module 7				
Combines sectioned fruits and cocktails				

Farinaceous Foods And Cereals Module 8				
Prepares Rice				
Selects appropriate rice				
Washes rice				
Simmers or steams rice				
Cooks a variety of rice to menu requirements, e.g., boiled, steamed, pilaff, risotto, stir-fried				
Serves rice				
Stores rice in the raw and cooked states				
Prepares pasta Module 8B				
Selects ingredients				
Mixes and/or blends ingredients appropriately				
Selects appropriate cooking method				
Produces simple pasta				
Produces stuffed pasta, e.g., ravioli, cannelloni				
Prepares combined pasta dishes, including cold pasta salads				
Cooks pasta				
Serves accordingly				
Baked Pastry and Desserts Module 9				
Prepares and Bakes Pie Dough:				
Selects appropriate ingredients for pie dough				
Prepares pie dough				
Portions, wraps, and stores pie dough				
Prepares pie filling from fresh products				
Assembles pies				

Bakes pies				
Portions baked pies				
Garnishes baked pies				
Serves a portion of baked pies				
Baked Pastry and Desserts Module 9				
Prepares and Bakes Pie Dough:				
Selects appropriate ingredients for pie dough				
Prepares pie dough				
Portions, wraps, and stores pie dough				
Prepares pie filling from fresh products				
Assembles pies				
Bakes pies				
Portions baked pies				
Garnishes baked pies				
Serves a portion of baked pies				
Eggs and Dairy Products Module 11				
Cooks Eggs and Dairy Products:				
Selects, handles, and stores eggs				
Boils eggs				
Poaches eggs				
Fries eggs, e.g., pan-fried, griddled				
Scrambles eggs				
Prepares and cooks omelettes				
Prepares and cooks quiches				
Prepares and cooks egg wash and various batters, e.g., Pâte-à-frire				
Presents and serves egg dishes				

Prepares Toasts (Regular and French) Module 11				
Selects proper ingredients, e.g., eggs, bread				
Prepares regular toasts				
Prepares various croûtes, e.g., croûtes aux champignons, croûtes au fromage				
Prepares french toasts				
Garnishes toasts				
Serves toasts				
Prepares a Variety of Breakfast Foods Module 11				
Selects ingredients for pancakes and waffles				
Mixes required ingredients to prepare pancakes and waffles				
Cooks and prepares pancakes and waffles				
Cooks and prepares crêpes				
Serves breakfast foods				
Prepares Grain Products Module 11				
Selects grain cereals				
Cooks grain cereals, e.g., polenta, gnocchi à la Romaine				
Garnishes prepared grain products				
Serves prepared grain products				

Training Plan Checklist for Commercial Cooking 30

Student's Name: _____

Employer Name/Address: _____

Note: Skills within the Commercial Cooking 10 and 20 level training plan may be strengthened and refined in the 30 level training plan.

Module Component	Observed	Assisted	Demonstrated	Checked by
Safety, Sanitation, and Personal Module 2C				
Practises safe work habits				
Maintains good posture				
Practises sound personal hygiene				
Observes substance abuse regulations				
Promotes workplace health and safety				
Updates safety knowledge				
Performs tasks according to safe practises				
Uses proper lifting techniques				
Uses electricity safely				
Practises effective fire prevention and evaluation techniques				
Uses guards and other protective devices				
First Aid Module 2C				
Students will complete an emergency first aid course				
Identifies danger zones with warning signs				
Identifies and reports hazardous working conditions				
Identifies hazardous material				
Maintains good housekeeping at the workplace				

Stores materials safely				
Provides first aid				
Reports unsafe conditions				
Reports accidents and injuries				
Wears Personal Protective Clothing and Equipment:				
Assesses the needs for personal protective clothing and equipment				
Wears protective clothing				
Works with Dangerous Products:				
Ensures compliance with acts, codes, and regulations				
Selects proper protective equipment				
Receives hazardous products				
Stores hazardous products safely				
Disposes of hazardous materials safely				
Practises emergency measures				
Uses and Maintains Common Kitchen Tools, Machines, and Equipment Safely				
Operates common kitchen tools, machines, and equipment				
Inspects and cleans kitchen tools, machines, and equipment				
Sharpens knives safely				
Assembles equipment safely				
Stocks, Sauces, and Soups Module 5C				
Prepares and Cooks Stocks:				
Prepares and cooks white stock				
Prepares and cooks brown stock				
Prepares and cooks beef stock				

Prepares and cooks fish stock				
Prepares and cooks chicken stock				
Prepares and cooks vegetable stock				
Prepares and cooks veal stock				
Prepares and cooks lamb stock				
Performs proper cooling techniques				
Prepares pasta Module 8C				
Selects ingredients				
Mixes and/or blends ingredients appropriately				
Selects appropriate cooking method				
Produces simple pasta				
Produces stuffed pasta, e.g., ravioli, cannelloni				
Prepares combined pasta dishes, including cold pasta salads				
Cooks pasta				
Serves accordingly				

Appendix C: Record Keeping Chart

Module Code	Modules	Hours	Date	Teacher Initial
Commercial Cooking 10 - Introductory				
COOK01A	1: Introduction to the Food Industry C			
COOK02A	2: Safety and Sanitation C*			
COOK03A	3: Tools and Equipment C			
COOK04A	4: Kitchen Organization and Food Preparation C*			
COOK05A	5: Stocks, Sauces, and Soups C*			
COOK06A	6: Vegetables and Fruits C*			
COOK07A	7: The Pantry C*			
COOK08A	8: Starches C*			
COOK09A	9: Baked Goods and Desserts C*			
COOK15	15: Career Opportunities in Commercial Cooking C			
Commercial Cooking 20 - Intermediate				
COOK02B	2: Safety and Sanitation C*			
COOK03B	3: Tools and Equipment C			
COOK04B	4: Kitchen Organization and Food Preparation C*			
COOK05B	5: Stocks, Sauces, and Soups C*			
COOK06B	6: Vegetables and Fruits C*			
COOK07B	7: The Pantry C*			
COOK08B	8: Starches C*			
COOK09B	9: Baked Goods and Desserts C*			
COOK11	11: Egg Cookery and Breakfast Preparation C*			
COOK13A	13: Work Study Preparation and Follow-up Activities O			
COOK14A	14: Work Study O			
Commercial Cooking 30 - Advanced				
COOK02C	2: Safety and Sanitation C*			
COOK03C	3: Tools and Equipment C			
COOK04C	4: Kitchen Organization and Food Preparation C*			
COOK05C	5: Stocks, Sauces, and Soups C*			
COOK06C	6: Vegetables and Fruits C*			
COOK07C	7: The Pantry C*			
COOK08C	8: Starches C*			
COOK09C	9: Baked Goods and Desserts C*			
COOK10	10: Meats, Poultry, and Seafood C			
COOK12	12: Food Presentation, Garnish, and Decoration O			
COOK13B	13: Work Study Preparation and Follow-up Activities O			
COOK14B	14: Work Study O			

C = core module

O = optional module

* = refers to modules required for post-secondary articulation/recognition

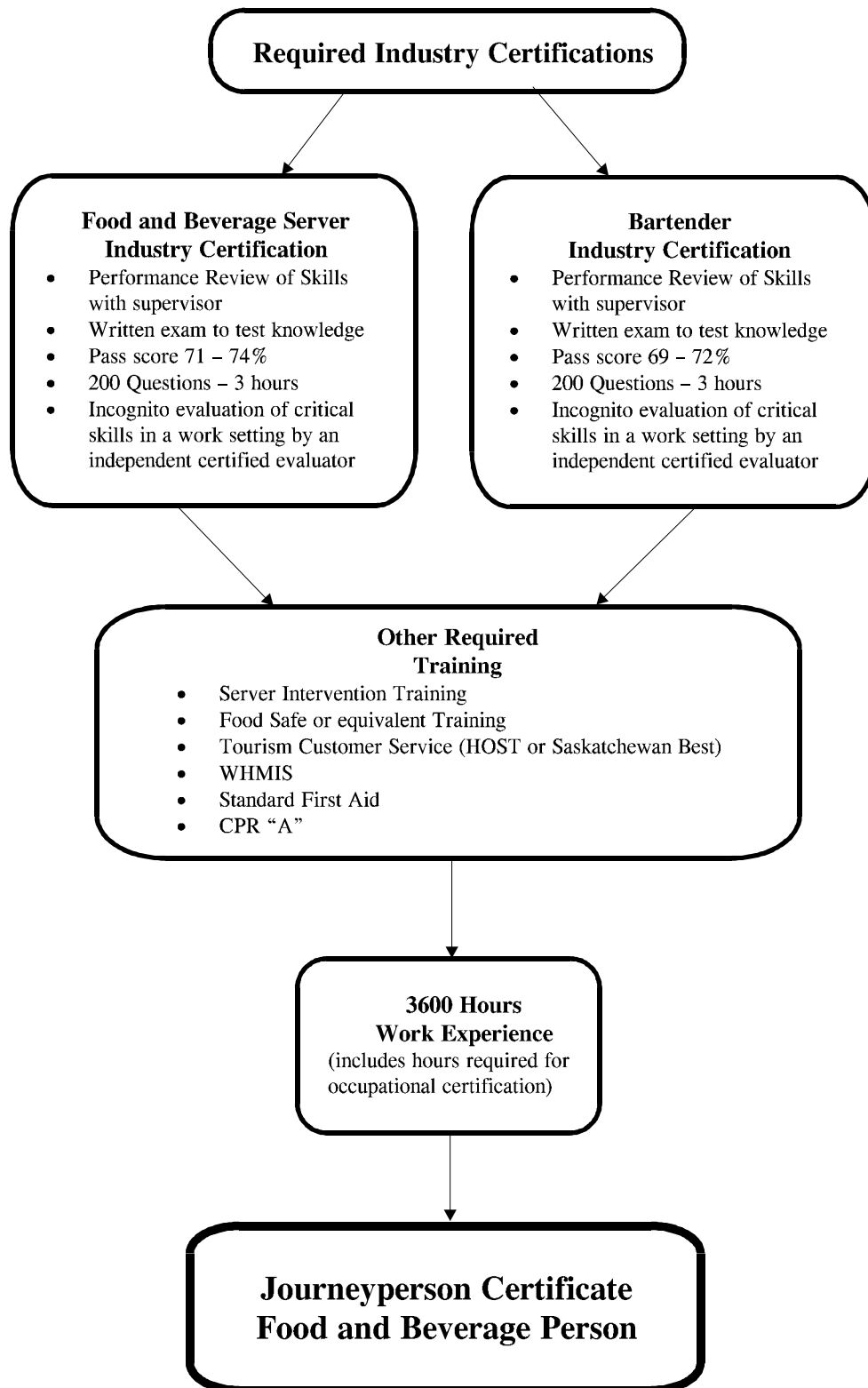
It is recommended that this document be printed on school letterhead.

Appendix D: Methods of Achieving Journeyman Cook Status

Model 1	Model 2	Model 3	Model 4	Model 5
<p>SIAST Professional Cooking Program Certificate</p> <p>Level 2 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p> <p>Level 3 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p> <p>Interprovincial Journeyman Exam</p>	<p>Level 1 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) plus 1500 hours of work experience.</p> <p>Level 2 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p> <p>Level 3 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p> <p>Interprovincial Journeyman Exam</p>	<p>1 Year Verified Trade Experience Challenge and Pass Level 1 Exam</p> <p>Level 2 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p> <p>Level 3 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p> <p>Interprovincial Journeyman Exam</p>	<p>SIAST Professional Cooking Program Certificate (1350 hours credit)</p> <p>Work in the cooking trade preferably with a Journeyman, for a minimum period of 4.5 years/6750 hours. This combined with the program credit of 1350 hours will provide a total credit of 8100 hours.</p> <p>Must Pass Provincial Journeyman Exam</p> <p>Interprovincial Journeyman Exam</p>	<p>Work 8100 approved hours in the trade over a minimum period of 4.5 years.</p> <p>Must Pass Provincial Journeyman Exam</p> <p>May receive credit from high school cooking, Food Service Administration, Hotel and Restaurant Administration or other similar courses.</p> <p>Interprovincial Journeyman Exam</p>

Adapted from the Saskatchewan Tourism Education Council.

FOOD AND BEVERAGE PERSON JOURNEY CERTIFICATION



Adapted from the Saskatchewan Tourism Education Council.