

**2011  
AMENDMENTS  
to the  
Program of Studies: Career and Technology Studies  
Junior and Senior High Schools**

1. HEALTH, RECREATION & HUMAN SERVICES (HRH)

**Community Care Services**

- **Insert new** CCS3050: Supporting Positive Behaviour, pages 1–2, following CCS3030, page 3.
- **Insert new** CCS3060: Supporting Persons with Disabilities 1, pages 1–3, following CCS3050, page 2.
- **Insert new** CCS3070: Supporting Persons with Disabilities 2, pages 1–2, following CCS3060, page 3.

**Cosmetology**

- **Replace** COS1010: Personal & Professional Practices, page 1, with **revised** COS1010: Personal & Professional Practices, page 1.
- **Replace** COS2000: Salon Design, page 1, with **revised** COS2000: Salon Design, page 1.
- **Replace** COS3000: The Science of Cosmetology, page 1, with **revised** COS3000: The Science of Cosmetology, page 1.
- **Replace** COS3010: Professional Relationships, page 1, with **revised** COS3010: Professional Relationships, page 1.

**Foods**

- **Replace** FOD2130: Vegetarian Cuisine, page 2, with **revised** FOD2130: Vegetarian Cuisine, page 2.
- **Replace** FOD2190: Grains, Legumes, Nuts & Seeds, pages 1–2, with **revised** FOD2190: Grains, Legumes, Pulses, Nuts & Seeds, pages 1–2.
- **Insert new** FOD3090: Butcher Shop, pages 1–2, following FOD3080, page 2. (**Note:** CKA3530: Butcher Shop has been renamed FOD3090: Butcher Shop.)

Cook Apprenticeship (CKA) – Revised Courses

- **Replace** CKA3450: Bakeshop 1, pages 1–2, with **revised** CKA3450: Bakeshop, pages 1–2.
- **Replace** CKA3465: Bakeshop – Food Service, page 1, with **revised** CKA3465: Bakeshop – Food Service, page 1.
- **Replace** CKA3480: Saucier 1, pages 1–2, with **revised** CKA3480: Saucier 1, pages 1–2.
- **Replace** CKA3490: Saucier 2, page 1, with **revised** CKA3490: Saucier 2, page 1.
- **Replace** CKA3500: Meat Cookery 1, page 1, with **revised** CKA3500: Meat Cookery, page 1.

*(continued)*

- **Replace** CKA3515: Meat Cookery – Food Service, page 1, with **revised** CKA3515: Meat Cookery – Food Service, page 1.
- **Replace** CKA3520: Poultry, Fish & Seafood, pages 1–2, with **revised** CKA3520: Poultry, Fish & Seafood, pages 1–2.

#### Cook Apprenticeship (CKA) – Withdrawn Courses

- **Remove** and **discard** CKA3460: Bakeshop 2, pages 1–2.
- **Remove** and **discard** CKA3510: Meat Cookery 2, pages 1–3.
- **Remove** and **discard** CKA3530: Butcher Shop, pages 1–2.
- **Remove** and **discard** CKA3540: Value-added Products, pages 1–2.
- **Remove** and **discard** CKA3555: Banquet Preparation – Food Service, pages 1–2.

## 2. CAREER TRANSITIONS

- **Replace** Career Transitions (CTR), page 1, following the Career Transitions (CTR) divider, with the **revised** Career Transitions (CTR), page 1.
- **Remove** and **discard** CTR1210: Personal Safety (Management), page 1.
- **Remove** and **discard** CTR2210: Workplace Safety (Practices), page 1.
- **Remove** and **discard** CTR3210: Safety Management Systems, page 1.

## **COURSE CCS3050: SUPPORTING POSITIVE BEHAVIOUR**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students learn basic concepts related to human behaviour and analyze behaviour with a behaviour pathways model. Strategies for intentional support for positive behaviours are examined.

**Supporting Courses:** HSS1030: Communication Skills for Health Professionals  
HSS1050: Introduction to Mentorship  
HSS2030: Perspectives on Interpersonal Relationships  
REC2060: Leadership in Recreation & Sport

**Outcomes:** The student will:

### **1. examine human behaviour**

- 1.1 define behaviour
- 1.2 differentiate between behaviours that are learned and behaviours that are reflexive
- 1.3 describe how learned behaviours begin and are continued
- 1.4 describe the communicative purposes of a learned behaviour, including desirable and undesirable behaviour, including:
  - 1.4.1 getting something (attention or tangibles)
  - 1.4.2 avoiding something (escape and avoid)
  - 1.4.3 achieving sensory comfort/regulation
- 1.5 examine examples of the communicative purposes of behaviours; e.g., giving compliments, completing homework, cooperating with others, swearing, interrupting, bullying
- 1.6 examine and map the components of a behaviour pathway, including:
  - 1.6.1 setting events
  - 1.6.2 triggers (slow and fast)
  - 1.6.3 replacement behaviours
  - 1.6.4 desired behaviours
  - 1.6.5 problem behaviours
  - 1.6.6 consequences
- 1.7 describe the potential behavioural impact of personal or situational changes

### **2. recommend strategies to support positive behaviours**

- 2.1 map pathways of specific behaviours
- 2.2 examine strategies to support positive behaviours based on the elements of a behaviour pathway, including:
  - 2.2.1 redirecting to a different activity
  - 2.2.2 providing visual information
  - 2.2.3 taking active breaks
  - 2.2.4 participating in a relaxation activity
  - 2.2.5 removing a stressful activity
  - 2.2.6 providing more attention and assistance
  - 2.2.7 providing an easy or preferred task
  - 2.2.8 providing positive feedback for preferred behaviours
  - 2.2.9 cueing (visual and verbal)
  - 2.2.10 setting clear expectations

- 2.3 select strategies to support positive personal behavioural change based on a map of specific personal behaviours
- 3. demonstrate basic competencies**
  - 3.1 demonstrate fundamental skills to:
    - 3.1.1 communicate
    - 3.1.2 manage information
    - 3.1.3 use numbers
    - 3.1.4 think and solve problems
  - 3.2 demonstrate personal management skills to:
    - 3.2.1 demonstrate positive attitudes and behaviours
    - 3.2.2 be responsible
    - 3.2.3 be adaptable
    - 3.2.4 learn continuously
    - 3.2.5 work safely
  - 3.3 demonstrate teamwork skills to:
    - 3.3.1 work with others
    - 3.3.2 participate in projects and tasks
- 4. create a transitional strategy to accommodate personal changes and build personal values**
  - 4.1 identify short-term and long-term goals
  - 4.2 identify steps to achieve goals

## **COURSE CCS3060: SUPPORTING PERSONS WITH DISABILITIES 1**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students examine the roles and responsibilities of an individual providing services to persons with disabilities, and gain an appreciation of the transforming perception of societal values and beliefs related to disabilities. Students demonstrate understanding of commonly recognized disabilities, and examine strategies and safety considerations for providing services to persons with disabilities.

**Parameters:** Access to a mentor who provides services to persons with disabilities is recommended. It is also recommended that the course be taught in tandem with one or more Health, Recreation & Human Services (HRH) courses.

**Supporting Courses:** CCS1080: Community Volunteerism 1  
CCS3020: Health Care 3  
CCS3050: Supporting Positive Behaviour  
HCS1100: Infection & Immunity 1  
HCS2020: First Aid/CPR with AED  
HCS2130: Chronic Conditions  
HSS1020: Nutrition & Wellness  
HSS1100: Nature & Wellness  
HSS2030: Perspectives on Interpersonal Relationships  
HSS3010: Professional Standards & Ethics  
HSS3020: Mental Health & Wellness

**Outcomes:** The student will:

- 1. demonstrate an awareness of the practice of disability support in the community**
  - 1.1 summarize and outline the origins and characteristics of *person-centred planning* and *family-centred care*
  - 1.2 explain the origins of the term *handicap* and describe *people first language*
  - 1.3 summarize a variety of community living supports available for persons with disabilities, including support homes, independent living supports, respite supports, employment supports and specialized community supports
  - 1.4 describe various careers that provide direct and indirect opportunities to work with individuals with disabilities
  - 1.5 summarize a case study where an assistive technology, adapted sport and/or a progressive community helped an individual with a disability to excel
  - 1.6 examine personal values, attitudes and beliefs about persons in supported populations, including:
    - 1.6.1 the term *disability* to categorize individuals needing support
    - 1.6.2 the origins and meanings of labels
    - 1.6.3 personal experiences and relationships that influence various perspectives on serving persons with disabilities
    - 1.6.4 unique challenges of individuals with invisible disabilities

- 1.7 explain strategies to enhance the inclusion of individuals with physical, mental or emotional challenges, including educating communities and building social awareness and social consciousness
- 2. demonstrate understanding of commonly recognized disabilities and the reasons for classifying conditions**
  - 2.1 define and describe characteristics of several common disabilities, including:
    - 2.1.1 physical disabilities
    - 2.1.2 sensory disabilities
    - 2.1.3 intellectual disabilities
    - 2.1.4 developmental disabilities; e.g., Autism, Asperger Syndrome, Fetal Alcohol Spectrum Disorder
- 3. describe the roles and responsibilities of individuals working with persons with disabilities**
  - 3.1 explain safety considerations when working with persons with disabilities, including:
    - 3.1.1 describing personal safety precautions to maintain client safety
    - 3.1.2 describing personal safety precautions to maintain personal safety
    - 3.1.3 describing roles and responsibilities of individuals serving persons with disabilities with respect to safety processes and procedures, ergonomics, adaptive equipment and hygiene practices
    - 3.1.4 demonstrating an understanding of crisis response plans, and describing roles and responsibilities related to a plan
  - 3.2 describe strategies for developing a supportive and respectful relationship with an individual receiving support in the community
  - 3.3 describe examples of written communication and the importance of written communication specific to various workers/professionals providing services
- 4. describe strategies to support persons with disabilities in acquiring a skill to enhance their personal wellness**
  - 4.1 examine considerations to enhance skill acquisition, including:
    - 4.1.1 motivational factors that affect acquisition of a skill
    - 4.1.2 factors that affect acquisition of a skill; e.g., identifying reasonable goals
    - 4.1.3 formal and informal approaches to acquiring a skill, including “modelling” and “teachable moments”
    - 4.1.4 the importance of defining goals and next steps
  - 4.2 identify skills that enhance the well-being of a person with a disability, and describe a series of strategies to assist skill acquisition, including:
    - 4.2.1 enhancing health and wellness; e.g., following a nutrition and/or exercise routine, such as identifying healthy menu selection, examining healthy food choices, preparing a nutritional meal or snack, establishing sound balance and/or walking techniques, learning a new sport
    - 4.2.2 enhancing personal safety; e.g., promoting use of adaptive equipment, such as clothing, footwear, eating and cooking utensils, canes, walkers, crutches, wheelchairs, dentures, hearing instruments and eyeglasses
    - 4.2.3 developing independence; e.g., shopping for groceries, using local transit
    - 4.2.4 developing personal and social skills; e.g., practising a technique in social etiquette, supporting a positive meal experience, supporting a clean-up activity, participating in an adaptive sport
    - 4.2.5 developing healthy relationships; e.g., practising an effective communication skill, learning a new social game or sport

**5. demonstrate basic competencies**

5.1 demonstrate fundamental skills to:

- 5.1.1 communicate
- 5.1.2 manage information
- 5.1.3 use numbers
- 5.1.4 think and solve problems

5.2 demonstrate personal management skills to:

- 5.2.1 demonstrate positive attitudes and behaviours
- 5.2.2 be responsible
- 5.2.3 be adaptable
- 5.2.4 learn continuously
- 5.2.5 work safely

5.3 demonstrate teamwork skills to:

- 5.3.1 work with others
- 5.3.2 participate in projects and tasks

**6. create a transitional strategy to accommodate personal changes and build personal values**

6.1 identify short-term and long-term goals

6.2 identify steps to achieve goals



## **COURSE CCS3070: SUPPORTING PERSONS WITH DISABILITIES 2**

**Level:** Advanced

**Prerequisite:** CCS3060: Supporting Persons with Disabilities 1

**Description:** Students gain an appreciation of the uniqueness and capacities of persons with disabilities, and develop strategies for providing services to persons with disabilities.

**Parameters:** Access to a mentor who provides services to persons with disabilities is recommended. It is also recommended that the course be taught in tandem with one or more Health, Recreation & Human Services (HRH) courses.

**Supporting Courses:** CCS2080: Community Volunteerism 2  
CCS3050: Supporting Positive Behaviour  
CCS3080: Community Enhancement  
HCS3150: Advances in Medical Technology  
HSS1050: Introduction to Mentorship  
HSS1080: Leadership Fundamentals 1  
HSS2050: Becoming a Mentor  
HSS2080: Leadership Fundamentals 2  
LGS1030: Relationship Law  
REC2060: Leadership in Recreation & Sport  
REC3010: Human Movement

**Outcomes:** The student will:

### **1. examine the evolving field of disability studies**

- 1.1 identify evolution of values, attitudes and beliefs, including cultural perspectives about persons with disabilities and their role in the community, and examine experiences and relationships that have influenced these core values
- 1.2 describe *universal access design and accessibility* and give examples of how universal access design and accessibility improve the lives of persons with disabilities
- 1.3 identify the role of assistive technologies in the past, present and future

### **2. examine the practice of inclusion in the community**

- 2.1 define the term inclusion and give examples of how inclusion has altered the landscape of the workplace, the classroom, the arts, the media, recreation and sport, and similar communities, by:
  - 2.1.1 describing a community or program that embraces inclusion
  - 2.1.2 identifying places in the community where persons with disabilities are welcomed and can become involved in activities
  - 2.1.3 identifying places in the community where persons with disabilities should be welcomed and should be involved in activities
- 2.2 describe how stereotypes, cultural misunderstandings and labelling interfere with advances in inclusion
- 2.3 examine various organizations that continue to seek greater inclusiveness, and examine the challenges they face
- 2.4 describe experiences and relationships that influence various perspectives on inclusion
- 2.5 summarize examples of how dignity and respect are promoted by an inclusive value system

- 3. explore programs that promote inclusivity**
  - 3.1 identify the importance of individuals and organizations working together to promote active participation of persons with disabilities, by:
    - 3.1.1 identifying professionals, volunteers, coaches and community care workers who promote the health and wellness of persons with disabilities
    - 3.1.2 identifying alliances, associations, centres, councils, forums, foundations, help lines, institutes, organizations, placement services, research centres, resource units and societies that promote the health and wellness of persons with disabilities
    - 3.1.3 identifying recreational and sport programs that promote the health and wellness of persons with disabilities
  - 3.2 compare and contrast a number of scenarios, or case studies of persons with disabilities receiving support via networks, and evaluate the factors that contribute to successful outcomes
- 4. develop strategies for providing supports to persons with disabilities**
  - 4.1 describe the personal satisfaction of working with persons with disabilities
  - 4.2 identify the need for persons with disabilities to engage in activities that promote personal growth and self-determination
  - 4.3 identify the need for persons with disabilities to engage in meaningful activities
  - 4.4 explain the terms *functional skills* and *age-appropriate activities*
  - 4.5 design an activity to assist persons with disabilities; e.g., physical, recreational or sport activity, sleep-enhancing ritual, bedtime routine, stress management technique, dental hygiene practice
  - 4.6 evaluate the activity and describe how the activity could be altered, enriched or changed in order to meet the needs of a unique person with a disability
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
  - 6.1 identify short-term and long-term goals
  - 6.2 identify steps to achieve goals

## COURSE COS1010: PERSONAL & PROFESSIONAL PRACTICES

**Level:** Introductory

**Prerequisite:** None

**Description:** Students develop increased appreciation for the significance of personal grooming in various life situations, as well as the knowledge and skills required to maintain a personal health and safety plan.

**Outcomes:** The student will:

**1. appreciate that one's appearance is a mode of communication with others**

- 1.1 define *personal grooming*
- 1.2 describe personal grooming from different points of view; e.g., cultural, personal, classmates, world of work
- 1.3 identify and describe personal hygiene components of grooming; e.g., skin, hair, face, hand and nail care
- 1.4 identify grooming practices and conditions that influence:
  - 1.4.1 self-confidence
  - 1.4.2 interpersonal relationships
  - 1.4.3 a sense of well-being
- 1.5 relate the importance of professional and personal appearance and positive self-concept

**2. identify personal practices and products that contribute to wellness**

- 2.1 investigate and describe grooming products and implements available for personal use and professional use
- 2.2 apply informed decision-making skills in the selection and use of products and appliances and describe the impact these decisions may have on the environment
- 2.3 identify and describe other components of wellness; e.g., posture, exercise, rest, nutrition
- 2.4 develop a personal growth and wellness plan

**3. create a health and safety plan**

- 3.1 research and identify eight common elements of a health and safety plan
- 3.2 explain each of the elements, reflecting on occupational health and safety implications
- 3.3 define health and safety elements relevant to the world of work
- 3.4 present a health and safety plan, clarifying its relevance to the work world and society in general
- 3.5 identify personal and public protection and safe work practices
- 3.6 explain the responsibilities of the employee, employer and government in terms of health and safety
- 3.7 describe general safety and accident prevention
- 3.8 list simple safety and first-aid applications; e.g., minor burns, cuts, choking, eye injury, fainting procedures, slip and trip hazards, back safety

**4. successfully complete Workplace Hazardous Materials Information System (WHMIS) training**

- 4.1 describe the three key elements of WHMIS
- 4.2 identify WHMIS hazard symbols
- 4.3 interpret the Material Safety Data Sheet (MSDS)
- 4.4 describe the location of a chemical storage area and the proper storage of chemicals

- 4.5 apply the requirements of WHMIS to the salon by:
  - 4.5.1 describing environmental protections and material handling used in salon applications
  - 4.5.2 describing personal protective equipment (PPE) and practices used in salon applications
- 5. describe the professional ethics required for salon success**
  - 5.1 outline the rules of professional ethics and how they relate to an individual's professional success
  - 5.2 describe professional ethics
  - 5.3 describe personal ethics
- 6. identify the purpose of creating and maintaining client records**
  - 6.1 identify the process for acquiring client information, including following appropriate legislation; e.g., *Personal Information Protection Act* (PIPA)
  - 6.2 develop a client record system (e.g., record cards, digital) that includes such things as name, address, birth date, type of service, previous appointments, release forms
  - 6.3 identify methods used to track client appointments; e.g., paper calendar, digital
- 7. describe infection control procedures and hygiene that apply in salon/spa ecology**
  - 7.1 define the term *bacteriology*
  - 7.2 distinguish between pathogenic and non-pathogenic organisms, bacteria, viruses and fungi
  - 7.3 describe the types of pathogenic bacteria and explain their growth, reproduction and effects on body health
  - 7.4 describe the various levels of infection control and prevention procedures used in the salon or spa
  - 7.5 identify appropriate hand-washing techniques
  - 7.6 discuss the importance of cleaning all equipment and work facilities for clients and staff
  - 7.7 describe personal and public hygiene procedures used in preventing the spread of contagious or communicable diseases, including:
    - 7.7.1 infectious diseases
    - 7.7.2 blood-borne pathogens; e.g., minor cuts, blood spills
    - 7.7.3 bacteria, viruses, fungi and parasites
- 8. demonstrate basic competencies**
  - 8.1 demonstrate fundamental skills to:
    - 8.1.1 communicate
    - 8.1.2 manage information
    - 8.1.3 use numbers
    - 8.1.4 think and solve problems
  - 8.2 demonstrate personal management skills to:
    - 8.2.1 demonstrate positive attitudes and behaviours
    - 8.2.2 be responsible
    - 8.2.3 be adaptable
    - 8.2.4 learn continuously
    - 8.2.5 work safely
  - 8.3 demonstrate teamwork skills to:
    - 8.3.1 work with others
    - 8.3.2 participate in projects and tasks
- 9. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 9.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 9.2 create a connection between a personal inventory and occupational choices

## **COURSE COS2000: SALON DESIGN**

**Level:** Intermediate

**Prerequisite:** COS1010: Personal & Professional Practices

**Description:** Students develop an understanding of the business environment, entrepreneurship and the processes involved in creating a salon.

**Supporting Course:** EST3010: Spa Awareness

**Outcomes:** The student will:

### **1. identify the risks involved in business ownership**

- 1.1 identify factors that can play a part in an entrepreneurial enterprise; e.g., time, energy, money, motivation, industry trends, competition, economy
- 1.2 identify responsibilities that limit venture alternatives, including:
  - 1.2.1 legal
  - 1.2.2 social
  - 1.2.3 ethical
  - 1.2.4 environmental
  - 1.2.5 cultural
  - 1.2.6 economic

### **2. explain the importance of drafting a business plan**

- 2.1 develop a rationale for the business
- 2.2 identify goals and objectives
- 2.3 provide an overall summary of the business, including:
  - 2.3.1 name
  - 2.3.2 nature
  - 2.3.3 location of business; e.g., mall, stand-alone
- 2.4 analyze common forms of business ownership with relation to salons; e.g., sole proprietorship, partnership, corporation, franchise, cooperative
- 2.5 develop a marketing analysis, including:
  - 2.5.1 prevailing economic conditions
  - 2.5.2 target market
  - 2.5.3 competitive analysis
  - 2.5.4 unique selling proposition
  - 2.5.5 methods to promote business; e.g., advertising, sales promotions
- 2.6 complete a risk assessment of the business
- 2.7 identify the design and development of the facility, including:
  - 2.7.1 physical layout
  - 2.7.2 product line
  - 2.7.3 pricing
  - 2.7.4 promotion
  - 2.7.5 suppliers and vendors

- 2.8 identify the day-to-day operations of the business, including:
  - 2.8.1 financial management
  - 2.8.2 technological tools
  - 2.8.3 key personnel and their roles
  - 2.8.4 policies and procedures for staff
  - 2.8.5 client policies
  - 2.8.6 methods of compensation; e.g., independent contractors, salary, commission, tipping
  - 2.8.7 resources for maintaining and protecting the business; e.g., attorney, accountant
- 2.9 develop a financial plan for the business, including:
  - 2.9.1 use of technology
  - 2.9.2 start-up costs
  - 2.9.3 balance sheet
  - 2.9.4 income statement
  - 2.9.5 cash flow statement
  - 2.9.6 possible sources of capital
- 2.10 develop a salon philosophy that includes policies and procedures regarding:
  - 2.10.1 a standard of ethics
  - 2.10.2 job descriptions
  - 2.10.3 employee conduct and dress
  - 2.10.4 client relations
  - 2.10.5 record keeping; e.g., compliance with legislation such as PIPA, client release forms
  - 2.10.6 causes for termination of employment
- 2.11 access federal, provincial and local legislation and agencies related to:
  - 2.11.1 trade or licensing regulations
  - 2.11.2 labour laws
  - 2.11.3 tax laws
  - 2.11.4 health and safety regulations
  - 2.11.5 building regulations
- 2.12 investigate procedures for applying for and obtaining the various licenses, permits and certificates required
- 2.13 investigate obtaining various types of insurance; e.g., property, fire, liability, malpractice, worker's compensation, life and health insurance
- 2.14 explain the importance of understanding tax guidelines, including:
  - 2.14.1 federal tax
  - 2.14.2 Employment Insurance
  - 2.14.3 Canada Pension Plan
  - 2.14.4 provincial tax
  - 2.14.5 goods and service tax
- 2.15 prepare a marketing plan using information on such topics as:
  - 2.15.1 demographics
  - 2.15.2 promotions; e.g., direct marketing, personal marketing
  - 2.15.3 technology; e.g., Internet, digital camera
- 3. develop a blueprint of a salon**
  - 3.1 identify professionals available to help in the design of a salon; e.g., architects, general contractors, salon consultants
  - 3.2 create a checklist identifying the entire scope of the project; e.g., renovating or building, zoning, landscaping, cost of equipment

## **COURSE COS3000: THE SCIENCE OF COSMETOLOGY**

**Level:** Advanced

**Prerequisite:** COS1010: Personal & Professional Practices

**Description:** Students develop an understanding of the importance of knowledge of anatomy and physiology as it relates to the cosmetology and esthetology industry.

**Parameters:** Access to a professional hairstyling/esthetics facility or laboratory and/or equipment.

**Outcomes:** The student will:

- 1. explain the importance of the study of anatomy and physiology as it relates to the cosmetology and esthetology professions**
  - 1.1 define the terms:
    - 1.1.1 *anatomy*
    - 1.1.2 *physiology*
    - 1.1.3 *histology*
    - 1.1.4 *metabolism*
  - 1.2 summarize how knowledge of anatomy and physiology is important for:
    - 1.2.1 basic hair care
    - 1.2.2 basic skin care and facials
    - 1.2.3 basic manicures and pedicures
- 2. outline the relationship and function of cells, tissues and primary organs within the human body**
  - 2.1 identify the basic parts of the cell
  - 2.2 define *metabolism*
  - 2.3 identify the primary types of tissue
  - 2.4 identify the organs of the body
- 3. identify the structure and primary significance of the four major body systems that are of greatest importance to the cosmetologist and esthetician**
  - 3.1 describe the body systems that are of primary concern to the cosmetologist and esthetician, including:
    - 3.1.1 skeletal
    - 3.1.2 muscular
    - 3.1.3 circulatory
    - 3.1.4 nervous
  - 3.2 label the structures of the body systems, including:
    - 3.2.1 bones
    - 3.2.2 arteries
    - 3.2.3 veins
    - 3.2.4 nerves
    - 3.2.5 muscles

**4. demonstrate basic competencies**

4.1 demonstrate fundamental skills to:

- 4.1.1 communicate
- 4.1.2 manage information
- 4.1.3 use numbers
- 4.1.4 think and solve problems

4.2 demonstrate personal management skills to:

- 4.2.1 demonstrate positive attitudes and behaviours
- 4.2.2 be responsible
- 4.2.3 be adaptable
- 4.2.4 learn continuously
- 4.2.5 work safely

4.3 demonstrate teamwork skills to:

- 4.3.1 work with others
- 4.3.2 participate in projects and tasks

**5. create a transitional strategy to accommodate personal changes and build personal values**

- 5.1 identify short-term and long-term goals
- 5.2 identify steps to achieve goals

## **COURSE COS3010: PROFESSIONAL RELATIONSHIPS**

**Level:** Advanced

**Prerequisite:** COS1010: Personal & Professional Practices

**Description:** Students develop understanding of, and will be able to describe and demonstrate, the skills required to communicate in the cosmetology industry and demonstrate professional ethics for salon success.

**Outcomes:** The student will:

### **1. demonstrate ethical practices**

- 1.1 define the terms *professional ethics* and *personal ethics*
- 1.2 outline the rules of professional ethics and how they relate to an individual's professional success
- 1.3 list and describe ethical behaviours expected of professional cosmetologists
- 1.4 suggest possible consequences of ethical and unethical behaviours to the:
  - 1.4.1 individual cosmetologist
  - 1.4.2 business operation
  - 1.4.3 cosmetology industry
- 1.5 demonstrate professional ethics
- 1.6 demonstrate personal ethics
- 1.7 identify the correlation between professional and personal ethics

### **2. demonstrate interpersonal communication skills suited to professional cosmetologists**

- 2.1 identify and explain various elements of verbal and nonverbal communication, including:
  - 2.1.1 explaining the importance of two-way communication
  - 2.1.2 explaining the importance of understanding nonverbal communication and how it can affect the way a message is received
  - 2.1.3 describing how grammar can change the meaning of the message
  - 2.1.4 explaining how tone, inflection and rate of speech can affect the meaning of a message
- 2.2 explain why effective interpersonal communication skills are required by professional cosmetologists and:
  - 2.2.1 suggest possible consequences of not communicating effectively
  - 2.2.2 describe examples of effective and ineffective nonverbal communication
  - 2.2.3 describe examples of effective and ineffective verbal communication
- 2.3 describe interpersonal communication skills required by professional cosmetologists by:
  - 2.3.1 identifying and describing professional conversation and topics to avoid
  - 2.3.2 defining rapport and how it is used to improve relations with others

### **3. identify factors that affect the working environment**

- 3.1 list and identify the factors that influence good human relations in the workplace, including:
  - 3.1.1 attitudes
  - 3.1.2 manners
  - 3.1.3 sense of humour
  - 3.1.4 consideration
  - 3.1.5 emotional control

- 3.1.6 flexibility
- 3.1.7 courtesy
- 3.2 describe how to identify personality patterns and personality type indicators
- 4. identify and describe provincial regulations pertaining to cosmetology**
- 5. outline the need for various types of insurance and the possible consequences resulting from a lack of insurance coverage**
- 6. identify various ways of assisting the apprentice in the workplace**
  - 6.1 define *workplace coaching* and *mentoring*
  - 6.2 describe and explain the roles and purposes of the advisory network and the Provincial Apprenticeship Committee
- 7. identify the various ways to enter the different sectors of cosmetology**
  - 7.1 identify and describe the qualifications required to enter the various sectors
  - 7.2 identify and explain the regulations pertaining to the various sectors
- 8. demonstrate basic competencies**
  - 8.1 demonstrate fundamental skills to:
    - 8.1.1 communicate
    - 8.1.2 manage information
    - 8.1.3 use numbers
    - 8.1.4 think and solve problems
  - 8.2 demonstrate personal management skills to:
    - 8.2.1 demonstrate positive attitudes and behaviours
    - 8.2.2 be responsible
    - 8.2.3 be adaptable
    - 8.2.4 learn continuously
    - 8.2.5 work safely
  - 8.3 demonstrate teamwork skills to:
    - 8.3.1 work with others
    - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
  - 9.1 identify short-term and long-term goals
  - 9.2 identify steps to achieve goals

## **COURSE FOD2130: VEGETARIAN CUISINE**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn to create healthy, wholesome vegetarian diets by preparing suitable foods in a variety of ways.

**Parameters:** Access to a personal or commercial food preparation facility.

**Outcomes:** The student will:

### **1. describe the rationales for various vegetarian eating patterns**

- 1.1 differentiate among vegetarian eating patterns, including:
  - 1.1.1 vegan
  - 1.1.2 ovo
  - 1.1.3 lacto
  - 1.1.4 ovo/lacto
  - 1.1.5 incorporation of vegetarian foods within conventional eating patterns
- 1.2 compare factors that motivate individuals and groups to follow vegetarian eating patterns, including:
  - 1.2.1 traditional dietary patterns
  - 1.2.2 religion
  - 1.2.3 ethical/moral considerations
  - 1.2.4 health concerns
  - 1.2.5 economic
- 1.3 assess barriers to wholesome vegetarian eating patterns, considering:
  - 1.3.1 reliability of nutrition information
  - 1.3.2 palatability
  - 1.3.3 conventional attitudes toward eating patterns
  - 1.3.4 time required for preparation of some pulses

### **2. identify the critical nutritional elements of wholesome vegetarian eating**

- 2.1 describe the provision of adequate proteins, considering various factors including:
  - 2.1.1 essential amino acids
  - 2.1.2 nonessential amino acids
  - 2.1.3 protein complementarity
  - 2.1.4 biological value of protein foods
- 2.2 describe the provision of the following nutrients in adequate amounts through vegetarian eating patterns:
  - 2.2.1 vitamin B12
  - 2.2.2 iron
  - 2.2.3 calcium
  - 2.2.4 calories
- 2.3 assess the nutritional advantages of vegetarian eating patterns, considering:
  - 2.3.1 fat content
  - 2.3.2 fibre content

- 2.4 analyze pulses and tofu as vegetarian food choices, considering:
  - 2.4.1 nutritional value
  - 2.4.2 palatability
  - 2.4.3 availability
  - 2.4.4 cultural significance
  - 2.4.5 cost
- 2.5 list and evaluate meat substitutes, considering:
  - 2.5.1 availability
  - 2.5.2 nutrition labelling and information
  - 2.5.3 palatability
  - 2.5.4 cost
  - 2.5.5 convenience
  - 2.5.6 need for and role of additives
  - 2.5.7 adaptability to conventional meal patterns
- 2.6 assess alternatives for following a vegetarian food pattern when eating out, considering:
  - 2.6.1 diversity of choice
  - 2.6.2 palatability
  - 2.6.3 reliability of nutrition information
  - 2.6.4 cost
- 2.7 identify strategies for increasing the acceptability of vegetarian foods, considering:
  - 2.7.1 familiarity of foods and dishes
  - 2.7.2 personal biases about foods
  - 2.7.3 conventional notions about meal planning
  - 2.7.4 sensory appeal foods
- 2.8 describe and adapt meal plans to incorporate vegetarian protein sources by developing and analyzing meal plans for ovo/lacto or vegan vegetarians for at least three days
- 3. demonstrate knowledge and skills in the selecting, preparing and evaluating of foods within the context of vegetarian meal planning**
  - 3.1 plan and prepare a minimum of five vegetarian dishes, including:
    - 3.1.1 dishes containing tofu or soy; e.g., drinks, stir-fry, casseroles
    - 3.1.2 dishes containing pulses; e.g., main courses, soups, salads, dips
    - 3.1.3 dishes appropriate for ovo/lacto eating patterns; e.g., quiche, soufflé, omelet
    - 3.1.4 foods that demonstrate protein complementarity; e.g., nut/bean, grain/bean
    - 3.1.5 “portable” foods appropriate for vegetarian eating patterns; e.g., sandwich fillings, dips
  - 3.2 evaluate one vegetarian dish according to one or more of the following:
    - 3.2.1 nutrition
    - 3.2.2 preparation time
    - 3.2.3 cost
    - 3.2.4 quality standards
- 4. identify and demonstrate safe and sanitary practices**
  - 4.1 maintain a clean, sanitary, safe work area
  - 4.2 apply universal precautions related to:
    - 4.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
    - 4.2.2 hand-washing techniques
    - 4.2.3 infectious diseases
    - 4.2.4 blood-borne pathogens
    - 4.2.5 bacteria, viruses, molds
    - 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 4.3

## **COURSE FOD2190: GRAINS, LEGUMES, PULSES, NUTS & SEEDS**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn about the wide range of grains, legumes, pulses, nuts and seeds available, and how to retain the nutritional value and quality through a variety of preparation and presentation methods.

**Parameters:** Access to personal or commercial food preparation facility.

**Outcomes:** The student will:

### **1. identify the variety of grains, grain products, legumes, pulses, nuts and seeds available**

- 1.1 define the term grain
- 1.2 define the term legumes and pulses
- 1.3 identify how various cultures utilize grains, grain products, legumes, pulses, nuts and seeds in their diets
- 1.4 describe the market forms of grains, grain products, legumes, pulses, nuts and seeds, considering:
  - 1.4.1 ancient grains; e.g., spelt, quinoa, kamut
  - 1.4.2 ethnicity
  - 1.4.3 types/production; e.g., wheat, oats, converted rice, dry and canned beans, peas, chickpeas, lentils
  - 1.4.4 products/ingredients; e.g., pasta, risotto, bulgar, quick cooking
  - 1.4.5 preparation time
  - 1.4.6 cost

### **2. define the care, handling and safe storage of grains, grain products, legumes, pulses, nuts and seeds**

- 2.1 define shelf life
- 2.2 identify the characteristics of grain products, legumes, pulses, nuts and seeds that have a short shelf life
- 2.3 identify consumer skills to follow when purchasing grain products, legumes, pulses, nuts and seeds; e.g., legumes should be of uniform size in package to avoid uneven cooking, nuts and seeds that are cracked or broken may contain harmful pathogens in the edible parts
- 2.4 identify and resolve safety concerns of both food and equipment during the following phases:
  - 2.4.1 production phase
  - 2.4.2 in the marketplace
  - 2.4.3 in the home

### **3. identify the nutritional value of grains, grain products, legumes, pulses, nuts and seeds**

- 3.1 identify the components of a grain, legume, pulse, nut and seed
- 3.2 appraise the nutritional value of grains, legumes, pulses, nuts and seeds in terms of:
  - 3.2.1 complex carbohydrates
  - 3.2.2 vitamins and minerals
  - 3.2.3 fibre
  - 3.2.4 fat
  - 3.2.5 caloric value

- 4. determine methods and effects of cooking on grains, grain products, legumes, pulses, nuts and seeds**
  - 4.1 identify various methods used in cooking grain products; e.g., boiling, steaming, braising
  - 4.2 identify appropriate methods to optimize cooking of fresh or dry pasta
  - 4.3 identify the various steps needed in the preparation of dry pulses
  - 4.4 identify a variety of cooking methods that can be used for nuts and seeds; e.g., fire-toasting, oven-roasting
  - 4.5 describe the changes that occur in grain products when they are cooked
- 5. demonstrate knowledge and skills in the planning, preparing and evaluating of grains, grain products, legumes, pulses, nuts and seeds**
  - 5.1 prepare, evaluate and present a minimum of five recipes, including:
    - 5.1.1 one grain dish
    - 5.1.2 one pasta dish
    - 5.1.3 one cooked cereal/dish
    - 5.1.4 one cooked legume or pulse dish
    - 5.1.5 one flour or flour alternative recipe
    - 5.1.6 one ethnic or special dietary restricted dish
  - 5.2 demonstrate increased multicultural awareness through the preparation and serving of a variety of products
  - 5.3 demonstrate an increased awareness of food sensitivities/allergies and appropriate food preparation related to grains, grain products, legumes, pulses, nuts and seeds
- 6. identify and demonstrate safe and sanitary practices**
  - 6.1 maintain a clean, sanitary, safe work area
  - 6.2 apply universal precautions related to:
    - 6.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
    - 6.2.2 hand-washing techniques
    - 6.2.3 infectious diseases
    - 6.2.4 blood-borne pathogens
    - 6.2.5 bacteria, viruses, molds
    - 6.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 6.3 use all materials, products and implements appropriately
  - 6.4 clean, sanitize and store materials, products and implements correctly
  - 6.5 dispose of waste materials in an environmentally safe manner
- 7. demonstrate basic competencies**
  - 7.1 demonstrate fundamental skills to:
    - 7.1.1 communicate
    - 7.1.2 manage information
    - 7.1.3 use numbers
    - 7.1.4 think and solve problems
  - 7.2 demonstrate personal management skills to:
    - 7.2.1 demonstrate positive attitudes and behaviours
    - 7.2.2 be responsible
    - 7.2.3 be adaptable
    - 7.2.4 learn continuously
    - 7.2.5 work safely
  - 7.3 demonstrate teamwork skills to:
    - 7.3.1 work with others
    - 7.3.2 participate in projects and tasks
- 8. identify possible life roles related to the skills and content of this cluster**
  - 8.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 8.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD3090: BUTCHER SHOP**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics **or**  
CKA3400: Kitchen Orientation

**Description:** Students develop knowledge and skills related to meat cutting.

**Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journeyperson certification in the Cook trade.

**Outcomes:** The student will:

- 1. identify the processing and handling practices in the transformation of the carcass into cuts**
  - 1.1 describe the breakdown of various carcasses into wholesale, primal and retail cuts; e.g., beef, pork, lamb, veal, game
  - 1.2 identify the retail cuts of various carcasses
  - 1.3 describe criteria for assessing meat quality in order to satisfy consumer demands, including:
    - 1.3.1 inspection and grading process
    - 1.3.2 methods to enhance tenderness and palatability of meats prior to cooking
  - 1.4 demonstrate proficiency in meat cutting skills and techniques in the breakdown of primal cuts into retail cuts by:
    - 1.4.1 identifying bones, meat/muscle seams and seam structure
    - 1.4.2 knife-cutting through muscle seams and bone structure joints
    - 1.4.3 producing saleable retail cuts from block-ready wholesale cuts
    - 1.4.4 employing current meat nomenclature
- 2. demonstrate proficient and safe operation of power and hand tools used by the butcher**
  - 2.1 explain the need to protect the health of the consumer and maintain the merchandising appeal of meats through:
    - 2.1.1 prevention of food-borne illnesses
    - 2.1.2 observing and practising safe and hygienic handling skills
    - 2.1.3 employing appropriate storage methods and times for varying cuts
  - 2.2 practise appropriate safety while cleaning and sanitizing
- 3. demonstrate skills in the preparation of meats for cooking**
  - 3.1 identify quality factors and purchasing standards for meats and/or variety meats
  - 3.2 demonstrate proficiency in meat cutting skills and techniques, including:
    - 3.2.1 boning and trimming for retail cuts
    - 3.2.2 tying roasts
    - 3.2.3 cubing, slicing, grinding, tenderizing
  - 3.3 demonstrate safe handling and storage procedures for meats and/or variety meats
- 4. apply skills and techniques for professionalism in the industry**
  - 4.1 prepare a minimum of three recipes
  - 4.2 participate in all kitchen brigade activities
  - 4.3 use appropriate resources to:
    - 4.3.1 adhere to a detailed time line
    - 4.3.2 plan effectively
    - 4.3.3 prioritize tasks
    - 4.3.4 manage facilities, equipment and supplies

- 4.4 demonstrate the use of food preparation techniques, including:
  - 4.4.1 safety and sanitation
  - 4.4.2 measurement
  - 4.4.3 recipe terminology/modification
  - 4.4.4 use of available kitchen equipment
- 4.5 explain and demonstrate the ability to use the:
  - 4.5.1 metric system
  - 4.5.2 imperial system

**5. demonstrate basic competencies**

- 5.1 demonstrate fundamental skills to:
  - 5.1.1 communicate
  - 5.1.2 manage information
  - 5.1.3 use numbers
  - 5.1.4 think and solve problems
- 5.2 demonstrate personal management skills to:
  - 5.2.1 demonstrate positive attitudes and behaviours
  - 5.2.2 be responsible
  - 5.2.3 be adaptable
  - 5.2.4 learn continuously
  - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
  - 5.3.1 work with others
  - 5.3.2 participate in projects and tasks

**6. create a transitional strategy to accommodate personal changes and build personal values**

- 6.1 identify short-term and long-term goals
- 6.2 identify steps to achieve goals

## **COURSE CKA3450: BAKESHOP**

**Level:** First Period Apprenticeship

**Prerequisite:** CKA3410: Culinary Fundamentals

**Description:** Students develop a basic understanding of basic baking, ingredients, recipes and equipment by creating muffins, biscuits, loaves and cookies.

**Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journeyman certification in the Cook trade.

**Outcomes:** The student will:

### **1. identify ingredients and apply baking principles**

1.1 identify ingredients use in a bakeshop, including:

- 1.1.1 flours
- 1.1.2 sugars and sweeteners
- 1.1.3 starches
- 1.1.4 fat, shortenings and oil
- 1.1.5 dairy products
- 1.1.6 eggs
- 1.1.7 flavourings
- 1.1.8 leavening agents

1.2 identify and apply baking formulas (e.g., baker's percentages) to the following:

- 1.2.1 recipe conversions
- 1.2.2 scaling and measuring
- 1.2.3 mixing methods

### **2. demonstrate correct preparation methods in the production of a variety of baked products**

2.1 examine quick breads, categorizing them by their characteristics and preparation techniques, including:

- 2.1.1 muffin method
- 2.1.2 biscuit method
- 2.1.3 creaming method

2.2 demonstrate skills and techniques in the completion of baked products, including:

- 2.2.1 appropriate pan preparation
- 2.2.2 baking and determining doneness
- 2.2.3 altering and varying basic formulas according to instructions

2.3 prepare and evaluate a variety of quick breads, including:

- 2.3.1 muffins
- 2.3.2 biscuits
- 2.3.3 loaves

2.4 differentiate among the main types of cookies

2.5 prepare a variety of cookies; e.g., dropped, rolled, piped, refrigerated (ice box) wafer, bars/squares

2.6 identify quality standards

2.7 compensate for failures and defects

- 3. demonstrate basic decorating techniques**
  - 3.1 identify and prepare basic icings
  - 3.2 demonstrate piping techniques (borders)
- 4. prepare a variety of pies and fillings**
  - 4.1 prepare basic pie dough; e.g., flaky/mealy
  - 4.2 prepare crust; e.g., single, double, crumb
  - 4.3 prepare fillings; e.g., chiffon, cream, custard, fruit
- 5. explain and evaluate the value and quality of labour-saving products in the following forms:**
  - ready to use; e.g., pie fillings
  - ready to use; e.g., produce
  - ready to use; e.g., pastries
  - ready to use; e.g., salad dressings
- 6. apply skills and techniques for professionalism in the industry**
  - 6.1 prepare a minimum of three recipes
  - 6.2 participate in all kitchen brigade activities
  - 6.3 use appropriate resources to:
    - 6.3.1 adhere to a detailed time line
    - 6.3.2 plan effectively
    - 6.3.3 prioritize tasks
    - 6.3.4 manage facilities, equipment and supplies
  - 6.4 demonstrate the use of food preparation techniques, including:
    - 6.4.1 safety and sanitation
    - 6.4.2 measurement
    - 6.4.3 recipe terminology/modification
    - 6.4.4 use of available kitchen equipment
  - 6.5 explain and demonstrate the ability to use the:
    - 6.5.1 metric system
    - 6.5.2 imperial system
- 7. demonstrate basic competencies**
  - 7.1 demonstrate fundamental skills to:
    - 7.1.1 communicate
    - 7.1.2 manage information
    - 7.1.3 use numbers
    - 7.1.4 think and solve problems
  - 7.2 demonstrate personal management skills to:
    - 7.2.1 demonstrate positive attitudes and behaviours
    - 7.2.2 be responsible
    - 7.2.3 be adaptable
    - 7.2.4 learn continuously
    - 7.2.5 work safely
  - 7.3 demonstrate teamwork skills to:
    - 7.3.1 work with others
    - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
  - 8.1 identify short-term and long-term goals
  - 8.2 identify steps to achieve goals

## **COURSE CKA3465: BAKESHOP – FOOD SERVICE**

**Level:** First Period Apprenticeship

**Prerequisite:** CKA3450: Bakeshop

**Description:** Students continue to develop and refine those competencies developed in the food service industry related to the preparation of a variety of baked goods with the appropriate use of resources and food preparation techniques.

**Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journeyman certification in the Cook trade.

**Outcomes:** The student will:

### **1. apply basic employability skills in food service**

- 1.1 demonstrate basic employability skills in food service; e.g., mathematics, writing, reading, speaking, listening, thinking
- 1.2 perform assigned tasks and responsibilities efficiently and effectively

### **2. analyze personal performance in relation to established standards**

- 2.1 identify regulations and regulatory bodies related to the credential
- 2.2 adhere to workplace policies and procedures related to health and safety
- 2.3 demonstrate standards of performance in terms of:
  - 2.3.1 quality of work
  - 2.3.2 quantity of work
- 2.4 analyze the work environment in terms of:
  - 2.4.1 location
  - 2.4.2 floor plan of work area
  - 2.4.3 analysis of work-flow patterns
  - 2.4.4 safety

### **3. demonstrate a positive work ethic**

- 3.1 list attitudes (standards of professionalism) that emphasize work ethic; e.g., positive attitude, staying power, teamwork, eagerness to learn, dedication to quality, skill
- 3.2 relate personal roles and responsibilities, considering:
  - 3.2.1 key responsibilities
  - 3.2.2 support functions/responsibilities
  - 3.2.3 code of ethics
- 3.3 describe personal work responsibilities and categorize them as:
  - 3.3.1 routine tasks (daily, weekly, monthly, yearly)
  - 3.3.2 nonroutine tasks (emergencies, etc.)
  - 3.3.3 tasks requiring personal judgement
  - 3.3.4 tasks requiring approval of supervisor
- 3.4 demonstrate the use of food preparation techniques, including:
  - 3.4.1 safety and sanitation
  - 3.4.2 measurement techniques
  - 3.4.3 recipe terminology/modification
  - 3.4.4 use of available kitchen equipment

- 4. practise leadership skills and professionalism in food service**
  - 4.1 participate in all kitchen brigade activities
  - 4.2 prioritize ways to use:
    - 4.2.1 resources
    - 4.2.2 information
    - 4.2.3 technology
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
  - 6.1 identify short-term and long-term goals
  - 6.2 identify steps to achieve goals

## **COURSE CKA3480: SAUCIER 1**

**Level:** First Period Apprenticeship

**Prerequisite:** CKA3410: Culinary Fundamentals

**Description:** Students develop knowledge and skills related to working with stocks and various thickening agents in the preparation of soups.

**Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journey person certification in the Cook trade.

**Outcomes:** The student will:

- 1. identify the ingredients used in the preparation of white and brown stocks**
  - 1.1 describe stock, including:
    - 1.1.1 basic stock ingredients
    - 1.1.2 preparations of stocks
    - 1.1.3 importance of stock in the preparation of soups and sauces
- 2. describe the key thickening and flavouring agents in the production of sauces and soups**
  - 2.1 define the function of sauces
  - 2.2 identify the key thickening agents used in the creation of sauces, including:
    - 2.2.1 roux
    - 2.2.2 beurre manié
    - 2.2.3 whitewash
    - 2.2.4 cornstarch
    - 2.2.5 slurry
    - 2.2.6 liaison
    - 2.2.7 ready to use/instant
  - 2.3 identify flavour builders for stocks, sauces and soups, including:
    - 2.3.1 mirepoix, matignon
    - 2.3.2 bouquet garni
    - 2.3.3 sachet bag containing herbs/spices
    - 2.3.4 studded onion
    - 2.3.5 onion brûlée
  - 2.4 identify binding agents, including:
    - 2.4.1 bread
    - 2.4.2 eggs
- 3. demonstrate correct techniques in the preparing and safe handling of stocks, sauces and soups**
  - 3.1 describe, prepare and evaluate basic stocks, including:
    - 3.1.1 white stock
    - 3.1.2 brown stock
    - 3.1.3 fish stock
    - 3.1.4 vegetable stock

- 3.2 describe, prepare, present and evaluate clear soups, including broth/bouillon and vegetable
- 3.3 explain and evaluate the value and quality of labour-saving products; e.g., ready to heat soups, sauces
- 3.4 demonstrate appropriate finishing and garnishing techniques
- 3.5 identify cooling, venting, handling and storage of stocks, soups and sauces
- 4. apply skills and techniques for professionalism in the industry**
  - 4.1 prepare a minimum of three recipes
  - 4.2 participate in all kitchen brigade activities
  - 4.3 use appropriate resources to:
    - 4.3.1 adhere to a detailed time line
    - 4.3.2 plan effectively
    - 4.3.3 prioritize tasks
    - 4.3.4 manage facilities, equipment and supplies
  - 4.4 demonstrate the use of food preparation techniques, including:
    - 4.4.1 safety and sanitation
    - 4.4.2 measurement
    - 4.4.3 recipe terminology/modification
    - 4.4.4 use of available kitchen equipment
  - 4.5 explain and demonstrate the ability to use the:
    - 4.5.1 metric system
    - 4.5.2 imperial system
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
  - 6.1 identify short-term and long-term goals
  - 6.2 identify steps to achieve goals

## **COURSE CKA3490: SAUCIER 2**

**Level:** First Period Apprenticeship

**Prerequisite:** CKA3480: Saucier 1

**Description:** Students enhance their knowledge and skills related to the techniques and ingredients used in the preparation of traditional sauces and soups.

**Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journeyman certification in the Cook trade.

**Outcomes:** The student will:

- 1. identify the ingredients used for the production of a complete repertoire of foundation sauces, their derivatives (small sauces) and soups**
  - 1.1 describe the role of sauces in classic cuisine
  - 1.2 explain the structure of sauces and demonstrate increased understanding of thickening agents
  - 1.3 identify ingredients used in a cross section of basic sauces and derivatives, including:
    - 1.3.1 velouté-derivative; e.g., mushroom sauce
    - 1.3.2 béchamel-derivative; e.g., Mornay sauce
    - 1.3.3 tomato-derivative; e.g., Spanish
    - 1.3.4 espagnole-derivative; e.g., brown sauce or demi-glace
    - 1.3.5 hollandaise-derivative; e.g., béarnaise
- 2. prepare, present and evaluate a repertoire of foundation sauces, their derivatives and soups**
  - 2.1 identify standards of quality for sauces and soups
  - 2.2 identify production techniques for a cross section of basic sauces and derivatives, including:
    - 2.2.1 velouté-derivative; e.g., mushroom sauce
    - 2.2.2 béchamel-derivative; e.g., Mornay sauce
    - 2.2.3 tomato-derivative; e.g., Spanish
    - 2.2.4 espagnole-derivative; e.g., demi-glace
    - 2.2.5 hollandaise-derivative; e.g., béarnaise
  - 2.3 display creativity and flair in the presentation of sauces and soups with appropriate foods, accompaniments and garnishes
- 3. prepare, present and evaluate gravy, au jus and jus lié**
- 4. apply skills and techniques for professionalism in the industry**
  - 4.1 prepare a minimum of three recipes
  - 4.2 participate in all kitchen brigade activities
  - 4.3 use appropriate resources to:
    - 4.3.1 adhere to a detailed time line
    - 4.3.2 plan effectively
    - 4.3.3 prioritize tasks
    - 4.3.4 manage facilities, equipment and supplies
  - 4.4 demonstrate the use of food preparation techniques, including:
    - 4.4.1 safety and sanitation
    - 4.4.2 measurement
    - 4.4.3 recipe terminology/modification
    - 4.4.4 use of available kitchen equipment

- 4.5 explain and demonstrate the ability to use the:
  - 4.5.1 metric system
  - 4.5.2 imperial system
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
  - 6.1 identify short-term and long-term goals
  - 6.2 identify steps to achieve goals

## **COURSE CKA3500: MEAT COOKERY**

**Level:** First Period Apprenticeship

**Prerequisite:** CKA3410: Culinary Fundamentals

**Description:** Students develop knowledge and skills related to the purchasing, grading, handling, storage and preparation of meat and meat products.

**Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journeyman certification in the Cook trade.

**Outcomes:** The student will:

- 1. describe market forms of meat, such as beef, lamb, pork, veal, game**
  - 1.1 describe and prepare the key divisions (wholesale cuts) and the fabricated cuts of the carcass
  - 1.2 identify the degree of tenderness of each cut
- 2. identify grading, quality factors and purchasing factors for meat**
  - 2.1 identify the importance for the inspection and grading of meat
  - 2.2 describe factors that affect the tenderness of meat
- 3. recognize the nutritional components of meat**
  - 3.1 describe the nutritional importance of meat, including consideration of the following:
    - 3.1.1 complete protein
    - 3.1.2 varying levels and types of fat
    - 3.1.3 iron
  - 3.2 describe current health concerns about meat
- 4. identify and describe the effect of heat on liquids, proteins and fats in meat**
  - 4.1 categorize and describe the various types of dry-heat and moist-heat cooking used with meat, focusing on:
    - 4.1.1 preserving tenderness in tender cuts
    - 4.1.2 developing tenderness in less tender cuts
    - 4.1.3 maximizing yields
    - 4.1.4 determining portion sizes
    - 4.1.5 achieving optimum flavour and palatability
    - 4.1.6 identifying and achieving correct doneness according to internal temperature
  - 4.2 describe roasting, in the preparation and evaluation of meats, emphasizing:
    - 4.2.1 criteria for evaluating quality and determining suitability of meats for roasting
    - 4.2.2 methods for enhancing flavour and palatability
    - 4.2.3 oven and temperature choice
    - 4.2.4 carry-over cooking and how to determine doneness and satisfy a variety of tastes
  - 4.3 describe broiling and pan-broiling, focusing on:
    - 4.3.1 suitability of meats for broiling and/or pan-broiling
    - 4.3.2 achieving and determining correct doneness in varied thicknesses of meats
    - 4.3.3 seasoning
  - 4.4 explain and evaluate the value and quality of labour-saving products; e.g., par-baked products, portion meats, fish, poultry

- 5. demonstrate and resolve safety concerns, related to both food and equipment, significant to basic meat cookery**
  - 5.1 identify and demonstrate appropriate personal hygiene in the preparation of meat products
  - 5.2 identify and demonstrate appropriate meat handling and preparation
  - 5.3 identify and demonstrate appropriate meat storage; e.g., refrigeration, freezing, packaging
  - 5.4 demonstrate methods for cleaning and sanitizing all equipment used in the preparation of meat
  - 5.5 relate the perishable nature of meat and the prevention of food-borne illnesses; e.g., cross-contamination
- 6. demonstrate appropriate cooking methods, and holding and serving techniques**
  - 6.1 prepare a variety of meats using the following methods:
    - 6.1.1 dry heat, including roasting/baking, broiling, grilling, pan-broiling, sautéing, pan-frying and griddling
    - 6.1.2 moist heat, including poaching, simmering, broiling, steaming and stewing
  - 6.2 select and use appropriate seasonings, flavourings and marinades
  - 6.3 identify the effects of heat and cold on seasonings, flavourings and marinades
  - 6.4 assess the effect of sweet, sour, bitter and salty on taste
  - 6.5 explain and demonstrate appropriate holding and serving techniques of meats and/or variety meats, including:
    - 6.5.1 holding and resting
    - 6.5.2 testing and doneness
    - 6.5.3 carving and slicing
    - 6.5.4 presentation
- 7. apply skills and techniques for professionalism in the industry**
  - 7.1 prepare a minimum of three recipes
  - 7.2 participate in all kitchen brigade activities
  - 7.3 use appropriate resources to:
    - 7.3.1 adhere to a detailed time line
    - 7.3.2 plan effectively
    - 7.3.3 prioritize tasks
    - 7.3.4 manage facilities, equipment and supplies
  - 7.4 demonstrate the use of food preparation techniques, including:
    - 7.4.1 safety and sanitation
    - 7.4.2 measurement
    - 7.4.3 recipe terminology/modification
    - 7.4.4 use of available kitchen equipment
  - 7.5 explain and demonstrate the ability to use the:
    - 7.5.1 metric system
    - 7.5.2 imperial system
- 8. demonstrate basic competencies**
  - 8.1 demonstrate fundamental skills to:
    - 8.1.1 communicate
    - 8.1.2 manage information
    - 8.1.3 use numbers
    - 8.1.4 think and solve problems
  - 8.2 demonstrate personal management skills to:
    - 8.2.1 demonstrate positive attitudes and behaviours
    - 8.2.2 be responsible
    - 8.2.3 be adaptable
    - 8.2.4 learn continuously
    - 8.2.5 work safely

## **COURSE CKA3515: MEAT COOKERY – FOOD SERVICE**

**Level:** First Period Apprenticeship

**Prerequisite:** CKA3500: Meat Cookery

**Description:** Students continue to develop and refine those competencies developed in the food service industry related to the preparation of purchasing, grading, handling, storage and preparation of meat and meat products with the appropriate use of resources and food preparation techniques.

**Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journeyman certification in the Cook trade.

**Outcomes:** The student will:

### **1. apply basic employability skills in food service**

- 1.1 demonstrate basic employability skills in food service; e.g., mathematics, writing, reading, speaking, listening, thinking
- 1.2 perform assigned tasks and responsibilities efficiently and effectively

### **2. analyze personal performance in relation to established standards**

- 2.1 identify regulations and regulatory bodies related to the credential
- 2.2 adhere to workplace policies and procedures related to health and safety
- 2.3 demonstrate standards of performance in terms of:
  - 2.3.1 quality of work
  - 2.3.2 quantity of work
- 2.4 analyze the work environment in terms of:
  - 2.4.1 location
  - 2.4.2 floor plan of work area
  - 2.4.3 analysis of work-flow patterns
  - 2.4.4 safety

### **3. demonstrate a positive work ethic**

- 3.1 list attitudes (standards of professionalism) that emphasize work ethic; e.g., positive attitude, staying power, teamwork, eagerness to learn, dedication to quality, skill
- 3.2 relate personal roles and responsibilities, considering:
  - 3.2.1 key responsibilities
  - 3.2.2 support functions/responsibilities
  - 3.2.3 code of ethics
- 3.3 describe personal work responsibilities and categorize them as:
  - 3.3.1 routine tasks (daily, weekly, monthly, yearly)
  - 3.3.2 nonroutine tasks (emergencies, etc.)
  - 3.3.3 tasks requiring personal judgement
  - 3.3.4 tasks requiring approval of supervisor
- 3.4 demonstrate the use of food preparation techniques, including:
  - 3.4.1 safety and sanitation
  - 3.4.2 measurement techniques
  - 3.4.3 recipe terminology/modification
  - 3.4.4 use of available kitchen equipment

- 4. practise leadership skills and professionalism in food service**
  - 4.1 participate in all kitchen brigade activities
  - 4.2 prioritize ways to use:
    - 4.2.1 resources
    - 4.2.2 information
    - 4.2.3 technology
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
  - 6.1 identify short-term and long-term goals
  - 6.2 identify steps to achieve goals

## **COURSE CKA3520: POULTRY, FISH & SEAFOOD**

**Level:** First Period Apprenticeship

**Prerequisite:** CKA3410: Culinary Fundamentals

**Description:** Students develop knowledge and skills related to the selection, handling and preparation of poultry, fish and seafood.

**Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journeyman certification in the Cook trade.

**Outcomes:** The student will:

- 1. describe market forms of poultry, fish and seafood**
  - 1.1 describe the many domestic and game birds available as inspected and graded products in Alberta
  - 1.2 categorize fish and seafood, considering:
    - 1.2.1 important commercial varieties
    - 1.2.2 basic market forms
- 2. identify grading, quality factors and purchasing factors for poultry, fish and seafood**
  - 2.1 compare various poultry and seafood products available, considering:
    - 2.1.1 composition and structure
    - 2.1.2 range of convenience products
    - 2.1.3 grading
  - 2.2 identify criteria for distinguishing fish and seafood quality and freshness
- 3. describe the nutritional value of poultry, fish and seafood**
  - 3.1 describe the nutritional importance of poultry, fish and seafood, including consideration of the following:
    - 3.1.1 complete protein
    - 3.1.2 varying levels and types of fat
  - 3.2 identify the effect of various preparation methods on nutritional value
- 4. demonstrate a variety of skills and preparatory techniques related to the cooking of poultry and seafood**
  - 4.1 demonstrate appropriate techniques for cutting poultry
  - 4.2 demonstrate basic cutting techniques for fish and seafood
  - 4.3 demonstrate the use of both flat and round fish in the production of ready-to-cook fish products
- 5. identify and resolve safety concerns, related to both food and equipment, significant to poultry, fish and seafood**
  - 5.1 identify and demonstrate appropriate personal hygiene in the preparation of poultry, fish and seafood
  - 5.2 identify and demonstrate appropriate poultry, fish and seafood handling and preparation
  - 5.3 identify and demonstrate appropriate poultry, fish and seafood storage; e.g., safeguarding against odour, refrigeration, freezing, packaging
  - 5.4 demonstrate methods for cleaning and sanitizing all equipment used in the preparation of poultry, fish and seafood
  - 5.5 relate the perishable nature of poultry, fish and seafood and the prevention of food-borne illnesses; e.g., cross-contamination

**6. demonstrate appropriate cooking methods, and holding and serving techniques for poultry and seafood**

- 6.1 demonstrate a repertoire of moist and dry heat cooking methods, highlighting:
  - 6.1.1 methods well suited to poultry; e.g., roasting, stewing
  - 6.1.2 popular preferences; e.g., frying, deep-frying
  - 6.1.3 methods well suited to seafood; e.g., frying, baking, deep-frying
- 6.2 compare the effect of moist and dry heat cooking methods on various forms of:
  - 6.2.1 poultry
  - 6.2.2 seafood
- 6.3 select and use seasonings, flavourings and marinades
- 6.4 identify the effects of heat and cold on seasonings, flavourings and marinades
- 6.5 assess the effect of sweet, sour, bitter and salty on taste
- 6.6 demonstrate appropriate holding and serving techniques for poultry, including:
  - 6.6.1 holding and resting
  - 6.6.2 testing and doneness; e.g., physical characteristics, temperature, taste, firmness
  - 6.6.3 carving and slicing
  - 6.6.4 presentation
- 6.7 demonstrate appropriate holding and serving techniques for seafood, including:
  - 6.7.1 testing and doneness
  - 6.7.2 presentation
  - 6.7.3 accompaniments and garnishes

**7. apply skills and techniques for professionalism in the industry**

- 7.1 participate in all kitchen brigade activities
- 7.2 use appropriate resources to:
  - 7.2.1 adhere to a detailed time line
  - 7.2.2 plan effectively
  - 7.2.3 prioritize tasks
  - 7.2.4 manage facilities, equipment and supplies
- 7.3 demonstrate the use of food preparation techniques, including:
  - 7.3.1 safety and sanitation
  - 7.3.2 measurement
  - 7.3.3 recipe terminology/modification
  - 7.3.4 use of available kitchen equipment
- 7.4 explain and demonstrate the ability to use the:
  - 7.4.1 metric system
  - 7.4.2 imperial system

**8. demonstrate basic competencies**

- 8.1 demonstrate fundamental skills to:
  - 8.1.1 communicate
  - 8.1.2 manage information
  - 8.1.3 use numbers
  - 8.1.4 think and solve problems

# CAREER TRANSITIONS (CTR)

CTR courses focus on career development to support transitions from secondary school to further learning or the workplace. CTR courses support integration across curricular areas and help students recognize the relevance, transferability and applicability of competencies they have developed in other courses and through life experience.

## Courses in CTR

- CTR1010: Job Preparation
- CTR2010: Job Maintenance
- CTR2310: Career Directions—Expansion
- CTR3010: Preparing for Change
- CTR3310: Career Directions—Transitions

