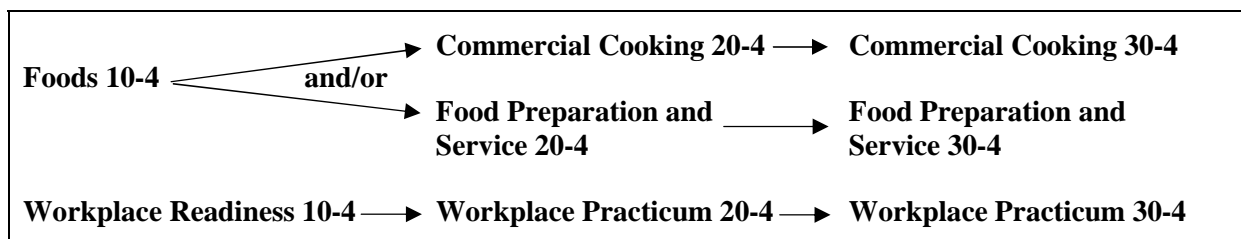

KNOWLEDGE AND EMPLOYABILITY FOODS

COURSE SEQUENCE



Knowledge and Employability 10-level courses provide opportunities for *exploration* of, and *orientation* toward, an occupational grouping in a single career field. In 20-level courses, students progress from *orientation* toward *preparation*; and in 30-level courses, students are involved in *preparation* for direct job entry.

Foods courses are designed to teach occupational knowledge and skills for entry-level positions in commercial cooking and food preparation and service by developing employability competencies that relate to all career paths.

- All courses focus on developing career awareness, safety standards and knowledge of tools, equipment and materials related to the industry.
- Foods 10-4 is designed for students who are interested in the food service industry and/or would like to learn to cook for themselves and others. Foods 10-4 explores the role of the commercial cook, and others who work in the industry, to assist students in gaining some experience toward their first job.
- Foods 10-4 provides a basis for, and an introduction to, Commercial Cooking 20-4 and Food Preparation and Service 20-4.
- Commercial Cooking 20-4 and 30-4 focus on banquet and reception food preparation and service.
- Food Preparation and Service 20-4 and 30-4 focus on basic food preparation and customer service.
- Students interested in foods should be encouraged to take both courses at the 20 and 30 levels.
- A related Workplace Practicum or Work Experience course is recommended to further enhance employability and occupational skills and to adequately prepare students for entry into the work force. In senior high school, a 30-level Workplace Practicum course, 30-level Work Experience course or 30-level Green Certificate course is required to fulfill the requirements of a Certificate of High School Achievement. Workplace practicums are supportive work placements in a related field that will allow students to validate their learning in the workplace.

COURSE DELIVERY

This Knowledge and Employability occupational strand includes two sequences of 5-credit courses. Students progress through the courses in a sequence and may combine courses across sequences to increase the depth of their knowledge.

The 10-level course is a prerequisite for both of the 20-level courses within the strand. The 20-level course in each sequence is a prerequisite for the 30-level course in that sequence.

The occupational courses may be offered in a variety of learning environments that range from a classroom in a school to a business/industry work site. The courses offer a balance between school-based and work-based learning that provides options for students to enter the workplace or to pursue post-secondary education or training.

GOALS

Students in Knowledge and Employability occupational courses will:

- identify standards determined by the workplace for the academic and occupational competencies considered necessary for success
- demonstrate practical applications through on- and off-campus experiences/community partnerships
- experience career development to assist them in exploring careers, assessing their career skills and developing a career-focused portfolio
- develop interpersonal skills to ensure respect, support and cooperation with others
- develop safety awareness and habits to ensure a safe working environment.

COMPETENCIES FRAMEWORK

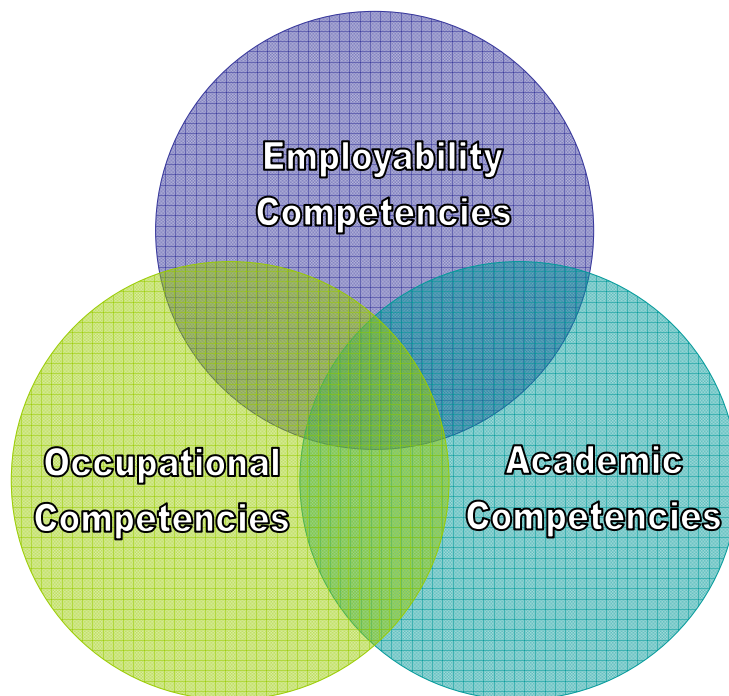
Each Knowledge and Employability occupational course is made up of three elements: employability, occupational and academic competencies. The combination of these three elements is essential to the delivery of the occupational courses.

- Employability competencies are transferable to all occupations and are consistent throughout all courses.

- Occupational competencies are specific to an occupational area and provide the context through which students will develop their employability competencies.
- Academic competencies are to be reinforced and further developed through the occupational context that provides relevance to the academic courses.

The integration of the three elements is essential to equip students to make the transition from school to the workplace.

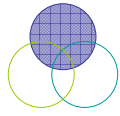
KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES COMPETENCIES FRAMEWORK



FOODS 10-4 GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	<ul style="list-style-type: none"> • Students will develop an awareness of how learning contributes to personal success. • Students will develop an ability to manage change effectively. • Students will explore and discover personal aptitudes and interests related to occupational opportunities.
Personal Management	<ul style="list-style-type: none"> • Students will develop self-esteem, confidence and the ability to set personal goals and priorities. • Students will identify and understand the risks associated with occupational activities.
Working with Others	<ul style="list-style-type: none"> • Students will develop communication skills and strategies in an occupational context. • Students will demonstrate respect for the thoughts and opinions of others in the group. • Students will demonstrate positive effort and behaviour toward achieving a group's goals.
Occupational Competencies	Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.
Achieving Results	<ul style="list-style-type: none"> • Students will explore a variety of occupations within a foods career environment. • Students will develop safe workplace practices and procedures. • Students will enhance their ability to provide excellent client service and a high-quality product through proper sanitation and equipment use. • Students will understand the value of accurate measurement processes in the planning and preparation stages of cooking. • Students will prepare, and evaluate the nutrition of, fast food products. • Students will develop service-related attitudes and skills to perform basic clean-up and service duties. • Students will develop a basic understanding of nutrition to plan and prepare well-balanced meals. • Students will develop basic cooking techniques to prepare a variety of meals. • Students will develop a knowledge of basic baking procedures and practices.
Ensuring Quality	<ul style="list-style-type: none"> • Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	Students will continue to develop these minimum academic competencies that provide a foundation for further learning.
Communication	<ul style="list-style-type: none"> • Students will enhance their ability to listen, speak, read and write effectively.
Thinking	<ul style="list-style-type: none"> • Students will develop problem-solving strategies.
Numeracy	<ul style="list-style-type: none"> • Students will understand the value of numeracy skills in the workplace.
Information Technology	<ul style="list-style-type: none"> • Students will familiarize themselves with the information technology used in daily workplace operation.

FOODS 10-4



EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
Students will develop an awareness of how learning contributes to personal success.	Lifelong Learning <i>Students will:</i> <ul style="list-style-type: none">• identify learning preferences and strengths and apply learning styles and strategies appropriate to the situation• set learning goals and identify how formal/informal learning can help them achieve goals• develop an awareness of senior high school courses and work experience and identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.
Students will develop an ability to manage change effectively.	Adapting to Change <i>Students will:</i> <ul style="list-style-type: none">• identify available support resources and assess potential barriers• prepare an action plan to proactively respond to a particular change or challenge.
Students will explore and discover personal aptitudes and interests related to occupational opportunities.	Career Development <i>Students will:</i> <ul style="list-style-type: none">• create an inventory of personal competencies, interests, goals and work preferences and link this inventory to career options• identify sources of support for investigating and finding work; e.g., Alberta Learning Information Service (ALIS) Web site• describe how work contributes to individual goals• explore the workplace through community partnerships and identify employer and employee expectations, rights and responsibilities.

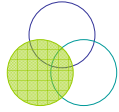
PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will develop self-esteem, confidence and the ability to set personal goals and priorities.	Self-development <i>Students will:</i> <ul style="list-style-type: none">• identify personal characteristics, strengths and talents and establish an action plan to build on them• recognize the use of strengths and talents to achieve goals• identify acceptable and appropriate behaviours and present themselves to suit an activity or role; e.g., body language, grooming, clothing, manners• describe personal beliefs about what is right and wrong and assess the consequences of ethical/unethical behaviours.
Students will identify and understand the risks associated with occupational activities.	Risk Management <i>Students will:</i> <ul style="list-style-type: none">• identify current health and safety procedures; e.g., at home, at school, in the community and in the workplace• identify risks that could impact themselves and others and identify hazards in the work environment; e.g., chemical, physical, biological and ergonomic• identify a potential emergency situation and develop strategies for personal emergency responses• identify sources of support when taking risks in their personal lives and in the workplace; e.g., entrepreneurship.

WORKING WITH OTHERS

Students will develop communication skills and strategies in an occupational context.	Interpersonal Communication <i>Students will:</i> <ul style="list-style-type: none">• demonstrate appropriate communication strategies for communicating thoughts and feelings; e.g.,<ul style="list-style-type: none">– listen without interrupting– contribute to be heard– disagree courteously– accept conflicting opinions– use appropriate language and body language• develop awareness of verbal and nonverbal communication strategies• improve their ability to communicate by working with others• communicate common goals and expectations to improve their team's ability to achieve goals• identify causes of conflict.
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General Outcomes	Specific Outcomes
<p>Students will demonstrate respect for the thoughts and opinions of others in the group.</p>	<p>Building Community</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify commonly accepted courteous behaviour • assess and respect how their personal values and beliefs differ from those of others and how those beliefs impact personal behaviour • identify the value of volunteering in community activities; e.g., charity work, community car wash.
<p>Students will demonstrate positive effort and behaviour toward achieving a group's goals.</p>	<p>Teamwork</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify team goals • work independently and with others to support team goals; e.g., <ul style="list-style-type: none"> – generate ideas – assess resources – contribute abilities and interests – monitor progress – share responsibility for completion of a task • establish short- and long-term team goals.



OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p>Students will explore a variety of occupations within a foods career environment.</p>	<p>Career Development</p> <p>Exploration</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify local opportunities within a career field • define and recognize entrepreneurship as a potential career path • describe the various jobs and careers available in the food service industry in kitchens, dining rooms, coffee shops, restaurants, cafeterias, fast food restaurants, hotels and catering; e.g., head chef, sous chef, line cook, busing and wait staff, hostess/host • research employment information; e.g., duties, working conditions, personal characteristics, education, salary • discuss the pathways and competencies required to progress from entry-level jobs (e.g., bus person, dishwasher, cook’s helper, cashier) to full-time permanent careers (e.g., wait staff, cook, shift manager, front-end management, chef, executive chef and general manager) • discuss the types of establishments where the public can purchase food to eat in or take out, including coffee shops, specialty restaurants, hotels, fast food restaurants, cafeterias, corner stores and others • discuss methods by which a person can become trained/educated for one of these jobs or careers; e.g., apprenticeship programs offered across the province, various technical schools that offer one- and two-year courses in food service and hospitality, courses offered at the senior high school level and on-the-job training. <p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify workplace protocols, procedures and standards of conduct; e.g., <ul style="list-style-type: none"> – clean the entire work area, return tools to designated areas, minimize the waste of materials – identify related health and sanitation standards – display punctuality and come prepared for classroom and laboratory activities – treat the laboratory area with care and with attention to potential workplace health and safety risks – treat other members of the team with respect – use appropriate language and terminology – wear appropriate dress.

General Outcomes	Specific Outcomes
<p>Students will develop safe workplace practices and procedures.</p>	<p>Workplace Health and Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify and demonstrate preventive measures to avoid accidents and injury to themselves and others; e.g., <ul style="list-style-type: none"> – identify safety device locations in the laboratory or classroom; e.g., eyewash station, emergency shut-off, fire extinguisher, emergency exits, telephone – demonstrate the correct procedures for addressing injuries – identify the proper use of tools with regard to other classmates and laboratory conditions – identify personal protective equipment (PPE) – demonstrate proper body position while at a work station – maintain a safe and clean work area – identify and practise the safe use of electrical equipment • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements • recognize the health and safety hazards associated with food production procedures and identify important standards (codes) and governing bodies in the food industry • demonstrate and apply principles of kitchen safety and the health and welfare of peers; e.g., <ul style="list-style-type: none"> – understand and demonstrate the prevention of cross-contamination in the kitchen – identify and make proper use of safety hand-washing procedures when entering the kitchen and rewash to prevent safety risks to themselves and others – follow all the safety rules • demonstrate and apply knowledge of Hazardous Household Product Symbols (HHPS).
<p>Students will enhance their ability to provide excellent client service and a high-quality product through proper sanitation and equipment use.</p>	<p>Products and Service</p> <p>Tools and Equipment</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe and demonstrate the uses of kitchen hand tools and utensils; e.g., <ul style="list-style-type: none"> – provide the names and proper uses of various knives in the kitchen; e.g., chef’s knife, paring knife, butcher’s knife, pizza knife, cleaver and slicer – demonstrate the ability to name and use hand tools; e.g., cook’s fork, tongs, spoons, ladles, skimmer, turners, spatulas, whips, melon ball cutter, meat tenderizer and brushes – identify tableware, including dishware, flatware and glassware

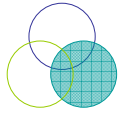
General Outcomes	Specific Outcomes
<p>Students will understand the value of accurate measurement processes in the planning and preparation stages of cooking.</p>	<ul style="list-style-type: none"> • describe and demonstrate the uses of various cooking equipment and appliances; e.g., <ul style="list-style-type: none"> – understand and work safely with cooking equipment; e.g., sauté pans, sauce pots, frying skillets, double boilers, colanders and stock pots – display competence when working with kitchen appliances; e.g., toasters, blenders, milkshake machines, electric openers, scales and hand mixers • demonstrate confidence when using power and gas equipment; e.g., slicing machines, dishwashers, grills, ovens and deep-fryers • identify storage and cleaning procedures for tools and equipment. <p>Proper Handling of Foods and Storage</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • discuss the correct handling of food products to ensure good sanitation and correct refrigeration practices and use checklists to ensure safe food handling procedures are followed • demonstrate proper food storage to ensure food quality; e.g., <ul style="list-style-type: none"> – store food items to be prepared in the correct locations; e.g., freezers, dry storage rooms – store hot foods at the correct temperature – demonstrate first-in-first-out (FIFO) practice, placing new food products safely behind older stock and cycling fresh, frozen and dry products. <p>Sanitation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to clean and disinfect all equipment and areas of the kitchen properly and safely and to the standards required by public health agencies, including the use of accepted cleaning procedures, practices and chemicals to sanitize tables, cutting boards, hand tools, power equipment, floors and aprons. <p>Measurement and the Use of Recipes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the correct use of a variety of measuring tools; e.g., <ul style="list-style-type: none"> – volume in imperial (teaspoons, tablespoons, cups) and metric (millilitres, litres) – weight in imperial (ounces, cups, pounds) and metric (grams and kilograms) • produce quality bakery products using recipes and measurements correctly; e.g., cookies, cakes, pies, quick breads, muffins and yeast goods • identify the method of measurement used in the recipe; i.e., imperial or metric • demonstrate problem-solving and mathematics skills when converting recipes; e.g., reduce yield by $\frac{1}{4}$ and $\frac{1}{2}$ or increase yield by doubling and tripling.

General Outcomes	Specific Outcomes
<p>Students will prepare, and evaluate the nutrition of, fast food products.</p>	<p>Fast Foods</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • name and provide information about different types of fast food restaurants; e.g., pizza, chicken, fish, ice cream, burgers • identify entry-level jobs in a fast food restaurant; e.g., front-end staff, cook, cashier, bus person, supervisor, cook’s helper, clean-up staff • identify the pros and cons of working in the fast food industry; e.g., <ul style="list-style-type: none"> – pros: part-time employment, money, experience, self-esteem, little work experience needed – cons: low wages, late hours, less time for homework and friends • weigh the pros and cons of eating in a fast food restaurant; e.g., <ul style="list-style-type: none"> – pros: cheap, fast—do not have to cook, taste, outings/socializing – cons: poor nutrition, high fat, sodium and calories • compare and contrast foods prepared in the fast food industry; e.g., identify products found in a fast food restaurant and judge them based on several factors; e.g., cost, portion size, taste, wholesomeness, quality, personal choice • prepare a variety of fast foods.
<p>Students will develop service-related attitudes and skills to perform basic clean-up and service duties.</p>	<p>Service</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the meaning of service in relation to the food industry • recognize the importance and influence of verbal and nonverbal behaviour • recognize the need for personal hygiene • identify greeting practices • describe the types of food service available in eating establishments; e.g., <ul style="list-style-type: none"> – fast food – drive through – pickup and delivery – buffet – family – fine dining – cafeteria • identify busing service procedures and duties for catering; e.g., <ul style="list-style-type: none"> – folding napkins – refilling condiments – setting covers on tables – handling tableware properly – removing crumbs from the table – refilling water glasses.

General Outcomes	Specific Outcomes
<p>Students will develop a basic understanding of nutrition to plan and prepare well-balanced meals.</p>	<p>Nutrition</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to use <i>Canada's Food Guide to Healthy Eating</i> to choose healthful foods to prepare for each meal • write a daily menu that is healthy for Canadian teens; e.g., <ul style="list-style-type: none"> – grain products: 5–12 servings – vegetables: 5–10 servings – milk products: 3–4 servings – meat and alternatives: 2–3 servings • demonstrate knowledge of the basic food groups and portion sizes for each group.
<p>Students will develop basic cooking techniques to prepare a variety of meals.</p>	<p>Basic Cooking Techniques</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of a variety of cooking techniques and styles • describe and use various pieces of kitchen equipment, including ovens, stoves, grills, burners, steamers, deep-fryers, broilers, pots, pans and utensils, while preparing and cooking items in the kitchen • develop problem-solving skills related to time and temperature • demonstrate and apply knowledge of terms often used in cooking procedures • demonstrate and apply basic skills while preparing and cooking meat and poultry dishes, using both moist and dry cooking techniques and recognizing the degrees of doneness • demonstrate the ability to cook fresh, frozen and canned vegetables, using various cooking techniques while maintaining wholesomeness, flavour and texture.
<p>Students will develop a knowledge of basic baking procedures and practices.</p>	<p>Baking Procedures</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate and apply basic bakery skills while preparing and cooking baked goods; e.g., <ul style="list-style-type: none"> – identify baking ingredients, hand tools, equipment and small wares – describe and make use of measuring equipment, both by liquid and volume, to bake products correctly • demonstrate the ability to use equipment available to students correctly; e.g., a dough hook, mixing bowls, mixers, a pastry brush and oven mitts • demonstrate an understanding of baking ingredients; e.g., cake flour, bread flour, shortening, baking powder, baking soda, types of sugars, leaveners • use problem-solving skills while working with recipes to provide large and small batches of baked goods.

ENSURING QUALITY

General Outcomes	Specific Outcomes
<p>Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</p>	<p>Task Management</p> <p>Outcomes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read and/or listen to instructions• ask questions to clarify expected outcomes, procedures and timelines. <p>Decision Making</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the parameters of the task• generate and review alternative ideas and their consequences• make a decision or select an idea. <p>Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the steps involved in managing a project• prepare a sample project plan, including budget and timeline• identify available tools, equipment and materials. <p>Performance Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify expected standards for a product or service• work to agreed quality standards and specifications• select and use appropriate tools and technology for a task or project. <p>Evaluation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify opportunities for improving quality• establish expectations and measures for improvements• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.



ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes
<p>Students will enhance their ability to listen, speak, read and write effectively.</p>	<p>Listening, Speaking, Reading and Writing</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • read, view and interpret information presented in a variety of forms, including text, videos, graphs, charts, diagrams, manuals • identify a purpose for writing • print or write legibly, spell accurately and apply rules of grammar to construct text • listen and ask questions to expand information and to appreciate the points of view of others.

THINKING

<p>Students will develop problem-solving strategies.</p>	<p>Problem Solving</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify and define, and ask relevant questions to clarify, the problem • evaluate the results in terms of expected outcomes.
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NUMERACY

<p>Students will understand the value of numeracy skills in the workplace.</p>	<p>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals
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General Outcomes	Specific Outcomes
	<ul style="list-style-type: none"> • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • use metric and imperial units of measure.

INFORMATION TECHNOLOGY

Students will familiarize themselves with the information technology used in daily workplace operation.

Computer Operations

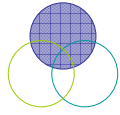
Students will:

- identify the most appropriate technology tool for the task; e.g., fax, e-mail, networks, telephone
- identify appropriate telephone operations, answer telephone calls appropriately, locate numbers and make telephone calls
- identify basic computer operations; e.g.,
 - use basic keyboarding skills
 - store, organize and retrieve information correctly
 - locate and select information and ideas using appropriate technology and information systems; e.g., Internet
 - access, send and retrieve e-mail and attachments
- identify procedures for connecting and using audio, video and digital equipment
- identify procedures for sending and receiving faxes and setting up a fax machine
- identify procedures for copying and printing documents.

COMMERCIAL COOKING 20-4 GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	<ul style="list-style-type: none"> • Students will apply their abilities and interests toward achieving learning goals. • Students will practise the skills and abilities needed to manage change. • Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.
Personal Management	<ul style="list-style-type: none"> • Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities. • Students will understand risks and be accountable for their actions.
Working with Others	<ul style="list-style-type: none"> • Students will practise effective communication skills and strategies in an occupational context. • Students will demonstrate the ability to understand and work within the culture of a group. • Students will plan and make decisions with others.
Occupational Competencies	Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.
Achieving Results	<ul style="list-style-type: none"> • Students will orient themselves toward an occupation within a commercial cooking career environment. • Students will demonstrate safe workplace practices and procedures. • Students will demonstrate basic knowledge of sanitation practices and proper use of the tools, equipment and materials used in commercial food preparation. • Students will identify nutritional practices for planning and preparing meals. • Students will identify baking practices and procedures. • Students will understand and demonstrate practices and procedures for cooking meat and poultry. • Students will identify practices and procedures in cold food preparation. • Students will identify practices and procedures in fast food preparation.
Ensuring Quality	<ul style="list-style-type: none"> • Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	Students will continue to develop these minimum academic competencies that provide a foundation for further learning.
Communication	<ul style="list-style-type: none"> • Students will demonstrate effective listening, speaking, reading and writing skills.
Thinking	<ul style="list-style-type: none"> • Students will apply creative thinking skills to solve problems.
Numeracy	<ul style="list-style-type: none"> • Students will apply mathematical concepts to solve occupational problems.
Information Technology	<ul style="list-style-type: none"> • Students will enhance their performance by using information technology to help complete tasks.

COMMERCIAL COOKING 20-4



EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p>Students will apply their abilities and interests toward achieving learning goals.</p>	<p>Lifelong Learning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field • assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals • create a pathway of senior high school courses to reflect learning goals • identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.
<p>Students will practise the skills and abilities needed to manage change.</p>	<p>Adapting to Change</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify goals, responsibilities and commitments • assess and reflect on the success of an action plan; e.g., <ul style="list-style-type: none"> – create alternative choices to deal with unexpected change – identify stressors in personal environments that they can and cannot change • identify the need for personal support and create an inventory of available personal and community sources of support.
<p>Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.</p>	<p>Career Development</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths • work in and seek out a variety of roles and responsibilities • measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work • orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.

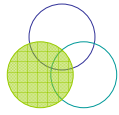
PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.	Self-development <i>Students will:</i> <ul style="list-style-type: none">• re-evaluate an action plan to develop strengths and talents• use strengths and talents to achieve personal goals• clarify acceptable and appropriate behaviours for specific activities and roles• act ethically in personal, community and workplace contexts and accept the consequences of their actions.
Students will understand risks and be accountable for their actions.	Risk Management <i>Students will:</i> <ul style="list-style-type: none">• follow health and safety procedures; e.g., at home, at school, in the community and in the workplace• identify potential hazards, take corrective action and develop and practise action plans to ensure safety• practise personal emergency responses• assess their comfort level with, and the consequences of, taking risks.

WORKING WITH OTHERS

Students will practise effective communication skills and strategies in an occupational context.	Interpersonal Communication <i>Students will:</i> <ul style="list-style-type: none">• assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g.,<ul style="list-style-type: none">– listen without interrupting– contribute to be heard– disagree courteously– accept conflicting opinions– use appropriate body language• assess verbal and nonverbal communication strategies• apply social norms to build specific relationships• demonstrate the ability to accept praise and/or criticism.
Students will demonstrate the ability to understand and work within the culture of a group.	Building Community <i>Students will:</i> <ul style="list-style-type: none">• interact with others in a courteous manner• accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction• identify opportunities for participation in community growth.

General Outcomes	Specific Outcomes
<p>Students will plan and make decisions with others.</p>	<p>Teamwork</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • participate effectively as group members; e.g., <ul style="list-style-type: none"> – generate ideas – assess resources – contribute abilities and interests – monitor progress – share responsibility for completion of a task • assume various roles within a group; e.g., leadership • clarify the expected outcomes of teamwork.



OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p>Students will orient themselves toward an occupation within a commercial cooking career environment.</p>	<p>Career Awareness</p> <p>Orientation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify entry-level competencies • provide a checklist of the knowledge, skills and attitudes required to secure and retain a position in the food service industry; e.g., <ul style="list-style-type: none"> – identify sources of support for investigating and finding work – gather application forms from possible employers and complete them for practice – determine how to apply for and retain these entry-level positions and role-play job interviews – discuss a future career by choosing a possible long-term career and investigating it; e.g., determine education and experience required, the pros and cons of these positions, locations of employment, salaries and benefits available – discuss the generic skills required to obtain a position and to prosper in a chosen field and determine the lifelong learning skills that will be required to maintain the position into the future • identify post-secondary career opportunities; e.g., <ul style="list-style-type: none"> – journeyman cook, executive chef, journeyman baker, pastry chef, dining room manager and hotel manager and discuss the educational pathways, experience required and benefits of these positions • recognize entrepreneurial opportunities within the industry • introduce themselves to local business/industry operations. <p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • develop workplace protocols, procedures and standards of conduct; e.g., <ul style="list-style-type: none"> – demonstrate appropriate work habits – use safe and sanitary practices – demonstrate pride in themselves – demonstrate pride in their work performance – show respect for others – respect the property of others.

General Outcomes	Specific Outcomes
<p>Students will demonstrate safe workplace practices and procedures.</p>	<p>Workplace Health and Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify safety device locations and procedures within the workplace environment; e.g., <ul style="list-style-type: none"> – demonstrate the ability to perform basic personal first aid when dealing with small cuts, simple burns and nonserious falls – identify procedures for correctly controlling small fires in the kitchen • identify government regulatory bodies that support a safe workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB) • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials • demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • select and wear personal protective equipment (PPE) appropriate to the specific task and dress to work safely; e.g., remove watches and loose jewellery; wear clothing that cannot get caught on equipment; wear shoes that have solid soles, covered toes and offer protection from spills and slipping • demonstrating knowledge of environmental issues relating to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements • demonstrate and apply the principles of kitchen safety while preparing foods, using equipment and otherwise working in the kitchen or in public areas; e.g., <ul style="list-style-type: none"> – work safely in the kitchen, warning others of safety concerns, clean up spills right away and watch out for the safety of other workers – demonstrate the ability to show others how to remain safe on the job – use safety procedures, guards and protective equipment when working with power machines and direct others to use safe procedures.

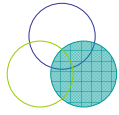
General Outcomes	Specific Outcomes
<p>Students will demonstrate basic knowledge of sanitation practices and proper use of the tools, equipment and materials used in commercial food preparation.</p>	<p>Products and Service</p> <p>Sanitation in the Professional Kitchen</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • use cleaning chemicals in the correct manner and discuss the dangers involved with these products • use correct food-handling practices to keep food safe and out of danger zones; e.g., handle and store food properly using first-in-first-out (FIFO) principles, handle and store prepared food to maintain wholesomeness and quality • demonstrate the ability to avoid cross-contamination of food products • demonstrate a sound understanding of food poisoning; e.g., <ul style="list-style-type: none"> – discuss causes and effects of improper food handling and storage – speculate on the possible causes of food poisoning and methods of prevention. <p>Care, Cleaning and Maintenance of Kitchen Equipment</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • operate and check all kitchen equipment, according to safe, daily operational standards; e.g., <ul style="list-style-type: none"> – use, clean and maintain, safely and correctly, equipment such as mixers, slicers and power equipment – demonstrate an awareness of the correct operation and use of deep-frying equipment; e.g., clean the deep-fryers safely to avoid spills, burns and falls; return the equipment to the line as quickly as possible in a safe manner – display competence in the operation, care and cleaning of hot station equipment – check temperatures correctly of walk-in, free-standing and reach-in coolers/refrigerators and freezers and report problems to supervisors.
<p>Students will identify nutritional practices for planning and preparing meals.</p>	<p>Nutrition in the Professional Kitchen</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate an understanding, based on <i>Canada's Food Guide to Healthy Eating</i>, of the four food groups, portion servings and sizes, depending on the parties served • list two to three good sources of each of the seven nutrient groups; i.e., carbohydrates, protein, fat, vitamins, minerals, water and fibre • demonstrate an understanding of which foods can be harmful and explain which foods to limit; e.g., sugar, fats, cholesterol • understand the relationship between diet, exercise and health; e.g., <ul style="list-style-type: none"> – discuss how a proper diet, correct eating habits and moderate exercise work together to aid in maintaining an ideal weight and in keeping the heart, lungs, muscles and general appearance in good condition.

General Outcomes	Specific Outcomes
<p>Students will identify baking practices and procedures.</p>	<p>Bake Shop</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate an understanding of baking ingredients and how they are used in the commercial bake shop; e.g., <ul style="list-style-type: none"> – all-purpose and cake flour – shortening, butter and lard – white, brown and confectionery sugars – chemical agents; e.g., baking powder, baking soda and baking ammonia • demonstrate the ability to understand and correctly use bakery hand tools and equipment; e.g., biscuit cutter, flour brush, flour sifter, rolling pin, strapped bread pan, palate knife, dough cutter, bench knife, balance scale and larger equipment such as mixers, bakers ovens, proofers and shelf racks • produce various baked goods to the required standards, quality and quantity; e.g., breads, cakes, pies, cookies • demonstrate an understanding of bakery terms, e.g., creamability, double-action baking powder, enriched flour, evaporated milk, fermentation, frozen eggs, gluten, hydrogenization, milling, self-rising flour, waxiness, whole wheat flour, yeast and others.
<p>Students will understand and demonstrate practices and procedures for cooking meat and poultry.</p>	<p>The Hot Station</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of the types of meats and poultry usually prepared in commercial cooking; e.g., <ul style="list-style-type: none"> – recognize wholesale and retail cuts of meat – demonstrate knowledge of methods employed to cook various cuts of meat – demonstrate the ability to handle, prepare, cook and serve various types of poultry safely; e.g., chicken, turkey and duck • understand and employ the correct cooking methods for various cuts of beef; e.g., dry cooking for tender cuts (baking, barbecuing or frying), moist-dry cooking for less tender cuts (stewing, pot roasting or simmering); e.g., <ul style="list-style-type: none"> – demonstrate knowledge of the various levels of doneness used in the cooking procedure – demonstrate the ability to choose a cut of meat and to use a meat chart correctly – use a thermometer correctly to determine the doneness of meat • demonstrate understanding and working knowledge of terms used while working in the hot station; e.g., au jus, breading, braising, broiling, blanch, chemical reaction, collagen, elastin, enzymes, grilling, grill marks, mirepoix, medium rare, rare, ragout, roasting, sautéing, scoring, well done, yield • demonstrate the safe and correct use of hand tools and cooking equipment in the hot station.

General Outcomes	Specific Outcomes
<p>Students will identify practices and procedures in cold food preparation.</p>	<p>Service</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> demonstrate the servicing of food offline and in mise en place for service demonstrate plate service. <p>The Garde Manger (Cold Food)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> demonstrate the ability to discuss the types of foods prepared in the garde manger and the purposes of this station prepare appetizers, canapés and hors d’oeuvres correctly as required for a buffet, including dips, spreads, relishes, cocktails, fruit cups demonstrate the preparation of a variety of salads used for different occasions and times of day; e.g., <ul style="list-style-type: none"> prepare a variety of fresh salads; e.g., chef’s, caesar, vegetable, fruit, meat and cooked salads name and use a variety of fresh greens; e.g., endive, curly, bib, leaf, iceberg, romaine, spinach and watercress create salad dressings correctly, in the volume required, according to a recipe demonstrate the ability and knowledge to prepare fillings for and then create luncheon and fancy sandwiches; e.g., salad, decorative, pinwheel, decker, rollups, pocket, tea and coloured sandwiches demonstrate the ability to produce dessert salads demonstrate the ability to name and work proficiently with garde manger tools and demonstrate an understanding of the terms specific to the garde manger. <p>Service</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> demonstrate mise en place for cold service.
<p>Students will identify practices and procedures in fast food preparation.</p>	<p>Fast Foods</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> discuss the pros and cons of fast food restaurants; e.g., value, types of meals, quality of products, reasons for their popularity demonstrate the ability, using various fast food menus, to choose nutritional foods with good value for the cost show an understanding of the nutritional values of various fast food items by breaking them down using <i>Canada’s Food Guide to Healthy Eating</i> use learned abilities to produce various fast foods for sale or consumption; e.g., hamburgers, pizza, fish and fries. <p>Service</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> demonstrate an understanding of teamwork and team building as they relate to fast food service.

ENSURING QUALITY

General Outcomes	Specific Outcomes
<p>Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</p>	<p>Task Management</p> <p>Outcomes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read and/or listen to instructions• ask questions to clarify expected outcomes, procedures and timelines. <p>Decision Making</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the parameters of the task• generate and review alternative ideas and their consequences• make a decision or select an idea. <p>Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the steps involved in managing a project• prepare a sample project plan, including budget and timeline• identify available tools, equipment and materials. <p>Performance Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify expected standards for a product or service• work to agreed quality standards and specifications• select and use appropriate tools and technology for a task or project. <p>Evaluation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify opportunities for improving quality• establish expectations and measures for improvements• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.



ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes
<p>Students will demonstrate effective listening, speaking, reading and writing skills.</p>	<p>Listening, Speaking, Reading and Writing</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read, view and interpret occupation-related materials; e.g.,<ul style="list-style-type: none">– use related occupational terms– identify occupation-related literature– interpret and follow written instructions• select and create a text format to suit a purpose and audience, e.g., forms, letters, reports, memos, résumé, and:<ul style="list-style-type: none">– describe uses of writing skills in related occupations– write a letter of inquiry– write a letter of thanks– complete job applications• listen and present information in a clear, concise manner; e.g.,<ul style="list-style-type: none">– listen attentively to organize and classify information and ideas– organize main ideas and key messages with clarity.

THINKING

Students will apply creative thinking skills to solve problems.

Problem Solving, Decision Making and Creative Thinking

Students will:

- apply a problem-solving model to identify the problem/issue
- identify appropriate actions and develop several alternatives for each promising idea
- evaluate the results, in terms of expected outcomes related to the initial problem, and evaluate personal satisfaction with the outcome of the idea; e.g., product/process.

NUMERACY

General Outcomes	Specific Outcomes
<p>Students will apply mathematical concepts to solve occupational problems.</p>	<p>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems• use calculators or computers, to perform calculations involving large and small numbers, when solving problems• apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area• use metric and imperial units of measure.

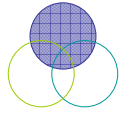
INFORMATION TECHNOLOGY

<p>Students will enhance their performance by using information technology to help complete tasks.</p>	<p>Computer Operations and Computer Applications</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• demonstrate appropriate language and etiquette when using information technology• demonstrate appropriate telephone operations; e.g., answer telephone calls appropriately, locate numbers and make telephone calls• demonstrate basic computer operations to complete a task; e.g.,<ul style="list-style-type: none">– use basic keyboarding skills– store, organize and retrieve information correctly– locate and select information and ideas using appropriate technology and information systems; e.g., Internet– access, send and retrieve e-mail and attachments• demonstrate procedures for connecting and using audio, video and digital equipment• demonstrate procedures for sending and receiving faxes and setting up a fax machine• demonstrate procedures for copying and printing documents.
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COMMERCIAL COOKING 30-4 GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	<ul style="list-style-type: none"> • Students will consistently demonstrate personal discovery and continuous learning. • Students will manage change effectively to support their goals. • Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.
Personal Management	<ul style="list-style-type: none"> • Students will exhibit self-esteem and confidence through the achievement of personal goals. • Students will manage risks to achieve both personal and workplace goals.
Working with Others	<ul style="list-style-type: none"> • Students will model effective communication skills and strategies in the home, school, community and workplace. • Students will promote equity in work and community endeavours. • Students will demonstrate the ability to complete tasks in a team environment.
Occupational Competencies	Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.
Achieving Results	<ul style="list-style-type: none"> • Students will prepare for entry-level employment within a commercial cooking career environment. • Students will demonstrate entry-level standards of safe workplace practices and procedures. • Students will demonstrate proper sanitation and use of the tools, equipment and materials used in commercial food preparation. • Students will demonstrate nutritional practices and procedures for planning and preparing meals. • Students will demonstrate baking practices and procedures for a variety of pastries. • Students will demonstrate cooking practices and procedures for a variety of entrées. • Students will demonstrate entry-level garde manger practices and procedures when preparing cold foods. • Students will identify kitchen management practices, procedures and responsibilities.
Ensuring Quality	<ul style="list-style-type: none"> • Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	Students will continue to develop these minimum academic competencies that provide a foundation for further learning.
Communication	<ul style="list-style-type: none"> • Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.
Thinking	<ul style="list-style-type: none"> • Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.
Numeracy	<ul style="list-style-type: none"> • Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.
Information Technology	<ul style="list-style-type: none"> • Students will demonstrate the effective use of information technology to perform daily workplace operations.

COMMERCIAL COOKING 30-4



EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p>Students will consistently demonstrate personal discovery and continuous learning.</p>	<p>Lifelong Learning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify learning opportunities related to learning goals, commitments and resources; e.g., <ul style="list-style-type: none"> – identify opportunities for further education/training – locate needed financial support systems – locate needed personal support systems • practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals • create a plan that demonstrates continuous learning; e.g., <ul style="list-style-type: none"> – analyze requirements for graduation and for further education/training – modify a learning plan to reflect requirements and opportunities.
<p>Students will manage change effectively to support their goals.</p>	<p>Adapting to Change</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • prioritize and assign resources to meet commitments and goals • prioritize commitments and goals to achieve a balanced lifestyle • redefine an action plan as situations change; e.g., <ul style="list-style-type: none"> – use adaptive strategies – redefine personal goals – select personal coping mechanisms • access available and appropriate sources of support • identify opportunities for improvement and innovation; e.g., entrepreneurship.

General Outcomes	Specific Outcomes
<p>Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.</p>	<p>Career Development</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige • build personal career paths and networks • analyze how work contributes to societal and economic needs and a sense of responsibility • prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently.

PERSONAL MANAGEMENT

Students will exhibit self-esteem and confidence through the achievement of personal goals.

Self-development

Students will:

- continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals
- demonstrate entry-level self-presentation appropriate to the activity and role
- maintain a high standard of personal ethics when interacting with others.

Students will manage risks to achieve both personal and workplace goals.

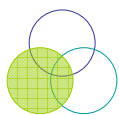
Risk Management

Students will:

- maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace
- monitor success in reducing the impact of hazards on themselves and others
- demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace
- work with others to respond to emergencies
- take planned risks to contribute to personal growth.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes
<p>Students will model effective communication skills and strategies in the home, school, community and workplace.</p>	<p>Interpersonal Communication</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• communicate thoughts and feelings appropriately; e.g.,<ul style="list-style-type: none">– listen without interrupting– contribute to be heard– disagree courteously– accept conflicting opinions– use appropriate body language• maintain a balance between speaking, listening and responding• work together to achieve goals• demonstrate the ability to deal constructively with conflict.
<p>Students will promote equity in work and community endeavours.</p>	<p>Building Community</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• demonstrate and model courteous behaviour in daily interactions• demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction• assess their personal contribution to community growth.
<p>Students will demonstrate the ability to complete tasks in a team environment.</p>	<p>Teamwork</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• assess the effectiveness of group and personal contributions; e.g.,<ul style="list-style-type: none">– generate ideas– assess resources– contribute abilities and interests– monitor progress– share responsibility for completion of a task• expand their abilities to contribute to team goals.



OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p>Students will prepare for entry-level employment within a commercial cooking career environment.</p>	<p>Career Awareness</p> <p>Preparation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • assess entry-level competencies • recognize opportunities for further education/training • select post-secondary opportunities • identify local entrepreneurs • establish contacts with local businesses/industries • present marketable skills and strengths; e.g., <ul style="list-style-type: none"> – write a letter of application – prepare a résumé – complete application forms – identify contacts and references – collect evidence of competencies in a portfolio. <p>Chef</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • discuss the methods by which a student can be trained to become a chef, including an apprenticeship program, technical schools, working in the industry and senior high school classes • demonstrate a sound understanding of the various positions and types of chefs in the industry; e.g., saucier, entremetier, garde manger and pâtissier • understand and discuss other professional positions in the food service industry; e.g., food and beverage managers, maitre d’hôtel, captain, general mangers and owners. <p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate workplace protocols, procedures and standards of conduct; e.g., <ul style="list-style-type: none"> – demonstrate appropriate work habits – demonstrate effective human relations techniques in the workplace – practise safety in the workplace

General Outcomes	Specific Outcomes
<p>Students will demonstrate entry-level standards of safe workplace practices and procedures.</p>	<ul style="list-style-type: none"> – demonstrate acceptable verbal and nonverbal communication skills – practise personal and public hygiene procedures – demonstrate entry-level competency in tools and equipment usage – use supplies correctly – follow good storage practices – demonstrate pride in their work performance – demonstrate a willingness to work – demonstrate respect for others – follow accepted principles and procedures – recognize opportunities for further education/training. <p>Workplace Health and Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify and explain the use of safety devices within the workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB) • demonstrate a prework and postwork hazard assessment • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials • demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • model safety consciousness by selecting and wearing personal protective equipment (PPE) appropriate to the specific task • demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements • demonstrate knowledge of the rules of kitchen safety and take a leadership role in modelling safety practices; e.g., <ul style="list-style-type: none"> – work safely in the kitchen; watch others for safety concerns; monitor floors for spills; practise knife and equipment safety; warn others of unsafe situations; pay careful attention to possible cuts, burns, falls and machine injuries – perform simple first aid for themselves and others; e.g., flush burns with cold water, bandage cuts, direct others to a supervisor in case of serious injury – be alert to possible safety concerns for guests; e.g., food safety; chipped, cracked and broken dishware or silverware.

General Outcomes	Specific Outcomes
<p>Students will demonstrate proper sanitation and use of the tools, equipment and materials used in commercial food preparation.</p>	<p>Products and Service</p> <p>Sanitation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of sanitation in the professional kitchen and take a leadership role by modelling good sanitation practice • lead by example in the role of health and hygiene in the professional kitchen • demonstrate a good understanding of the regulations and inspection practices enforced by the regional health authorities in their certification of restaurants. <p>Food-borne Illness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of the dangers of food-borne illnesses, how they are caused, how they are carried and how to prevent them from further growth in the professional kitchen; e.g., <ul style="list-style-type: none"> – store foods properly in the refrigerator, freezer or dry storerooms or in hot storage in steam tables or chafing dishes – discuss various types of food-borne illnesses and cite types of diseases, incubation periods, symptoms, courses, food involved and preventive measures.
<p>Students will demonstrate nutritional practices and procedures for planning and preparing meals.</p>	<p>Nutrition</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • discuss the importance of providing sound nutritional meals to guests, both for the benefit of the clients and the business • demonstrate the ability to prepare daily menus, including breakfast, lunch and dinner, and understand and discuss new food choices; e.g., cook to preserve nutrients; serve foods low in all fats, sugars, sodium and cholesterol and serve foods high in vitamins, minerals, essential amino acids and fibre • understand and discuss various vegetarian diets and the nutritional concerns of these diets • demonstrate the ability to choose fruits and vegetables for their wholesomeness; e.g., <ul style="list-style-type: none"> – flowers rich in vitamins A and C; e.g., broccoli and cauliflower – leaves high in vitamin C; e.g., cabbage, spinach, kale – seeds high in protein; e.g., corn, beans, nuts • understand terms specific to the field of nutrition and use these terms in a discussion of the nutritional needs of the public; e.g., allergies, amino acids, calories, carbohydrates, fibre, nutrients, pasteurization, processing, starches, trans fats and others.

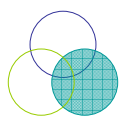
General Outcomes	Specific Outcomes
<p>Students will demonstrate baking practices and procedures for a variety of pastries.</p>	<p>Classic Baking and Pastries</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to use various pieces of bakery equipment and tools correctly; e.g., piping bags, star tubes, sheet and loaf pans, spatulas, dough cutters, whips, measuring tools, mixers, proofers, ovens and fryers • demonstrate an understanding of the six types of ingredients used in the professional bakery and the general purposes of each; i.e., leaveners, sweeteners, stabilizers, tenderizers, flavourings, thickeners • produce quality yeast doughs and prepare several types of breads and buns from a basic dough; e.g., baguettes, focaccia loaf, buns, multigrain bread and brioche • prepare quality baked goods; e.g., <ul style="list-style-type: none"> – produce sweet doughs for cinnamon buns, doughnuts, cream horns or Napoleons – use recipes with some assistance – demonstrate the ability, with assistance, to produce quality choux pastry • demonstrate an understanding of basic cooking terms; e.g., <ul style="list-style-type: none"> – barding, basting, frenched, mirepoix, truss, broiling, parboiling and wok.
<p>Students will demonstrate cooking practices and procedures for a variety of entrées.</p>	<p>The Hot Station</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability, while working as part of a team, to cook various types of entrées; e.g., beef, pork, chicken and fish dishes • demonstrate the ability to complete mise en place for stocks, soups and sauces • understand the purpose and varieties of stocks in the kitchen • produce quality stocks in the quantities required • demonstrate the ability to produce a clear, cream and chowder soup • demonstrate the ability to rehydrate, prepare and cook grains successfully • possess an understanding of the various types of rices and how to handle each to prepare quality rice dishes; e.g., rice pilaf, risotto and wild rice • demonstrate the ability to use dry grains correctly to produce quick breads and cereals • demonstrate the ability to prepare and cook various types of pasta; e.g., egg pasta, lasagne noodles, ravioli, spaghetti and cannelloni • demonstrate the ability to use steaming procedures to cook a variety of foods. <p>Service</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate mise en place for service • demonstrate the serving of food offline and in buffet and plate service.

General Outcomes	Specific Outcomes
<p>Students will demonstrate entry-level garde manger practices and procedures when preparing cold foods.</p>	<p>The Garde Manger (Decoration)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to use tools of the trade to create various items in the garde manger; e.g., lemon zester, citrus peeler, shell cutter, paring knife, chef's knife, floating blade peeler, melon baller, pastry bag and others • demonstrate the skills required to produce simple to complex plate garnishes; e.g., radish roses, celery curls, tomato roses and others • provide assistance in producing garnishes for cold buffets, under direction and supervision; e.g., decorated hams, turkeys, salmons, seafood displays and others • produce a variety of complex salads; e.g., chef's salad, caesar salad, jellied salad, vegetable salad and others • demonstrate an understanding of and produce canapés and tea and rolled sandwiches; e.g., pinwheel, multicolour and finger sandwiches using a variety of spreads, including egg, fish, cheese and others • use appropriate terms in the garde manger; e.g., aspic, appetizers, pantry, mousse, terrine truffles, quiche and others.
<p>Students will identify kitchen management practices, procedures and responsibilities.</p>	<p>Kitchen Management</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate an understanding of food grading, labelling and inspection and explain their importance when purchasing food products; e.g., <ul style="list-style-type: none"> – demonstrate the ability to receive food stuffs on invoice from wholesalers; e.g., to check the weights, sizes, quality, freshness and wholesomeness of the product and the correctness of the invoice – demonstrate an understanding of grading, canned, fresh or frozen foods – demonstrate the ability to choose fresh fruits, vegetables, seafood and meats and maintain their wholesomeness • demonstrate an understanding of refrigerator and freezer storage times and temperatures; e.g., <ul style="list-style-type: none"> – demonstrate the ability to correctly store foods by understanding which types of food to refrigerate, which to correctly freeze and which to place in dry storage – show an understanding of how long each type of food can be kept without risk of spoilage or loss of wholesomeness – demonstrate an understanding of the causes of food spoilage and the means to prevent these losses; e.g., low temperature, high temperature, removal of moisture, exclusion of air, adding preservatives and commercial irradiation

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none"> • plan, successfully, a one-day menu for a full-service restaurant or dining room; e.g., <ul style="list-style-type: none"> – choose a type of restaurant and theme and prepare a luncheon and a dinner menu – discuss and consider the variety, balance, flavours, textures and appearance of the food – understand and consider kitchen capabilities, equipment and personnel limitations and the availability of food – understand and demonstrate menu accuracy, using a variety of food choices and nutritional concerns. <p>Service</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify procedures for accepting payment; e.g., <ul style="list-style-type: none"> – use the components of a cash register – make change – apply taxes and tips.

ENSURING QUALITY

General Outcomes	Specific Outcomes
<p>Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</p>	<p>Task Management</p> <p>Outcomes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read and/or listen to instructions• ask questions to clarify expected outcomes, procedures and timelines. <p>Decision Making</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the parameters of the task• generate and review alternative ideas and their consequences• make a decision or select an idea. <p>Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the steps involved in managing a project• prepare a sample project plan, including budget and timeline• identify available tools, equipment and materials. <p>Performance Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify expected standards for a product or service• work to agreed quality standards and specifications• select and use appropriate tools and technology for a task or project. <p>Evaluation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify opportunities for improving quality• establish expectations and measures for improvements• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.



ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes
<p>Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.</p>	<p>Listening, Speaking, Reading and Writing</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read, view and interpret occupation-related materials for a specific purpose; e.g.,<ul style="list-style-type: none">– read related health and safety documents– read terms of employment documents– follow written instructions specific to an occupational area• create text for a specific purpose that clearly communicates information; e.g.,<ul style="list-style-type: none">– write a résumé– write a job description– submit job application forms• communicate thoughts and ideas and listen to the thoughts and ideas of others to effectively complete a task; e.g.,<ul style="list-style-type: none">– follow oral instructions– give effective oral instructions when necessary.

THINKING

Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.

Problem Solving, Decision Making and Creative Thinking

Students will:

- demonstrate an effective problem-solving model; e.g.,
 - identify the need for a solution to a problem/issue
 - identify why information is needed; e.g., make decisions, inform, persuade
- identify appropriate actions and select and apply information that meets their purposes and needs
- evaluate the results in terms of expected outcomes and assess the impact of information on their purpose and audience.

NUMERACY

General Outcomes	Specific Outcomes
<p>Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.</p>	<p>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems• use calculators or computers, to perform calculations involving large and small numbers, when solving problems• apply concepts of rate, ratio, percentage and proportion• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area• use metric and imperial units of measure.

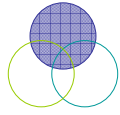
INFORMATION TECHNOLOGY

<p>Students will demonstrate the effective use of information technology to perform daily workplace operations.</p>	<p>Computer Operations and Computer Applications</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• model and assume personal responsibility for the ethical use of information technologies• demonstrate appropriate telephone operations within the workplace; e.g., answer telephone calls appropriately, locate numbers and make telephone calls• use computer operations to assist in the completion of daily workplace operations; e.g.,<ul style="list-style-type: none">– use basic keyboarding skills– store, organize and retrieve information correctly– locate and select information and ideas using appropriate technology and information systems; e.g., Internet– access, send and retrieve e-mail and attachments• demonstrate procedures for connecting and using audio, video and digital equipment• demonstrate procedures for sending and receiving faxes and setting up a fax machine• demonstrate procedures for copying and printing documents.
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FOOD PREPARATION AND SERVICE 20-4 GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	<ul style="list-style-type: none"> • Students will apply their abilities and interests toward achieving learning goals. • Students will practise the skills and abilities needed to manage change. • Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.
Personal Management	<ul style="list-style-type: none"> • Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities. • Students will understand risks and be accountable for their actions.
Working with Others	<ul style="list-style-type: none"> • Students will practise effective communication skills and strategies in an occupational context. • Students will demonstrate the ability to understand and work within the culture of a group. • Students will plan and make decisions with others.
Occupational Competencies	Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.
Achieving Results	<ul style="list-style-type: none"> • Students will orient themselves toward an occupation within a food preparation and service career environment. • Students will demonstrate safe workplace practices and procedures. • Students will enhance their abilities to provide excellent client service and a high-quality product. • Students will develop an understanding of nutrition and food choices. • Students will measure ingredients correctly and follow recipes when cooking. • Students will follow recipes to produce a variety of goods. • Students will identify procedures for purchasing and storing food.
Ensuring Quality	<ul style="list-style-type: none"> • Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	Students will continue to develop these minimum academic competencies that provide a foundation for further learning.
Communication	<ul style="list-style-type: none"> • Students will demonstrate effective listening, speaking, reading and writing skills.
Thinking	<ul style="list-style-type: none"> • Students will apply creative thinking skills to solve problems.
Numeracy	<ul style="list-style-type: none"> • Students will apply mathematical concepts to solve occupational problems.
Information Technology	<ul style="list-style-type: none"> • Students will enhance their performance by using information technology to help complete tasks.

FOOD PREPARATION AND SERVICE 20-4



EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p>Students will apply their abilities and interests toward achieving learning goals.</p>	<p>Lifelong Learning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field • assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals • create a pathway of senior high school courses to reflect learning goals • identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.
<p>Students will practise the skills and abilities needed to manage change.</p>	<p>Adapting to Change</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify goals, responsibilities and commitments • assess and reflect on the success of an action plan; e.g., <ul style="list-style-type: none"> – create alternative choices to deal with unexpected change – identify stressors in personal environments that they can and cannot change • identify the need for personal support and create an inventory of available personal and community sources of support.
<p>Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.</p>	<p>Career Development</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths • work in and seek out a variety of roles and responsibilities • measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work • orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.

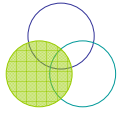
PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.	Self-development <i>Students will:</i> <ul style="list-style-type: none">• re-evaluate an action plan to develop strengths and talents• use strengths and talents to achieve personal goals• clarify acceptable and appropriate behaviours for specific activities and roles• act ethically in personal, community and workplace contexts and accept the consequences of their actions.
Students will understand risks and be accountable for their actions.	Risk Management <i>Students will:</i> <ul style="list-style-type: none">• follow health and safety procedures; e.g., at home, at school, in the community and in the workplace• identify potential hazards, take corrective action and develop and practise action plans to ensure safety• practise personal emergency responses• assess their comfort level with, and the consequences of, taking risks.

WORKING WITH OTHERS

Students will practise effective communication skills and strategies in an occupational context.	Interpersonal Communication <i>Students will:</i> <ul style="list-style-type: none">• assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g.,<ul style="list-style-type: none">– listen without interrupting– contribute to be heard– disagree courteously– accept conflicting opinions– use appropriate body language• assess verbal and nonverbal communication strategies• apply social norms to build specific relationships• demonstrate the ability to accept praise and/or criticism.
Students will demonstrate the ability to understand and work within the culture of a group.	Building Community <i>Students will:</i> <ul style="list-style-type: none">• interact with others in a courteous manner• accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction• identify opportunities for participation in community growth.

General Outcomes	Specific Outcomes
<p>Students will plan and make decisions with others.</p>	<p>Teamwork</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • participate effectively as group members; e.g., <ul style="list-style-type: none"> – generate ideas – assess resources – contribute abilities and interests – monitor progress – share responsibility for completion of a task • assume various roles within a group; e.g., leadership • clarify the expected outcomes of teamwork.



OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p>Students will orient themselves toward an occupation within a food preparation and service career environment.</p>	<p>Career Awareness</p> <p>Orientation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify entry-level competencies • provide a checklist of the knowledge, skills and attitudes required to secure and retain a position in the food service industry; e.g., <ul style="list-style-type: none"> – gather application forms from possible employers and complete them for practice – determine how to apply for and retain these entry-level positions and role-play job interviews – discuss a future career by choosing a possible long-term career and investigating it; e.g., determine education and experience required, the pros and cons of these positions, locations of employment, salaries and benefits available – discuss the generic skills required to obtain a position and prosper in their chosen field – determine the lifelong learning skills that will be required to maintain the position into the future • identify post-secondary opportunities; e.g., <ul style="list-style-type: none"> – investigate the broad range of lifelong careers in the food service industry and discover post-secondary education pathways toward these careers; e.g., journeyman cook, executive chef, journeyman baker, pastry chef, dining room manager, hotel manager – discuss the educational pathways, experience required and benefits of these positions • recognize entrepreneurial opportunities within the industry • introduce themselves to local business/industry operations. <p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • develop workplace protocols, procedures and standards of conduct; e.g., <ul style="list-style-type: none"> – demonstrate appropriate work habits – use safe and sanitary practices – demonstrate pride in themselves – demonstrate pride in their work performance – show respect for others – respect the property of others.

General Outcomes	Specific Outcomes
<p>Students will demonstrate safe workplace practices and procedures.</p>	<p>Workplace Health and Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify safety device locations and procedures within the workplace environment • identify government regulatory bodies that support a safe workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials • demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • select and wear personal protective equipment (PPE) appropriate to the specific task • demonstrate knowledge of environmental issues related to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements • demonstrate and apply the principals of kitchen safety and sanitation; e.g., <ul style="list-style-type: none"> – work safely in the kitchen – warn others of safety concerns – clean up spills right away – watch over the safety of others.
<p>Students will enhance their abilities to provide excellent client service and a high-quality product.</p>	<p>Products and Service</p> <p>Food Service</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • review the types of food services in eating establishments • diagram the physical facility and outline the service areas; e.g., <ul style="list-style-type: none"> – demonstrate an understanding of the organization and the flow of the food service area – observe the service facilities and discuss reasons for the arrangement of equipment, small wares, beverage dispensers, hot stations and others • demonstrate the ability to work on a station with the goal of increasing personal productivity and gaining knowledge through observation and participation • demonstrate the ability to complete a personal performance appraisal after a period of time spent in service; e.g., analyze their performance appraisal with a supervisor • review bussing procedures

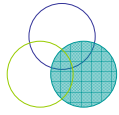
General Outcomes	Specific Outcomes
	<ul style="list-style-type: none"> • demonstrate tray service practices; e.g., <ul style="list-style-type: none"> – load and carry a serving tray properly – handle and set tableware appropriately – use a tray stand • identify types of covers (place settings) • wait on tables effectively; e.g., <ul style="list-style-type: none"> – take orders – place orders – receive and check orders – serve orders – record and calculate prices • perform proper beverage service; e.g., <ul style="list-style-type: none"> – identify types of beverages and appropriate glassware – pour a variety of liquids properly – identify provincial liquor regulations and their applications. <p>Kitchen Sanitation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate and apply knowledge of Hazardous Household Product Symbols (HHPS), use cleaning chemicals in the correct manner and discuss the dangers involved with these products • use correct food-handling practices to keep food safe • demonstrate the ability to avoid cross-contamination of food products • demonstrate knowledge of food poisoning and discuss causes and effects of improper food handling and storage. <p>Tools and Equipment</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • operate and check all kitchen equipment, according to safe, daily operational standards; e.g., <ul style="list-style-type: none"> – use, clean and maintain, safely and correctly, equipment such as mixers, slicers and power equipment – check temperatures correctly of walk-in, free-standing and reach-in coolers/refrigerators and freezers and report problems to supervisors.

General Outcomes	Specific Outcomes
<p>Students will develop an understanding of nutrition and food choices.</p>	<p>Nutrition/Meal Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate comprehension of <i>Canada's Food Guide to Healthy Eating</i>; e.g., <ul style="list-style-type: none"> – discuss the number of servings in each food group required each day for various groups of people; e.g., children, teens, adults and the elderly – prepare breakfast, lunch and dinner menus to provide wholesome, nutritious meals with the correct number of servings from each food group • identify sources of vitamins and minerals • discuss foods and diets and diseases caused by food and lifestyle choices; e.g., <ul style="list-style-type: none"> – demonstrate a working knowledge of diseases related to improper eating habits, including heart attack, stroke, anorexia nervosa, bulimia and osteoporosis – demonstrate the ability to study a peer's diet chart (what they ate during the week), discuss nutritional problems and diet concerns and make suggestions to improve the peer's food choices • demonstrate a working knowledge of food additives and their effects on food products.
<p>Students will measure ingredients correctly and follow recipes when cooking.</p>	<p>Measurement and the Use of Recipes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • review the correct use of measuring tools • use measurement in imperial and metric units • demonstrate problem-solving skills when converting recipes; e.g., <ul style="list-style-type: none"> – demonstrate the ability to convert recipes from imperial to metric and vice versa – demonstrate problem-solving and mathematics skills by reducing recipes by $\frac{1}{4}$ and $\frac{1}{2}$ or by doubling and tripling.
<p>Students will follow recipes to produce a variety of goods.</p>	<p>Cooking Techniques</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to work with assistance to prepare products • demonstrate the ability to cook fast foods and full meals quickly and safely • work as team members to prepare menu items • demonstrate the ability to create side, entrée and dessert salads; e.g., identify a variety of dressings that accompany salads • demonstrate the ability to produce a variety of soups and sauces • demonstrate the ability to prepare various types of pasta and noodles • identify the various types of rice and demonstrate how to prepare rice dishes • demonstrate an understanding of baking ingredients and their uses

General Outcomes	Specific Outcomes
<p>Students will identify procedures for purchasing and storing food.</p>	<ul style="list-style-type: none"> • produce quality baked goods • demonstrate knowledge of types of meats • demonstrate the ability to prepare and cook various meat products • demonstrate the ability to cook breakfast items; e.g., bacon, eggs, pancakes, omelettes, French toast • demonstrate the ability to prepare luncheon and dinner items such as hamburgers, fish and chips, sandwiches. <p>Purchasing and Storage</p> <p>Purchasing</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of terms related to ordering and food storage • participate in the inventory and ordering of food and supply products • demonstrate an understanding of food grading, labelling and inspection related to the purchasing of food products • demonstrate the ability to choose fresh fruits, vegetables, seafood and meats and maintain their wholesomeness. <p>Storage</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • apply food storage knowledge to protect food stuffs from spoilage, waste or cross-contamination; e.g., <ul style="list-style-type: none"> – handle and store foods properly using first-in-first-out (FIFO) principals (new supplies to the back) – demonstrate the ability to correctly store foods and understand which types of food to refrigerate, which to freeze and which to place in dry storage – identify how long each type of food can be kept without risk of spoilage or loss of wholesomeness – explain the six methods of food preservation; i.e., low temperature, high temperature, removal of moisture, exclusion of air, adding preservatives and commercial irradiation.

ENSURING QUALITY

General Outcomes	Specific Outcomes
<p>Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</p>	<p>Task Management</p> <p>Outcomes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read and/or listen to instructions• ask questions to clarify expected outcomes, procedures and timelines. <p>Decision Making</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the parameters of the task• generate and review alternative ideas and their consequences• make a decision or select an idea. <p>Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the steps involved in managing a project• prepare a sample project plan, including budget and timeline• identify available tools, equipment and materials. <p>Performance Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify expected standards for a product or service• work to agreed quality standards and specifications• select and use appropriate tools and technology for a task or project. <p>Evaluation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify opportunities for improving quality• establish expectations and measures for improvements• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.



ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes
<p>Students will demonstrate effective listening, speaking, reading and writing skills.</p>	<p>Listening, Speaking, Reading and Writing</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read, view and interpret occupation-related materials; e.g.,<ul style="list-style-type: none">– use related occupational terms– identify occupation-related literature– interpret and follow written instructions• select and create a text format to suit a purpose and audience, e.g., forms, letters, reports, memos, résumé, and:<ul style="list-style-type: none">– describe uses of writing skills in related occupations– write a letter of inquiry– write a letter of thanks– complete job applications• listen and present information in a clear, concise manner; e.g.,<ul style="list-style-type: none">– listen attentively to organize and classify information and ideas– organize main ideas and key messages with clarity.

THINKING

Students will apply creative thinking skills to solve problems.

Problem Solving, Decision Making and Creative Thinking

Students will:

- apply a problem-solving model to identify the problem/issue
- identify appropriate actions and develop several alternatives for each promising idea
- evaluate the results, in terms of expected outcomes related to the initial problem, and evaluate personal satisfaction with the outcome of the idea; e.g., product/process.

NUMERACY

General Outcomes	Specific Outcomes
<p>Students will apply mathematical concepts to solve occupational problems.</p>	<p>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems• use calculators or computers, to perform calculations involving large and small numbers, when solving problems• apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area• use metric and imperial units of measure.

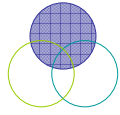
INFORMATION TECHNOLOGY

<p>Students will enhance their performance by using information technology to help complete tasks.</p>	<p>Computer Operations and Computer Applications</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• demonstrate appropriate language and etiquette when using information technology• demonstrate appropriate telephone operations; e.g., answer telephone calls appropriately, locate numbers and make telephone calls• demonstrate basic computer operations to complete a task; e.g.,<ul style="list-style-type: none">– use basic keyboarding skills– store, organize and retrieve information correctly– locate and select information and ideas using appropriate technology and information systems; e.g., Internet– access, send and retrieve e-mail and attachments• demonstrate procedures for connecting and using audio, video and digital equipment• demonstrate procedures for sending and receiving faxes and setting up a fax machine• demonstrate procedures for copying and printing documents.
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FOOD PREPARATION AND SERVICE 30-4 GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	<ul style="list-style-type: none"> • Students will consistently demonstrate personal discovery and continuous learning. • Students will manage change effectively to support their goals. • Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.
Personal Management	<ul style="list-style-type: none"> • Students will exhibit self-esteem and confidence through the achievement of personal goals. • Students will manage risks to achieve both personal and workplace goals.
Working with Others	<ul style="list-style-type: none"> • Students will model effective communication skills and strategies in the home, school, community and workplace. • Students will promote equity in work and community endeavours. • Students will demonstrate the ability to complete tasks in a team environment.
Occupational Competencies	Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.
Achieving Results	<ul style="list-style-type: none"> • Students will prepare for entry-level employment within a food preparation and service career environment. • Students will demonstrate entry-level standards of safe workplace practices and procedures. • Students will demonstrate an ability to provide excellent client service and a high-quality product. • Students will demonstrate an understanding of nutrition and make healthy food choices. • Students will demonstrate the accurate measurement of the ingredients indicated in recipes to produce a variety of food products. • Students will demonstrate effective cooking techniques to produce a variety of food products. • Students will demonstrate decision-making skills when purchasing and storing food.
Ensuring Quality	<ul style="list-style-type: none"> • Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	Students will continue to develop these minimum academic competencies that provide a foundation for further learning.
Communication	<ul style="list-style-type: none"> • Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.
Thinking	<ul style="list-style-type: none"> • Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.
Numeracy	<ul style="list-style-type: none"> • Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.
Information Technology	<ul style="list-style-type: none"> • Students will demonstrate the effective use of information technology to perform daily workplace operations.

FOOD PREPARATION AND SERVICE 30-4



EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p>Students will consistently demonstrate personal discovery and continuous learning.</p>	<p>Lifelong Learning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify learning opportunities related to learning goals, commitments and resources; e.g., <ul style="list-style-type: none"> – identify opportunities for further education/training – locate needed financial support systems – locate needed personal support systems • practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals • create a plan that demonstrates continuous learning; e.g., <ul style="list-style-type: none"> – analyze requirements for graduation and for further education/training – modify a learning plan to reflect requirements and opportunities.
<p>Students will manage change effectively to support their goals.</p>	<p>Adapting to Change</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • prioritize and assign resources to meet commitments and goals • prioritize commitments and goals to achieve a balanced lifestyle • redefine an action plan as situations change; e.g., <ul style="list-style-type: none"> – use adaptive strategies – redefine personal goals – select personal coping mechanisms • access available and appropriate sources of support • identify opportunities for improvement and innovation; e.g., entrepreneurship.

General Outcomes	Specific Outcomes
<p>Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.</p>	<p>Career Development</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige • build personal career paths and networks • analyze how work contributes to societal and economic needs and a sense of responsibility • prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently.

PERSONAL MANAGEMENT

Students will exhibit self-esteem and confidence through the achievement of personal goals.

Self-development

Students will:

- continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals
- demonstrate entry-level self-presentation appropriate to the activity and role
- maintain a high standard of personal ethics when interacting with others.

Students will manage risks to achieve both personal and workplace goals.

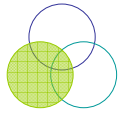
Risk Management

Students will:

- maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace
- monitor success in reducing the impact of hazards on themselves and others
- demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace
- work with others to respond to emergencies
- take planned risks to contribute to personal growth.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes
<p>Students will model effective communication skills and strategies in the home, school, community and workplace.</p>	<p>Interpersonal Communication</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• communicate thoughts and feelings appropriately; e.g.,<ul style="list-style-type: none">– listen without interrupting– contribute to be heard– disagree courteously– accept conflicting opinions– use appropriate body language• maintain a balance between speaking, listening and responding• work together to achieve goals• demonstrate the ability to deal constructively with conflict.
<p>Students will promote equity in work and community endeavours.</p>	<p>Building Community</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• demonstrate and model courteous behaviour in daily interactions• demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction• assess their personal contribution to community growth.
<p>Students will demonstrate the ability to complete tasks in a team environment.</p>	<p>Teamwork</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• assess the effectiveness of group and personal contributions; e.g.,<ul style="list-style-type: none">– generate ideas– assess resources– contribute abilities and interests– monitor progress– share responsibility for completion of a task• expand their abilities to contribute to team goals.



OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p>Students will prepare for entry-level employment within a food preparation and service career environment.</p>	<p>Career Awareness</p> <p>Preparation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • assess entry-level competencies • recognize opportunities for further education/training • select post-secondary opportunities • identify local entrepreneurs • establish contacts with local businesses/industries • present marketable skills and strengths; e.g., <ul style="list-style-type: none"> – write a letter of application – prepare a résumé – complete application forms – identify contacts and references – collect evidence of competencies in a portfolio. <p>Food Service Workers</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • understand and discuss professional positions in the food service industry; e.g., food and beverage managers, maitre d’hôtel, captain, general managers and owners • discuss a future career by choosing a possible long-term career and investigating the education and experience required, the pros and cons of these positions, locations of employment and salaries and benefits available • discuss and possess an understanding of the tasks performed by food services workers; e.g., <ul style="list-style-type: none"> – discuss the generic skills required to obtain a position and prosper in their chosen field – determine the lifelong learning skills that will be required to maintain the position into the future.

General Outcomes	Specific Outcomes
<p>Students will demonstrate entry-level standards of safe workplace practices and procedures.</p>	<p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate workplace protocols, procedures and standards of conduct; e.g., <ul style="list-style-type: none"> – demonstrate appropriate work habits – demonstrate effective human relations techniques in the workplace – practise safety in the workplace – demonstrate acceptable verbal and nonverbal communication skills – practise personal and public hygiene procedures – demonstrate entry-level competency in tools and equipment use – use supplies correctly – follow good storage practices – demonstrate pride in their work performance – demonstrate a willingness to work – demonstrate respect for others – follow accepted principles and procedures – recognize opportunities for further education/training. <p>Workplace Health and Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify and explain the use of safety devices within the workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB) • demonstrate a prework and postwork hazard assessment • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials • demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • model safety consciousness by selecting and wearing personal protective equipment (PPE) appropriate to the specific task • demonstrate knowledge of environmental issues related to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements • demonstrate knowledge of the rules of kitchen safety and sanitation and take a leadership role in modelling safety practices; e.g., <ul style="list-style-type: none"> – work safely in the kitchen; watch others for safety concerns; monitor floors for spills; practise knife and equipment safety; warn others of unsafe situations; pay careful attention to possible cuts, burns, falls and machine injuries – demonstrate first aid procedures to address injuries – be alert to possible safety concerns; e.g., food safety, damaged dishware or silverware.

General Outcomes	Specific Outcomes
<p>Students will demonstrate an ability to provide excellent client service and a high-quality product.</p>	<p>Products and Service</p> <p>Food Service</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate an understanding of the differences between dining services and compare and contrast dining service, food selection, décor and price; e.g., <ul style="list-style-type: none"> – produce a list of restaurants found in the community or neighbouring communities and divide the restaurants into groups; e.g., fast foods, coffee shops, specialty restaurants, dining rooms • demonstrate an understanding of, and discuss various terms related to, the formal dining experience; e.g., terms such as appetizer, hors d’oeuvre, chef, captain, host/hostess, formal service table settings, meal courses and menu formats • discuss the steps involved in formal plate service; e.g., presentation of appetizers, hot and cold soups, salads, entrées, desserts and beverage service • demonstrate an understanding of various positions associated with formal dining; e.g., waiter/waitress, head waiter, hostess/host, chef and others • perform the tray service duties of a: <ul style="list-style-type: none"> – bus person – waiter/waitress – head waiter • set tableware and covers (place settings) appropriate to the menu and type of service • serve cold and hot beverages properly • practise taking meal and beverage orders from guests • record and calculate meal costs for guests • present a tabulated cheque to guests • perform cashier duties and handle a variety of payments effectively. <p>Kitchen Sanitation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate and apply knowledge of Hazardous Household Product Symbols (HHPS), use cleaning chemicals in the correct manner and discuss the dangers involved with these products • use correct food-handling practices to keep food safe • demonstrate the ability to avoid cross-contamination of food products • demonstrate knowledge of food poisoning and discuss causes and effects of improper food handling and storage.

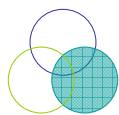
General Outcomes	Specific Outcomes
<p>Students will demonstrate an understanding of nutrition and make healthy food choices.</p>	<p>Tools and Equipment</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • operate and check all kitchen equipment, according to safe, daily operational standards; e.g., <ul style="list-style-type: none"> – use, clean and maintain, safely and correctly, equipment such as mixers, slicers and power equipment – check temperatures correctly of walk-in, free-standing and reach-in coolers/refrigerators and freezers and report problems to supervisors. <p>Nutrition/Meal Planning</p> <p>Nutrition</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • discuss the digestion process (how food becomes fuel) and describe the process of digestion, starting with chewing and ending with the excretion of waste • discuss the importance of providing nutritional meals; e.g., <ul style="list-style-type: none"> – demonstrate the ability to discuss the seven nutrient groups required by the body, daily nutritional intake and sources of these nutrients; i.e., carbohydrates, protein, fat, vitamins, minerals, water and fibre – understand the new trends in nutrition; e.g., serving foods high in nutritional value, cooking to preserve flavour and goodness • demonstrate a sound understanding of the new diets in North America; e.g., eliminate animal and trans fats; choose leaner proteins; limit fat, sugar and sodium and increase fruit and vegetable intake; e.g., <ul style="list-style-type: none"> – understand and discuss problems and concerns with fad diets as they relate to health concerns – understand special concerns with vegetarian diets • discuss the recommended daily intake (RDI) of vitamins and minerals for the average person and provide examples of food sources of these elements • demonstrate the ability, using <i>Canada's Food Guide to Healthy Eating</i>, to plan daily menus, including breakfast, lunch and dinner, that fulfil the RDI. <p>Meal Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate an understanding of the factors and customs that control meal/menu planning; e.g., <ul style="list-style-type: none"> – follow the basic rules when making menus for each item on the menu; e.g., variety of colours/textures, types of meat/vegetables available year-round, methods of cooking, size and shape of the final product – use <i>Canada's Food Guide to Healthy Eating</i> and RDI guidelines when planning menus; i.e., grain products: 5–12 servings, vegetables and fruits: 5–10 servings, milk products: 2–4 servings, meat and alternatives: 2–3 servings – use recognized food standards and considerations while planning menus; e.g., palatability, appearance (colour, arrangement, service order) and flavour (temperature, seasoning, odour and degree of doneness).

General Outcomes	Specific Outcomes
<p>Students will demonstrate the accurate measurement of the ingredients indicated in recipes to produce a variety of food products.</p>	<p>Measurement and the Use of Recipes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the correct use of small, hand-held measurement tools when working with recipes and use both imperial (teaspoons, tablespoons, cups) and metric (millilitres, litres) units of measure correctly and safely • identify all three methods of weighing, portioning and measuring ingredients and demonstrate the ability to use scales to weigh and portion foods • demonstrate problem-solving skills to convert recipes from imperial to metric and vice versa • demonstrate problem-solving and mathematics skills by reducing recipes by $\frac{1}{4}$ and $\frac{1}{2}$ or by doubling and tripling.
<p>Students will demonstrate effective cooking techniques to produce a variety of food products.</p>	<p>Cooking Techniques</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • prepare types of meat, e.g., beef, pork, poultry and fish; e.g., <ul style="list-style-type: none"> – identify retail cuts of beef, complete a blank beef chart by naming the cuts, discuss the tenderness of each cut – demonstrate the ability to discuss connective tissues, elastin and collagen; where they are found in beef and how to break them down through chemical, mechanical and moist heat methods • demonstrate the ability to produce a range of clear, cream and chowder soups and sauces, such as chicken noodle, cream, mushroom, chowder, clam chowder, bisque, seafood bisque; e.g., <ul style="list-style-type: none"> – demonstrate the ability to understand and use the terms relating to soups, stocks and sauces • demonstrate the ability to rehydrate, prepare and cook grains; e.g., <ul style="list-style-type: none"> – possess an understanding of the various types of rice and how to handle each to prepare quality rice dishes – demonstrate the ability to make pasta • demonstrate the ability to create side, entrée and dessert salads; e.g., <ul style="list-style-type: none"> – demonstrate the ability to create cold garnishes; e.g., radish roses, celery curls, tomato roses and others – produce a variety of complex salads; e.g., chef’s salad, caesar salad, jellied salad, vegetable salad and others – demonstrate the ability to produce and create fancy sandwiches • demonstrate an understanding of the types of ingredients used in baking and the general purposes of each; i.e., leaveners, sweeteners, stabilizers, tenderizers, flavourings, thickeners • produce quality yeast doughs; e.g., <ul style="list-style-type: none"> – demonstrate the ability, using recipes, to produce several types of yeast bakery products; e.g., baguettes, focaccia loaf, multigrain bread – demonstrate the ability to produce a sweet dough and prepare cinnamon buns or doughnuts – produce pastry doughs; e.g., puff pastry, Danish pastry, croissant pastry, pie crust, choux pastry and finished-quality baked goods • demonstrate the ability to plan, cook and serve a breakfast, luncheon and/or dinner.

General Outcomes	Specific Outcomes
<p>Students will demonstrate decision-making skills when purchasing and storing food.</p>	<p>Management Purchasing and Storage</p> <p>Purchasing</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate an understanding of food grading, labelling and inspection relevant to the purchasing of food products, whether canned or frozen; e.g., Canada standard, choice or fancy; beef grades of A1 to E; poultry graded Canada Grade A or utility • participate in inventory and the ordering of food and supply products • demonstrate the ability to choose fresh fruits, vegetables, seafood and meats and maintain their wholesomeness • demonstrate a working knowledge of food additives, their purposes and their effects on food products; e.g., add nutrients, preserve food, improve colour, enhance flavour, maintain texture, provide leavening, adjust pH levels and prevent caking—and the dangers they pose to our health and well-being. <p>Storage</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • apply food storage knowledge to protect food stuffs from spoilage, waste or cross-contamination • demonstrate an understanding of refrigeration and freezer storage times and temperatures; e.g., <ul style="list-style-type: none"> – demonstrate the ability to correctly store foods by understanding which types of food to refrigerate, which to correctly freeze and which to place in dry storage – show an understanding of how long each type of food can be kept without risk of spoilage or loss of wholesomeness – use the six methods of food preservation to retard loss; i.e., low temperature, high temperature, removal of moisture, exclusion of air, adding preservatives and commercial irradiation.

ENSURING QUALITY

General Outcomes	Specific Outcomes
<p>Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</p>	<p>Task Management</p> <p>Outcomes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read and/or listen to instructions• ask questions to clarify expected outcomes, procedures and timelines. <p>Decision Making</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the parameters of the task• generate and review alternative ideas and their consequences• make a decision or select an idea. <p>Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the steps involved in managing a project• prepare a sample project plan, including budget and timeline• identify available tools, equipment and materials. <p>Performance Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify expected standards for a product or service• work to agreed quality standards and specifications• select and use appropriate tools and technology for a task or project. <p>Evaluation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify opportunities for improving quality• establish expectations and measures for improvements• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.



ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes
<p>Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.</p>	<p>Listening, Speaking, Reading and Writing</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read, view and interpret occupation-related materials for a specific purpose; e.g.,<ul style="list-style-type: none">– read related health and safety documents– read terms of employment documents– follow written instructions specific to an occupational area• create text for a specific purpose that clearly communicates information; e.g.,<ul style="list-style-type: none">– write a résumé– write a job description– submit job application forms• communicate thoughts and ideas and listen to the thoughts and ideas of others to effectively complete a task; e.g.,<ul style="list-style-type: none">– follow oral instructions– give effective oral instructions when necessary.

THINKING

Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.

Problem Solving, Decision Making, Finding Information and Creative Thinking

Students will:

- demonstrate an effective problem-solving model; e.g.,
 - identify the need for a solution to a problem/issue
 - identify why information is needed; e.g., make decisions, inform, persuade
- identify appropriate actions and select and apply information that meets their purposes and needs
- evaluate the results in terms of expected outcomes and assess the impact of information on their purpose and audience.

NUMERACY

General Outcomes	Specific Outcomes
<p>Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.</p>	<p>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems• use calculators or computers, to perform calculations involving large and small numbers, when solving problems• apply concepts of rate, ratio, percentage and proportion• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area• use metric and imperial units of measure.

INFORMATION TECHNOLOGY

Students will demonstrate the effective use of information technology to perform daily workplace operations.

Computer Operations and Computer Applications

Students will:

- model and assume personal responsibility for the ethical use of information technologies
- demonstrate appropriate telephone operations within the workplace; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
- use computer operations to assist in the completion of daily workplace operations; e.g.,
 - use basic keyboarding skills
 - store, organize and retrieve information correctly
 - locate and select information and ideas using appropriate technology and information systems; e.g., Internet
 - access, send and retrieve e-mail and attachments
- demonstrate procedures for connecting and using audio, video and digital equipment
- demonstrate procedures for sending and receiving faxes and setting up a fax machine
- demonstrate procedures for copying and printing documents.

