

## COURSE FOD1010: FOOD BASICS

**Level:** Introductory

**Prerequisite:** None

**Description:** Students learn safe and sanitary food handling procedures, equipment care, comprehension of recipes and the importance of efficient work habits.

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

**Outcomes:** The student will:

### 1. describe and demonstrate factors relating to safety and sanitation

- 1.1 identify the need for personal hygiene
- 1.2 demonstrate appropriate hand-washing techniques
- 1.3 demonstrate proper sanitization of equipment and workspace
- 1.4 demonstrate ability to leave food preparation area in an appropriate fashion
- 1.5 practise appropriate workspace safety focusing on:
  - 1.5.1 prevention of accidents; e.g., back safety, slip and trip hazards, burns, cuts
  - 1.5.2 injury treatment
  - 1.5.3 blood-borne pathogens; e.g., minor cuts, blood spills
- 1.6 select and safely use available tools and equipment when:
  - 1.6.1 measuring
  - 1.6.2 preparing
  - 1.6.3 mixing
  - 1.6.4 cooking
  - 1.6.5 serving

### 2. research common methods of hazard assessment and control

- 2.1 describe the three key elements of WHMIS
- 2.2 identify WHMIS hazard symbols
- 2.3 interpret the Material Safety Data Sheet (MSDS)
- 2.4 describe the location or placement of a chemical storage area and the proper storage of chemicals
- 2.5 apply the requirements of WHMIS to a food preparation area by:
  - 2.5.1 describing environmental protections and material handling used in food preparation
  - 2.5.2 describing personal protective equipment (PPE) and practices used in food preparation

### 3. demonstrate food choices in relation to *Eating Well with Canada's Food Guide*

- 3.1 analyze one food choice in relation to *Eating Well with Canada's Food Guide*
- 3.2 identify sources and functions of the following leader nutrients:
  - 3.2.1 water
  - 3.2.2 macronutrients
  - 3.2.3 micronutrients

### 4. demonstrate knowledge and skills in the planning, preparing and evaluating of basic food recipes

- 4.1 use accepted recipe language
- 4.2 prepare a minimum of five recipes that emphasize:
  - 4.2.1 cooperative teamwork
  - 4.2.2 safety and sanitation

- 4.2.3 measurement techniques
- 4.2.4 recipe terminology/modifications
- 4.2.5 use of available kitchen equipment
- 4.3 complete a nutritional analysis of one prepared recipe
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 6.2 create a connection between a personal inventory and occupational choices

## COURSE FOD1020: CONTEMPORARY BAKING

**Level:** Introductory

**Prerequisite:** FOD1010: Food Basics

**Description:** Students develop and demonstrate an understanding of traditional and contemporary baking focusing on basic measuring techniques, preparation methods, role of ingredients and the proper use of equipment for baked goods.

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

**Outcomes:** The student will:

### 1. identify the role of baked goods in the Canadian diet

- 1.1 discuss the ethnic diversity of baked goods
- 1.2 describe baked goods in relation to *Eating Well with Canada's Food Guide*, considering:
  - 1.2.1 macronutrients
  - 1.2.2 micronutrients
- 1.3 evaluate personal considerations; e.g., healthy choices, allergies

### 2. identify and describe the factors involved in the preparation of baked products

- 2.1 examine the role of key baking ingredients, including:
  - 2.1.1 flours
  - 2.1.2 fats
  - 2.1.3 sugars and sugar substitutes; e.g., white/brown sugar, molasses, sweeteners, honey, applesauce
  - 2.1.4 eggs
  - 2.1.5 chemical leavening agents; e.g., baking soda, baking powder
  - 2.1.6 liquids
  - 2.1.7 flavouring agents
  - 2.1.8 optional ingredients; e.g., raisins, cheese, vegetables, chocolate chips
- 2.2 identify mixing methods employed in the preparation of baked products
- 2.3 recognize the need for accuracy in measuring
- 2.4 demonstrate safe and correct use of tools and equipment in the baking area

### 3. demonstrate correct preparation methods for the production of a variety of baked goods

- 3.1 examine quick breads, categorizing them by their characteristics and preparation techniques, including:
  - 3.1.1 muffin method
  - 3.1.2 biscuit method
  - 3.1.3 conventional cake method
- 3.2 differentiate among the various categories of cookies, including:
  - 3.2.1 dropped
  - 3.2.2 rolled
  - 3.2.3 molded
  - 3.2.4 refrigerator
  - 3.2.5 pressed
  - 3.2.6 bar
- 3.3 compare the one-bowl method and the creaming method for shortened cakes

- 3.4 identify the proper use of baking equipment related to:
  - 3.4.1 accuracy in measuring/scaling
  - 3.4.2 correct mixing procedures
  - 3.4.3 appropriate pan preparation
  - 3.4.4 baking and determining doneness
  - 3.4.5 altering and varying recipes according to instructions/wellness
  - 3.4.6 compensating for failures and defects
- 4. identify contemporary methods of baking that emphasize wellness in baked goods**
  - 4.1 discuss the use of fats and alternatives in baking; e.g., applesauce, puréed prunes
  - 4.2 discuss the use of whole grains and fibre in baking
  - 4.3 analyze a baked product that has been modified; e.g., gluten free, low fat
  - 4.4 identify a current nutritional issue related to baked goods; e.g., fat substitutes, food labelling, allergies, obesity, trans fats
- 5. demonstrate knowledge and skills in the planning, preparing and evaluating of contemporary baked products**
  - 5.1 prepare a minimum of five recipes that emphasize:
    - 5.1.1 muffin method
    - 5.1.2 biscuit method
    - 5.1.3 conventional cake method
    - 5.1.4 a baking method focusing on ethnic diversity
    - 5.1.5 a modified recipe to focus on creating a healthier alternative
  - 5.2 alter and vary basic recipes according to instructions
  - 5.3 identify and describe characteristics of quality baked products
  - 5.4 compensate for failures and defects
- 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; e.g., minor cuts, blood spills
    - 6.2.5 bacteria, viruses, fungi
    - 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 8.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 8.2 create a connection between a personal inventory and occupational choices

## **COURSE FOD1030: SNACKS & APPETIZERS**

**Level:** Introductory

**Prerequisite:** FOD1010: Food Basics

**Description:** Students apply the importance of snacks and appetizers related to lifestyle, by making nutritious, as well as delicious, snacks and appetizers.

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

**Outcomes:** The student will:

### **1. describe factors that affect snack choices**

- 1.1 describe what constitutes a snack
- 1.2 discuss the extent of snacking in a select group, considering:
  - 1.2.1 factors influencing snack choices
  - 1.2.2 frequency of snacking
  - 1.2.3 snacks chosen
- 1.3 describe the role of snacks and appetizers in socializing, considering:
  - 1.3.1 friendship
  - 1.3.2 activities
  - 1.3.3 hospitality

### **2. describe snacks and appetizers in relation to the guidelines in *Eating Well with Canada's Food Guide***

- 2.1 describe the positive and negative impacts of snacks on nutrition and wellness
- 2.2 identify the following nutritional components of snacks and appetizers:
  - 2.2.1 kilocalories
  - 2.2.2 fat
  - 2.2.3 sugar
  - 2.2.4 fibre
  - 2.2.5 sodium
- 2.3 discuss methods for adjusting recipes for snacks and appetizers to ensure a healthy choice

### **3. demonstrate knowledge and skills in the planning, preparing and evaluating of various snacks and appetizers**

- 3.1 prepare a minimum of five snacks or appetizers
- 3.2 evaluate snacks, considering:
  - 3.2.1 nutritional value
  - 3.2.2 cost
  - 3.2.3 time
  - 3.2.4 environmental issues; e.g., packaging

### **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 use all materials, products and implements appropriately
- 4.4 clean, sanitize and store materials, products and implements correctly
- 4.5 dispose of waste materials in an environmentally safe manner
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 6.2 create a connection between a personal inventory and occupational choices

## **COURSE FOD1040: MEAL PLANNING 1**

<b>Level:</b>	Introductory
<b>Prerequisite:</b>	FOD1010: Food Basics
<b>Description:</b>	Students develop an understanding of planning, preparation and evaluation of balanced healthy meals.
<b>Parameters:</b>	Access to personal or commercial food preparation facility.
<b>Outcomes:</b>	The student will:

### **1. describe factors influencing food choices**

- 1.1 identify factors that affect food choices when selecting foods and planning meals, including:
  - 1.1.1 nutrition
  - 1.1.2 resources; e.g., time, skills, energy, financial considerations, equipment
  - 1.1.3 family and/or cultural traditions
- 1.2 identify psychological and sociological influences; e.g., peer/media pressure, eating disorders
- 1.3 discuss special dietary considerations
- 1.4 discuss the importance of consumer strategies in the selection and purchase of foods, considering:
  - 1.4.1 types of food supply stores
  - 1.4.2 food merchandising; e.g., food storage, food packaging
  - 1.4.3 comparative shopping; e.g., label information, food grades

### **2. identify and demonstrate factors contributing to successful meal planning by planning, preparing and evaluating healthy meals for varying lifestyles and special occasions**

- 2.1 plan and prepare a breakfast, lunch, dinner and/or a special occasion meal, considering such factors as:
  - 2.1.1 preparing a grocery list
  - 2.1.2 estimating costs
  - 2.1.3 buying and storing foods
  - 2.1.4 time management
  - 2.1.5 nutrient value of foods and meals
  - 2.1.6 preparation techniques
  - 2.1.7 skill level
  - 2.1.8 availability of tools and equipment
  - 2.1.9 presentation of foods
- 2.2 evaluate one meal according to one or more of the following:
  - 2.2.1 nutrition
  - 2.2.2 preparation time
  - 2.2.3 cost
  - 2.2.4 preparation techniques

### **3. identify and demonstrate safe and sanitary practices**

- 3.1 maintain a clean, sanitary, safe work area
- 3.2 apply universal precautions related to:
  - 3.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
  - 3.2.2 hand-washing techniques
  - 3.2.3 infectious diseases



- 3.2.4 blood-borne pathogens
- 3.2.5 bacteria, viruses, molds
- 3.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
- 3.3 use all materials, products and implements appropriately
- 3.4 clean, sanitize and store materials, products and implements correctly
- 3.5 dispose of waste materials in an environmentally safe manner
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 5.2 create a connection between a personal inventory and occupational choices

## **COURSE FOD1050: FAST & CONVENIENCE FOODS**

**Level:** Introductory

**Prerequisite:** FOD1010: Food Basics

**Description:** Students consider budget, time, quality of food and food alternatives by making wise choices in the buying, using and preparing of fast foods and convenience foods.

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

**Outcomes:** The student will:

### **1. identify and compare the variety, availability and nutritional components of fast foods and convenience foods**

- 1.1 examine various commercial fast-food outlets, considering:
  - 1.1.1 commercial food philosophy of “eat with your eyes”
  - 1.1.2 competitive advertising and marketing techniques
  - 1.1.3 nutritional value of fast foods
  - 1.1.4 cost
  - 1.1.5 responses to public pressure, including global marketing considerations, environmental considerations, nutritional considerations, and laws relating to safety, sanitation and food production
- 1.2 interpret information provided on convenience food packaging related to:
  - 1.2.1 mandatory requirements
  - 1.2.2 voluntary information
- 1.3 identify methods to nutritionally enhance/fortify fast and convenience foods
- 1.4 compare a variety of fast and convenience foods with their nutritionally enhanced counterparts, considering:
  - 1.4.1 carbohydrates
  - 1.4.2 proteins
  - 1.4.3 fats
  - 1.4.4 vitamins and minerals

### **2. demonstrate knowledge and skills in the planning, preparing and evaluating of fast foods and simple convenience foods**

- 2.1 prepare a variety of convenience foods from:
  - 2.1.1 mixes; e.g., muffins, cookies, beverages, pizzas, cakes
  - 2.1.2 partially prepared foods; e.g., pizza crusts, burgers or chicken patties, vegetarian burgers, fish sticks, cookie dough
  - 2.1.3 entirely prepared foods; e.g., dinners, perogies, fish and chips, sausage rolls, samosas, doughnuts, croissants
  - 2.1.4 scratch; e.g., fried chicken, pizza roll-ups, chicken nuggets
- 2.2 evaluate prepared foods; e.g., nutrition, cost, preparation time, palatability

### **3. identify and demonstrate safe and sanitary practices**

- 3.1 maintain a clean, sanitary, safe work area
- 3.2 apply universal precautions related to:
  - 3.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
  - 3.2.2 hand-washing techniques

- 3.2.3 infectious diseases
- 3.2.4 blood-borne pathogens
- 3.2.5 bacteria, viruses, molds
- 3.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
- 3.3 use all materials, products and implements appropriately
- 3.4 clean, sanitize and store materials, products and implements correctly
- 3.5 dispose of waste materials in an environmentally safe manner
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 5.2 create a connection between a personal inventory and occupational choices.

## **COURSE FOD1060: CANADIAN HERITAGE FOODS**

**Level:** Introductory

**Prerequisite:** FOD1010: Food Basics

**Description:** Students become aware of how food in Canada today reflects the country's history and origins by examining food patterns and customs, and by analyzing and preparing ethnic foods.

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

**Outcomes:** The student will:

- 1. identify and describe ethnic influences on food and food patterns within the community**
  - 1.1 research and compare food patterns and food customs of early Canadian lifestyles
  - 1.2 assess and compare the past and the present in terms of:
    - 1.2.1 availability of food
    - 1.2.2 constraints
    - 1.2.3 adaptation of resources for provision of food
  - 1.3 research regional Canadian food patterns and customs
  - 1.4 identify cultural influence on food patterns and food customs, considering:
    - 1.4.1 religion
    - 1.4.2 beliefs
    - 1.4.3 values
    - 1.4.4 geography
    - 1.4.5 climate of homeland
    - 1.4.6 family arrangements
    - 1.4.7 traditions
- 2. demonstrate knowledge and skills in the planning, preparing and evaluating of early Canadian regional and/or ethnic Canadian foods**
  - 2.1 plan, prepare and evaluate a minimum of three recipes, considering:
    - 2.1.1 equipment
    - 2.1.2 ingredients
    - 2.1.3 special techniques
    - 2.1.4 presentation
    - 2.1.5 style of service
  - 2.2 analyze foods/meals prepared; e.g., nutrition, cost, preparation time, acceptability of food products
- 3. identify and demonstrate safe and sanitary practices**
  - 3.1 maintain a clean, sanitary, safe work area
  - 3.2 apply universal precautions related to:
    - 3.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
    - 3.2.2 hand-washing techniques
    - 3.2.3 infectious diseases
    - 3.2.4 blood-borne pathogens
    - 3.2.5 bacteria, viruses, molds
    - 3.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards

- 3.3 use all materials, products and implements appropriately
- 3.4 clean, sanitize and store materials, products and implements correctly
- 3.5 dispose of waste materials in an environmentally safe manner
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 5.2 create a connection between a personal inventory and occupational choices

## **COURSE FOD1070: FARM TO TABLE**

**Level:** Introductory

**Prerequisite:** FOD1010: Food Basics

**Description:** Students explore the basic steps involved in planting, growing and harvesting a plant commodity or in raising, growing and finishing an animal commodity in Alberta, and identify how the finished product is incorporated into a recipe.

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

**Outcomes:** The student will:

**1. demonstrate an understanding of the significance of agriculture to Alberta**

- 1.1 identify how Alberta agricultural products can be used in the daily diet
- 1.2 examine the scope and significance of Alberta's agricultural industry, considering:
  - 1.2.1 economic contributions
  - 1.2.2 environmental stewardship
  - 1.2.3 impact on food choices and diets
- 1.3 identify Alberta grown products used by fast-food restaurants

**2. identify and describe the basic steps and procedures involved in producing a plant or an animal commodity**

- 2.1 explore a plant's or an animal's physical growth requirements
- 2.2 describe plant or animal health
- 2.3 identify equipment and buildings required
- 2.4 describe the role of the producers throughout the stages of production
- 2.5 explore consumer perceptions of agriculture production of products
- 2.6 identify and address one or more myths related to farming; e.g., hormones, food value of organic versus conventional products, brown eggs versus white eggs

**3. demonstrate knowledge and skills in the planning, preparing and evaluating of Alberta grown agricultural products**

- 3.1 prepare a minimum of five recipes based on local food products rich in:
  - 3.1.1 carbohydrates; e.g., bread from grain, salads/soups from vegetables or fruit
  - 3.1.2 protein; e.g., cheese, locally produced meat products
- 3.2 identify steps in developing a product from a locally grown food and prepare the food; e.g., preparing jam from local fruits or berries

**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 use all materials, products and implements appropriately
- 4.4 clean, sanitize and store materials, products and implements correctly
- 4.5 dispose of waste materials in an environmentally safe manner

**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. make personal connections to the cluster content and processes to inform possible pathway choices**

- 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
- 6.2 create a connection between a personal inventory and occupational choices

## **COURSE FOD1080: FOOD & NUTRITION BASICS**

**Level:** Introductory

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn about leader nutrients, what foods they are found in, how such foods affect performance and future health as they participate in healthy food preparation.

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

**Outcomes:** The student will:

### **1. identify and explain the interrelationships among food choices, nutrients and wellness**

1.1 identify sources and explain functions of the leader nutrients, including:

- 1.1.1 water
- 1.1.2 carbohydrates; e.g., sugar, starch, cellulose
- 1.1.3 proteins
- 1.1.4 fats
- 1.1.5 fat-soluble vitamins
- 1.1.6 water-soluble vitamins
- 1.1.7 minerals

1.2 explain the effects of cooking and processing of leader nutrients

1.3 describe the relationship of food choices with:

- 1.3.1 wellness
- 1.3.2 illness; e.g., heart disease, cancers, diabetes, obesity, eating disorders

### **2. describe the importance of health issues and eating habits**

2.1 apply healthy food choices in relation to *Eating Well with Canada's Food Guide*

2.2 determine individual dietary requirements

2.3 create a personal dietary analysis

2.4 recognize alternative and culturally diverse menus

2.5 identify correct serving sizes

2.6 provide examples of healthy snacks and how they relate to the food groups

2.7 design and analyze a balanced meal in relation to:

- 2.7.1 food groups
- 2.7.2 leader nutrients

### **3. interpret nutrition information**

3.1 analyze reliable and unreliable nutrition information

3.2 examine and interpret information on food labels or other sources

### **4. demonstrate knowledge and skills in the planning, preparing and evaluating of nutritious foods**

4.1 prepare, compare and/or analyze a minimum of five recipes that emphasize:

- 4.1.1 the four food groups and related nutrients
- 4.1.2 a modified recipe; e.g., fibre content, fat content, type of fat, sugar content
- 4.1.3 use in a meal

4.2 complete a nutritional analysis of one prepared recipe



**5. identify and demonstrate safe and sanitary practices**

- 5.1 maintain a clean, sanitary, safe work area
- 5.2 apply universal precautions related to:
  - 5.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
  - 5.2.2 hand-washing techniques
  - 5.2.3 infectious diseases
  - 5.2.4 blood-borne pathogens
  - 5.2.5 bacteria, viruses, molds
  - 5.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
- 5.3 use all materials, products and implements appropriately
- 5.4 clean, sanitize and store materials, products and implements correctly
- 5.5 dispose of waste materials in an environmentally safe manner

**6. demonstrate basic competencies**

- 6.1 demonstrate fundamental skills to:
  - 6.1.1 communicate
  - 6.1.2 manage information
  - 6.1.3 use numbers
  - 6.1.4 think and solve problems
- 6.2 demonstrate personal management skills to:
  - 6.2.1 demonstrate positive attitudes and behaviours
  - 6.2.2 be responsible
  - 6.2.3 be adaptable
  - 6.2.4 learn continuously
  - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
  - 6.3.1 work with others
  - 6.3.2 participate in projects and tasks

**7. make personal connections to the cluster content and processes to inform possible pathway choices**

- 7.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
- 7.2 create a connection between a personal inventory and occupational choices

## **COURSE FOD1910: FOD PROJECT A**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Introductory project courses must connect with a minimum of two CTS courses, one of which must be at the introductory level and be in the same occupational area as the project course. The other CTS course(s) can be either at the same level or at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 5.2 create a connection between a personal inventory and occupational choices

## COURSE FOD2030: FOOD DECISIONS & HEALTH

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn how to balance the energy equation by using strategies for food intake analysis and preparing appropriate foods that help fuel the body efficiently and effectively.

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

**Supporting Course:** FOD1080: Food & Nutrition Basics

**Outcomes:** The student will:

- 1. describe the relationships between body image, wellness, healthy eating and active living**
  - 1.1 describe basic body shapes
  - 1.2 identify psychological and social factors that influence body image
  - 1.3 describe body composition, considering the following factors:
    - 1.3.1 health costs of unhealthy lifestyle choices; e.g., tobacco use for weight management, fad diets, physical inactivity
    - 1.3.2 body weight versus body composition
    - 1.3.3 methods of measuring body composition
    - 1.3.4 variables in ideal body composition
  - 1.4 discuss why most diets are ineffective and interfere with natural metabolism and hunger regulation, and:
    - 1.4.1 formulate and apply criteria for evaluation of diets
    - 1.4.2 compare concepts of maintaining a healthy body weight versus dieting to manage weight
- 2. describe strategies for achieving and maintaining adequate food intake, according to *Eating Well with Canada's Food Guide*, and healthy active living, according to *Canada's Physical Activity Guide to Healthy Active Living***
  - 2.1 predict the impact of food intake and active living on the energy balance equation and changes in energy input and energy output by:
    - 2.1.1 evaluating factors influencing energy input
    - 2.1.2 analyzing the significance of food patterns in altering energy input
    - 2.1.3 differentiating among factors that affect energy output
    - 2.1.4 comparing energy output required for different types and levels of physical activity
    - 2.1.5 discussing goals for achieving and maintaining healthy body composition
  - 2.2 analyze personal energy balance equation
- 3. demonstrate knowledge and skill in the planning, preparing and evaluating of suitable foods for achieving growth and development during teen years**
  - 3.1 select, prepare and evaluate a minimum of five recipes suitable for healthy living
  - 3.2 prepare a homemade snack and compare the nutritional values to a comparable commercial snack; e.g., granola, granola bar, cookies, muffins
  - 3.3 select, prepare and evaluate the effectiveness of foods in meeting the goals of optimal nutrition, considering:
    - 3.3.1 different cooking methods; e.g., deep-fried potatoes versus oven-baked potatoes
    - 3.3.2 varying ingredients; e.g., fat substitution with fruit purée

- 3.4 plan, prepare and evaluate a healthy balanced meal to assist with the achievement of:
  - 3.4.1 growth and development during teen years
  - 3.4.2 healthy body weight
- 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 use all materials, products and implements appropriately
  - 4.4 clean, sanitize and store materials, products and implements correctly
  - 4.5 dispose of waste materials in an environmentally safe manner
- 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. identify possible life roles related to the skills and content of this cluster**
  - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2040: CAKE & PASTRY**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students expand their knowledge and skills in the production of a variety of cake and pastry products.

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

**Supporting Course:** FOD1020: Contemporary Baking

**Outcomes:** The student will:

### **1. identify the role of cake and pastry products in Canadian cuisine**

- 1.1 discuss the nutritional value of cakes and pastries, e.g., angel food cake versus shortened cakes, considering:
  - 1.1.1 sugar and fat content
  - 1.1.2 energy value
  - 1.1.3 variances in nutritional value of cakes and pastries
- 1.2 discuss the role of cakes and pastries for:
  - 1.2.1 social occasions
  - 1.2.2 cultural traditions

### **2. describe the preparation methods for cake and pastry products**

- 2.1 describe the function of key ingredients in the production of cakes and pastries, including:
  - 2.1.1 shortened cakes; e.g., eggs, fats, leavening agents
  - 2.1.2 foam cakes; e.g., cake flour versus all-purpose flour, eggs
  - 2.1.3 short crust pastry; e.g., lard, shortening, oil, liquid
  - 2.1.4 specialty pastries; e.g., choux paste, puff pastry, phyllo pastry
- 2.2 demonstrate baking skills, including:
  - 2.2.1 accuracy in measurement techniques
  - 2.2.2 correct mixing procedures
  - 2.2.3 correct pan preparation
  - 2.2.4 baking and determining doneness
  - 2.2.5 altering and varying basic recipes; e.g., instructions, nutritional value
  - 2.2.6 identifying quality standards
  - 2.2.7 compensating for failures and defects

### **3. identify contemporary methods for creating cake and pastry products**

- 3.1 identify a pastry product that has been modified; e.g., oil pastry
- 3.2 discuss the use of commercial products in the production of cake and pastry products; e.g., puff pastry, phyllo pastry, cake mixes

### **4. demonstrate correct preparation methods for the production of a variety of cake and pastry products**

- 4.1 examine the following types of cakes, categorizing them by their characteristics and preparation techniques:
  - 4.1.1 conventional cake
  - 4.1.2 one-bowl cake
  - 4.1.3 two-stage cake
  - 4.1.4 foam cake

- 4.2 discuss various fillings and icings
- 4.3 examine the following pastry products, categorizing them by their characteristics and preparation techniques:
  - 4.3.1 short crust pastry
  - 4.3.2 specialty pastry
- 5. demonstrate knowledge and skills in the planning, preparing and evaluating of cakes and pastries**
  - 5.1 use accepted recipe language
  - 5.2 prepare a minimum of five products from the following list, each of which meets or exceeds accepted food standards:
    - 5.2.1 shortened cake; e.g., chocolate
    - 5.2.2 foam cake; e.g., angel food, chiffon
    - 5.2.3 decorated cake
    - 5.2.4 short crust pastry; e.g., custard pie, fruit pie, tarts
    - 5.2.5 specialty pastry; e.g., cream puffs, turnovers, strudel
    - 5.2.6 ethnic product; e.g., tourtière, baklava
    - 5.2.7 contemporary baking method; e.g., convenience mix, oil pastry
  - 5.3 alter and vary basic recipes according to instructions
  - 5.4 assess products; e.g., cost, nutrition, preparation time, quality standards
  - 5.5 compensate for failures and defects
- 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 FOD2050: BREAD PRODUCTS**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students describe the role of ingredients and use specialized skills in working with bread products.

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

**Supporting Course:** FOD1020: Contemporary Baking

**Outcomes:** The student will:

- 1. discuss various influences that affect the choices of bread products**
  - 1.1 examine nutritional value of bread products
  - 1.2 identify ethnic considerations
  - 1.3 evaluate personal considerations; e.g., healthy choices, allergies
  - 1.4 investigate global considerations; e.g., cost, safety, convenience, availability
- 2. identify and describe the factors involved in the preparation of unleavened and yeast products**
  - 2.1 identify the following ingredients and their roles in the preparation of bread products:
    - 2.1.1 flour
    - 2.1.2 sugars and sugar substitutes; e.g., white/brown sugar, molasses, sweeteners, honey, applesauce
    - 2.1.3 salt
    - 2.1.4 yeast; e.g., the types of yeast and their use, the correct handling of yeast
    - 2.1.5 liquids
    - 2.1.6 fat
    - 2.1.7 eggs
    - 2.1.8 optional ingredients; e.g., raisins, dates, cheese
  - 2.2 identify and describe mixing methods employed in the preparation of the following bread products:
    - 2.2.1 unleavened bread
    - 2.2.2 leavened bread; e.g., traditional, rapid-mix, batter, bread machine
  - 2.3 compare various shaping techniques and surface treatments used for bread products
  - 2.4 demonstrate the proper use of baking skills related to:
    - 2.4.1 accuracy in scaling/measuring
    - 2.4.2 correct mixing procedures
    - 2.4.3 appropriate pan preparation
    - 2.4.4 baking and determining doneness
    - 2.4.5 altering and varying basic recipes; e.g., ingredients/quantity, wellness
    - 2.4.6 identifying quality standards
    - 2.4.7 compensating for failures and defects
  - 2.5 describe bread products according to identified quality standards
  - 2.6 identify appropriate storage and handling of baked bread products



- 3. demonstrate knowledge and skills in the planning, preparing and evaluating of cakes and pastries**
  - 3.1 prepare and evaluate a minimum of four bread products, including:
    - 3.1.1 unleavened bread; e.g., tortilla, crepe, pancake, chapatti, naan, roti
    - 3.1.2 yeast bread
    - 3.1.3 alternative bread product used for wellness; e.g., sprouted grain flour, bread flour, rice flour
    - 3.1.4 specialty bread; e.g., sweet dough, rolls, ethnic
  - 3.2 alter and vary basic recipes according to instructions
  - 3.3 assess products; e.g., cost, nutrition, preparation time, quality standards
  - 3.4 compensate for failures and defects
- 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 use all materials, products and implements appropriately
  - 4.4 clean, sanitize and store materials, products and implements correctly
  - 4.5 dispose of waste materials in an environmentally safe manner
- 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. identify possible life roles related to the skills and content of this cluster**
  - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2060: MILK PRODUCTS & EGGS**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students develop skills in using milk products and eggs by examining how to retain their nutritional value and quality through a variety of preparation and presentation methods.

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

**Supporting Course:** FOD1080: Food & Nutrition Basics

**Outcomes:** The student will:

### **1. identify the importance of a variety of milk products and eggs available**

- 1.1 identify and compare various milk products, considering:
  - 1.1.1 nutritional value
  - 1.1.2 range of products; e.g., milk alternatives, soy, rice
  - 1.1.3 dietary concerns
  - 1.1.4 processing
  - 1.1.5 safe storage and handling
- 1.2 identify and compare various cheese products, considering:
  - 1.2.1 range of products/source
  - 1.2.2 regional and cultural significance
  - 1.2.3 contents
  - 1.2.4 nutritional value
  - 1.2.5 dietary concerns
  - 1.2.6 processing
  - 1.2.7 safe storage and handling

### **2. develop an understanding of a variety of eggs and egg products available**

- 2.1 identify and compare various eggs and egg products, considering:
  - 2.1.1 nutritional value
  - 2.1.2 range of products; e.g., pasteurized egg products, egg substitutes
  - 2.1.3 dietary concerns
  - 2.1.4 processing
  - 2.1.5 safe storage and handling

### **3. describe the role of milk in various cooking applications**

- 3.1 relate milk to principles of protein cookery
- 3.2 account for problems that may develop when milk is heated and/or exposed to chemical agents, including:
  - 3.2.1 tannins
  - 3.2.2 acids
  - 3.2.3 salt

### **4. describe the role of cheese in various cooking applications**

- 4.1 relate cheese to principles of protein cookery
- 4.2 address concerns regarding cooking temperature and prolonged cooking

- 5. describe the role of eggs in various cooking applications**
  - 5.1 relate eggs to principles of protein cookery
  - 5.2 identify the following functions of eggs in cooking:
    - 5.2.1 thickening agent
    - 5.2.2 leavening agent
    - 5.2.3 emulsifying agent
    - 5.2.4 binding and/or coating agent
- 6. demonstrate the principles of milk and egg cookery in the preparation, presentation and evaluation of milk and eggs products**
  - 6.1 prepare a minimum of five recipes, including:
    - 6.1.1 one cooked milk dish; e.g., milk sauce, cream soup or pudding
    - 6.1.2 one cooked cheese dish; e.g., macaroni and cheese
    - 6.1.3 one egg dish that demonstrates a function of eggs; e.g., thickening, leavening, emulsifying, coating, glazing or binding
    - 6.1.4 one ethnic or special dietary restricted dish
    - 6.1.5 various milk products and eggs incorporated into a meal
  - 6.2 evaluate one prepared dish; e.g., nutrition, cost, preparation time, quality standards
- 7. identify and demonstrate safe and sanitary practices**
  - 7.1 maintain a clean, sanitary, safe work area
  - 7.2 apply universal precautions related to:
    - 7.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
    - 7.2.2 hand-washing techniques
    - 7.2.3 infectious diseases
    - 7.2.4 blood-borne pathogens
    - 7.2.5 bacteria, viruses, molds
    - 7.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 7.3 use all materials, products and implements appropriately
  - 7.4 clean, sanitize and store materials, products and implements correctly
  - 7.5 dispose of waste materials in an environmentally safe manner
- 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. identify possible life roles related to the skills and content of this cluster**
  - 9.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 9.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2070: SOUPS & SAUCES**

- Level:** Intermediate
- Prerequisite:** FOD1010: Food Basics
- Description:** Students combine stocks with various thickening agents to produce hearty soups and sauces.
- Parameters:** Access to a personal or commercial food preparation facility.
- Supporting Course:** FOD1080: Food & Nutrition Basics
- Outcomes:** The student will:

### **1. identify the role of sauces in cuisine**

- 1.1 describe the following foundation/mother sauces:
  - 1.1.1 béchamel
  - 1.1.2 velouté/brown
  - 1.1.3 brown
  - 1.1.4 tomato
  - 1.1.5 hollandaise
- 1.2 identify the composition of the following thickening agents:
  - 1.2.1 roux
  - 1.2.2 whitewash
  - 1.2.3 cornstarch
- 1.3 describe the following flavouring agents:
  - 1.3.1 mirepoix
  - 1.3.2 bouquet garni
  - 1.3.3 ready-mixed/instant
- 1.4 describe methods of preparation
- 1.5 discuss nutritional value
- 1.6 explain application for which they are most suited

### **2. describe the role of soups in cuisine**

- 2.1 identify the following types of soups:
  - 2.1.1 clear soups
  - 2.1.2 thick soups
  - 2.1.3 specialty soups
- 2.2 discuss the nutritional value of soups prepared from scratch versus commercial product
- 2.3 describe the key thickening and flavouring agents in the production of soups
- 2.4 identify methods for presenting soups

### **3. demonstrate the principles of soup and sauce cookery in the preparation, presentation and evaluation of soup and sauce products**

- 3.1 prepare a minimum of five recipes, including:
  - 3.1.1 two types of sauces—one savory, one sweet
  - 3.1.2 two types of soup prepared from scratch—cream soup, broth soup
  - 3.1.3 one innovative nutritionally enhanced soup based on a commercial product
- 3.2 compare a commercially prepared sauce to product prepared by student(s)
- 3.3 compare a commercially prepared soup to product prepared by student(s)

**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 use all materials, products and implements appropriately
- 4.4 clean, sanitize and store materials, products and implements correctly
- 4.5 dispose of waste materials in an environmentally safe manner

**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. identify possible life roles related to the skills and content of this cluster**

- 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2090: CREATIVE COLD FOODS**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn to combine nutrition and creativity in the preparation of salads and sandwiches.

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

**Supporting Course:** FOD1080: Food & Nutrition Basics

**Outcomes:** The student will:

**1. describe salad and salad dressing ingredients in terms of type, availability, handling, nutritional value and nutritional concerns**

- 1.1 identify the four parts of a typical salad; e.g., base, body, garnish, dressing
- 1.2 compare various types of salads
- 1.3 describe salad ingredients, considering:
  - 1.3.1 availability, quality and cost (season)
  - 1.3.2 varying flavours, textures and colours
  - 1.3.3 imported and exotic produce
  - 1.3.4 optional ingredients; e.g., herbs, fruits, floral blossoms
- 1.4 describe salad dressings, including:
  - 1.4.1 various oils, vinegars and flavouring agents used in dressings
  - 1.4.2 permanent and temporary emulsions
  - 1.4.3 basic French dressing and derivatives
  - 1.4.4 mayonnaise and derivatives
- 1.5 compare the nutritional value of various types of:
  - 1.5.1 salads
  - 1.5.2 salad dressings; e.g., light, quantity, palatability

**2. describe sandwich ingredients in terms of types**

- 2.1 describe baked products used for sandwiches, considering:
  - 2.1.1 the use of various types of breads, including ethnic breads
  - 2.1.2 maintaining freshness
  - 2.1.3 using leftover and stale bread
- 2.2 describe the importance of spreads in sandwich preparation
- 2.3 describe sandwich fillings, including:
  - 2.3.1 freshness
  - 2.3.2 safe food handling
  - 2.3.3 portioning of solid and moist fillings
  - 2.3.4 protein alternatives
  - 2.3.5 vegetables
- 2.4 describe the variety in types of sandwiches and preparation techniques, considering:
  - 2.4.1 management of time and resources
  - 2.4.2 multicultural influences

- 2.5 compare the nutritional value of various types of salad dressings, considering:
  - 2.5.1 type of fat used in dressings; e.g., saturated, non-saturated, polyunsaturated
  - 2.5.2 quantity of dressing used in various types of salads; e.g., Caesar, potato, pasta, Greek, garden, tossed
  - 2.5.3 palatability
- 3. identify the principles of design and their application to the preparation and presentation of foods**
  - 3.1 explain how attention to the elements of design may enhance food during preparation and presentation in terms of:
    - 3.1.1 arrangement
    - 3.1.2 colour
    - 3.1.3 proportion
    - 3.1.4 balance
    - 3.1.5 harmony
  - 3.2 identify and discuss tools and techniques used in the plating of cold foods
- 4. demonstrate knowledge and skills in the planning, preparing and evaluating of creative cold foods**
  - 4.1 prepare a minimum of five creative cold foods, each of which meets or exceeds accepted food standards, including:
    - 4.1.1 preparing a salad and appropriate dressing from each of the following categories: appetizer, accompaniment, main course and dessert; e.g., Caesar salad, potato salad, fruit salad
    - 4.1.2 preparing a variety of sandwiches and fillings, using various breads and rolls and solid and moist fillings
    - 4.1.3 preparing a platter; e.g., cheese, fruit, meat, canapé
  - 4.2 demonstrate creativity and flair in the assembly, presentation and garnishing of various salads and sandwiches; e.g., colour, flavour, texture
  - 4.3 demonstrate the appropriate use of various tools in creating garnishes for use with cold foods
- 5. identify and demonstrate safe and sanitary practices**
  - 5.1 maintain a clean, sanitary, safe work area
  - 5.2 apply universal precautions related to:
    - 5.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
    - 5.2.2 hand-washing techniques
    - 5.2.3 infectious diseases
    - 5.2.4 blood-borne pathogens
    - 5.2.5 bacteria, viruses, molds
    - 5.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 5.3 use all materials, products and implements appropriately
  - 5.4 clean, sanitize and store materials, products and implements correctly
  - 5.5 dispose of waste materials in an environmentally safe manner
- 6. demonstrate basic competencies**
  - 6.1 demonstrate fundamental skills to:
    - 6.1.1 communicate
    - 6.1.2 manage information
    - 6.1.3 use numbers
    - 6.1.4 think and solve problems

- 6.2 demonstrate personal management skills to:
  - 6.2.1 demonstrate positive attitudes and behaviours
  - 6.2.2 be responsible
  - 6.2.3 be adaptable
  - 6.2.4 learn continuously
  - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
  - 6.3.1 work with others
  - 6.3.2 participate in projects and tasks
- 7. identify possible life roles related to the skills and content of this cluster**
  - 7.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 7.2 identify potential resources to minimize barriers and maximize opportunities



## **COURSE FOD2100: BASIC MEAT COOKERY**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn the nutritional value of meat and differentiate among the various cuts of meat. Students apply this knowledge to the safe handling, storage, preparation and presentation of meat dishes.

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

**Supporting Course:** FOD1080: Food & Nutrition Basics

**Outcomes:** The student will:

- 1. identify the nutritional importance and current health concerns of meat in the diet**
  - 1.1 describe the nutritional importance of meat, including:
    - 1.1.1 complete protein
    - 1.1.2 varying levels and types of fat
    - 1.1.3 iron
  - 1.2 describe current concerns about meat, including:
    - 1.2.1 health concerns; e.g., cholesterol, fat, amount
    - 1.2.2 safety concerns; e.g., cooking ground beef
    - 1.2.3 production concerns; e.g., hormones, bovine spongiform encephalopathy (BSE), Escherichia coli (E. coli)
- 2. examine the significance of Alberta's meat industry to beef production from pasture to plate**
  - 2.1 examine the scope and importance of Alberta's meat industry
  - 2.2 identify the key steps in transforming the live animal into wholesale and retail cuts
- 3. describe the significance of inspecting and grading of meat**
  - 3.1 discuss criteria for evaluating meat quality
  - 3.2 interpret the grading system for beef
- 4. identify and describe the factors that affect the tenderness of meat, both before and as a result of cooking**
  - 4.1 describe the factors that contribute to the tenderness of meat
  - 4.2 describe the key divisions (wholesale cuts) and the retail cuts of the carcass, and identifying the degree of tenderness of each cut
  - 4.3 describe the effect of heat on liquids, proteins and fats in meat
- 5. identify and describe appropriate cooking methods for a variety of meat cuts**
  - 5.1 categorize and describe the various types of dry-heat and moist-heat cooking used with meat
  - 5.2 compare moist-heat and dry-heat cooking methods and examine their effect on meat, focusing on:
    - 5.2.1 preserving tenderness in tender cuts
    - 5.2.2 developing tenderness in less tender cuts
    - 5.2.3 maximizing yields
    - 5.2.4 determining portion sizes
    - 5.2.5 achieving optimum flavour and palatability
    - 5.2.6 identifying and achieving correct doneness according to internal temperature

- 5.3 explain chemical and mechanical methods of tenderizing meat prior to cooking, including:
  - 5.3.1 marinating in acid
  - 5.3.2 enzymatic tenderizers
  - 5.3.3 pounding, scoring and grinding
- 6. demonstrate knowledge and skills in the planning, preparing and evaluating the preparation of meat**
  - 6.1 prepare a minimum of five recipes using various cuts of meat, focusing on:
    - 6.1.1 one moist-heat method; e.g., stew, swiss steak, rouladen, curry, beef bourguignon
    - 6.1.2 one dry-heat method; e.g., meatballs, hamburgers, kabobs
    - 6.1.3 one marinated method; e.g., kabobs
    - 6.1.4 one mechanical tenderized method; e.g., hamburger, swiss steak
    - 6.1.5 one ethnic or other preparation; e.g., kabobs, rouladen, spaghetti and meat sauce, tacos
  - 6.2 describe how to determine doneness in cooked beef; e.g., rare, medium, well-done
- 7. identify and demonstrate safe and sanitary practices**
  - 7.1 maintain a clean, sanitary, safe work area
  - 7.2 apply universal precautions related to:
    - 7.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
    - 7.2.2 hand-washing techniques
    - 7.2.3 infectious diseases
    - 7.2.4 blood-borne pathogens
    - 7.2.5 bacteria, viruses, molds
    - 7.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 7.3 use all materials, products and implements appropriately
  - 7.4 clean, sanitize and store materials, products and implements correctly
  - 7.5 dispose of waste materials in an environmentally safe manner
- 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. identify possible life roles related to the skills and content of this cluster**
  - 9.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 9.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2110: FISH & POULTRY**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn the nutritional value of fish and poultry, and the safe handling, storage, preparation and presentation of fish and poultry dishes.

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

**Supporting Course:** FOD1080: Food & Nutrition Basics

**Outcomes:** The student will:

**1. identify and describe the variety of fish and poultry products available, considering types, forms and grades**

- 1.1 categorize fish and seafood, considering:
  - 1.1.1 commercial varieties
  - 1.1.2 basic market forms
- 1.2 identify criteria for distinguishing fish and seafood quality and freshness
- 1.3 compare various poultry products available, considering:
  - 1.3.1 grading
  - 1.3.2 forms of poultry
  - 1.3.3 range of convenience products
- 1.4 describe the many domestic and game birds available as inspected and graded products in Alberta

**2. identify and describe the variety of fish and poultry products available, considering nutritional value**

- 2.1 describe the composition and structure of fish and poultry
- 2.2 describe the nutritional value of fish, seafood and poultry, including:
  - 2.2.1 complete protein
  - 2.2.2 amount and type of fat
  - 2.2.3 concerns over cholesterol
  - 2.2.4 effect of preparation method on nutritional value; e.g., deep-fried versus poached

**3. identify and describe the variety of fish and poultry products available, considering methods and effects of cooking**

- 3.1 compare the effect of moist-heat and dry-heat cooking methods on various types of fish and seafood
- 3.2 compare the effect of moist-heat and dry-heat heat cooking methods on various forms of poultry

**4. identify and describe the variety of fish and poultry products available, considering safe handling and appropriate storage**

- 4.1 relate the perishable nature of fish, seafood and poultry with safe and sanitary handling practices and the prevention of food-borne illnesses
- 4.2 demonstrate correct handling and storage procedures for fish and seafood, including:
  - 4.2.1 safeguarding against odour
  - 4.2.2 avoiding cross-contamination

- 5. identify boning, filleting, carving, finishing and presenting techniques using a variety of fish and poultry products**
  - 5.1 demonstrate a variety of preparatory skills and techniques for cooking poultry dishes; e.g., cutting and boning, trussing, stuffing, coating
  - 5.2 demonstrate appropriate carving and presentation techniques for cooked poultry
  - 5.3 identify the use of flat and round fish in the production of ready-to-cook fish products, describing:
    - 5.3.1 dressing and filleting
    - 5.3.2 boning
    - 5.3.3 peeling, deveining and seasoning
  - 5.4 describe varied finishing and presentation techniques for fish and seafood, including accompaniments and garnishes; e.g., compound butter, bonne femme, vin blanc
- 6. demonstrate knowledge and skills in the planning, preparing and evaluating of fish and poultry**
  - 6.1 prepare a minimum of five fish and/or poultry products, using:
    - 6.1.1 moist heat; e.g., poach, steam, boil
    - 6.1.2 dry heat; e.g., sauté, fry, bake
    - 6.1.3 popular preferences; e.g., kabob, fried
    - 6.1.4 multicultural influences; e.g., stir-fry, satay, spring/egg rolls
  - 6.2 describe how to determine doneness in cooked fish/poultry; e.g., physical characteristics, temperature
- 7. identify and demonstrate safe and sanitary practices**
  - 7.1 maintain a clean, sanitary, safe work area
  - 7.2 apply universal precautions related to:
    - 7.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
    - 7.2.2 hand-washing techniques
    - 7.2.3 infectious diseases
    - 7.2.4 blood-borne pathogens
    - 7.2.5 bacteria, viruses, molds
    - 7.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 7.3 use all materials, products and implements appropriately
  - 7.4 clean, sanitize and store materials, products and implements correctly
  - 7.5 dispose of waste materials in an environmentally safe manner
- 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. identify possible life roles related to the skills and content of this cluster**
  - 9.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 9.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2120: MEAL PLANNING 2**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn strategies for planning and creating satisfying meals that accommodate busy schedules or strained budgets.

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

**Outcomes:** The student will:

- 1. describe the impact of evolving eating trends on individuals, families and the community**
  - 1.1 describe the relationship between eating patterns of individuals and families and such factors as:
    - 1.1.1 values and goals
    - 1.1.2 resources
    - 1.1.3 culture
    - 1.1.4 life stages
  - 1.2 describe the impact of external factors on eating patterns of individuals and families, including:
    - 1.2.1 media
    - 1.2.2 marketplace
    - 1.2.3 availability of foods
  - 1.3 describe eating patterns that have evolved from lifestyles in the local community
  - 1.4 relate eating patterns to psychological, social and cultural needs of individuals, families and communities
  - 1.5 compare alternatives for eating out, discussing the various aspects of eating patterns; e.g., fine dining, family-style restaurants, fast food
  - 1.6 analyze marketing strategies employed in food stores and/or dining establishments
  - 1.7 analyze whether eating patterns satisfy nutritional needs
- 2. identify and describe strategies for food planning to accommodate the various needs of individuals and families**
  - 2.1 create and appraise meals using principles for food planning
  - 2.2 assess a personal diet using principles for food planning
  - 2.3 devise strategies to enhance flexibility in managing resources and satisfying the food needs of individuals and families; e.g., budget, time, skills
  - 2.4 formulate alternatives for satisfactorily meeting the food needs of individuals and families within the constraints of diverse eating patterns and lifestyles
- 3. demonstrate knowledge and skills in the planning, preparing and evaluation of healthy meals for varying lifestyles and special needs**
  - 3.1 plan and prepare foods and meals to accommodate the various needs of individuals and families; e.g., special needs diet—diabetic, celiac, vegetarian
  - 3.2 apply the principles of cookery in the preparation of foods and meals for different limitations; e.g., budget, religious, availability
  - 3.3 evaluate one meal according to one or more of the following:
    - 3.3.1 nutrition
    - 3.3.2 preparation time
    - 3.3.3 cost
    - 3.3.4 preparation techniques

**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 use all materials, products and implements appropriately
- 4.4 clean, sanitize and store materials, products and implements correctly
- 4.5 dispose of waste materials in an environmentally safe manner

**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. identify possible life roles related to the skills and content of this cluster**

- 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 6.2 identify potential resources to minimize barriers and maximize opportunities

## **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 use all materials, products and implements appropriately
- 4.4 clean, sanitize and store materials, products and implements correctly
- 4.5 dispose of waste materials in an environmentally safe manner

**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. identify possible life roles related to the skills and content of this cluster**

- 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2140: RUSH-HOUR CUISINE**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn unique and quick ways to create nutritious and delicious dishes, using simple ingredients and prepared and convenience foods.

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

**Outcomes:** The student will:

- 1. describe the influence of lifestyle and resources on the provision of nutritious and satisfying foods**
  - 1.1 analyze the effect of lifestyle on the eating patterns and the nutritional status of individuals and families
- 2. identify and describe alternatives to enhance the ease and speed of food preparation**
  - 2.1 compare alternatives in management of resources of the provision of food; e.g., equipment, eating out, prepared foods, convenience foods
  - 2.2 evaluate prepared and convenience foods, considering:
    - 2.2.1 availability
    - 2.2.2 nutritional value
    - 2.2.3 resource use
    - 2.2.4 palatability
  - 2.3 describe the role of food additives in prepared and convenience foods
  - 2.4 describe technologies employed in the processing of prepared and convenience foods
  - 2.5 evaluate equipment and appliances that facilitate food preparation tasks and cooking, considering:
    - 2.5.1 comparison with conventional methods/equipment
    - 2.5.2 function
    - 2.5.3 time and energy savings
    - 2.5.4 cost
    - 2.5.5 versatility
  - 2.6 describe prepared and convenience foods through application of basic principles of cookery and comparison to conventional foods
- 3. demonstrate knowledge and skills used to enhance the ease and speed of food preparation**
  - 3.1 modify and prepare foods and/or food preparation techniques to satisfy the demands of rush-hour cuisine through:
    - 3.1.1 adapting foods and techniques for time-saving appliances and equipment; e.g., food processor, microwave, convection oven
    - 3.1.2 incorporating prepared and convenience foods, evaluating for nutrition, resource use and palatability
  - 3.2 demonstrate methods of enhancing the palatability and aesthetic appeal of foods through varied presentation techniques

- 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 use all materials, products and implements appropriately
  - 4.4 clean, sanitize and store materials, products and implements correctly
  - 4.5 dispose of waste materials in an environmentally safe manner
- 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. identify possible life roles related to the skills and content of this cluster**
  - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2150: SAFE FOOD HANDLING**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn about food-borne illnesses and the importance of food safety and sanitation training for anyone handling food in personal, as well as commercial, applications.

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

**Outcomes:** The student will:

- 1. describe the relationships among foods, micro-organisms and food-borne illnesses**
  - 1.1 relate the composition of foods to their potential for food-borne illnesses, considering:
    - 1.1.1 moisture content and pH
    - 1.1.2 foods with natural protective barriers
    - 1.1.3 normal micro-organisms associated with foods
  - 1.2 differentiate between enzymes and various micro-organisms, considering:
    - 1.2.1 their potential for causing food spoilage and/or food-borne illnesses
    - 1.2.2 the role played by some enzymes/micro-organisms; e.g., cheese
  - 1.3 describe growth and reproduction of micro-organisms, considering:
    - 1.3.1 hospitable environments
    - 1.3.2 effect of temperature (hot or cold)
    - 1.3.3 effect of pH
    - 1.3.4 presence/absence of oxygen
    - 1.3.5 chemicals
  - 1.4 differentiate between food infection and food intoxication
  - 1.5 identify significant micro-organisms responsible for food-borne illnesses, considering:
    - 1.5.1 sources of the micro-organisms
    - 1.5.2 symptoms of food-borne illnesses
- 2. describe measures to prevent food contamination and to control the growth of micro-organisms in food**
  - 2.1 demonstrate control of food contamination and growth of micro-organisms in food through the following measures:
    - 2.1.1 personal hygiene
    - 2.1.2 avoidance of cross-contamination
    - 2.1.3 temperature control
    - 2.1.4 pest and garbage control
    - 2.1.5 cleaning and sanitation of equipment and utensils
  - 2.2 identify procedures for receiving, handling and storage of food and equipment
- 3. describe the role of regulatory agencies and safety programs in maintaining a safe and sanitary environment**
  - 3.1 explain the importance of Workplace Hazardous Materials Information System (WHMIS)
  - 3.2 discuss the *Public Health Act* related to Food Regulation (section 43)
  - 3.3 identify potentially high-risk food preparation areas
  - 3.4 describe a program of quality controls and assurances through identification and monitoring of critical control points

- 3.5 describe the role of the public health inspector, federal, provincial and local food regulations and other regulatory legislation
- 4. demonstrate knowledge and skills in the planning, preparing and evaluating of a variety of foods**
  - 4.1 prepare a minimum of three recipes
  - 4.2 demonstrate safe handling of food in a manner consistent with section 43 of the *Public Health Act* Food Regulation
- 5. identify and demonstrate safe and sanitary practices**
  - 5.1 maintain a clean, sanitary, safe work area
  - 5.2 apply universal precautions related to:
    - 5.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
    - 5.2.2 hand-washing techniques
    - 5.2.3 infectious diseases
    - 5.2.4 blood-borne pathogens
    - 5.2.5 bacteria, viruses, molds
    - 5.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 5.3 use all materials, products and implements appropriately
  - 5.4 clean, sanitize and store materials, products and implements correctly
  - 5.5 dispose of waste materials in an environmentally safe manner
- 6. demonstrate basic competencies**
  - 6.1 demonstrate fundamental skills to:
    - 6.1.1 communicate
    - 6.1.2 manage information
    - 6.1.3 use numbers
    - 6.1.4 think and solve problems
  - 6.2 demonstrate personal management skills to:
    - 6.2.1 demonstrate positive attitudes and behaviours
    - 6.2.2 be responsible
    - 6.2.3 be adaptable
    - 6.2.4 learn continuously
    - 6.2.5 work safely
  - 6.3 demonstrate teamwork skills to:
    - 6.3.1 work with others
    - 6.3.2 participate in projects and tasks
- 7. identify possible life roles related to the skills and content of this cluster**
  - 7.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 7.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2160: FOOD VENTURE**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students develop entrepreneurial skills through the planning and creation of a food venture.

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

**Outcomes:** The student will:

**1. identify and describe the safety issues relating to the preparation of food for a customer**

- 1.1 explain and demonstrate the need for sanitation standards to produce and serve food
- 1.2 demonstrate safe use of tools and equipment
- 1.3 demonstrate safe handling and storage of food, considering:
  - 1.3.1 shelf life
  - 1.3.2 stock rotation
  - 1.3.3 storage temperatures and conditions
  - 1.3.4 handling and serving precautions
- 1.4 discuss the use of time and resources

**2. develop a project plan for a simple food venture**

- 2.1 describe existing food ventures
- 2.2 research a food venture opportunity
- 2.3 prepare a business plan for a food venture, including:
  - 2.3.1 initial cost
  - 2.3.2 operating cost
  - 2.3.3 operating standards
  - 2.3.4 food and/or menu plans
  - 2.3.5 marketing strategies
  - 2.3.6 financing possibilities
- 2.4 devise monitoring procedures for the venture, including:
  - 2.4.1 quality controls
  - 2.4.2 inventory

**3. demonstrate knowledge and skills in the planning, preparing and evaluating of the venture**

- 3.1 prepare food for a food venture; e.g., food for cookbook photographs
- 3.2 describe ecological concerns relevant to the food venture; e.g., packaging, disposables
- 3.3 evaluate the success of the venture and adjust plans

**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 use all materials, products and implements appropriately
- 4.4 clean, sanitize and store materials, products and implements correctly
- 4.5 dispose of waste materials in an environmentally safe manner

**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. identify possible life roles related to the skills and content of this cluster**

- 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2170: INTERNATIONAL CUISINE**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students discover other cultures by exploring their cuisine, and develop a variety of techniques for international cooking and use of specialized tools.

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

**Outcomes:** The student will:

### **1. describe the relationship of food to culture**

- 1.1 describe factors that determine the availability of foods in a variety of cultures, including:
  - 1.1.1 climate, geography—staple foods
  - 1.1.2 economy
  - 1.1.3 infrastructure (transportation)
  - 1.1.4 technology
  - 1.1.5 regionalization of foods
  - 1.1.6 food preparation and preservation techniques
- 1.2 describe factors that influence the acceptability of foods in a variety of cultures, including:
  - 1.2.1 values
  - 1.2.2 religion
  - 1.2.3 superstitions, taboos, beliefs
  - 1.2.4 history
  - 1.2.5 ethnicity
- 1.3 describe the role of food in transmitting culture, including:
  - 1.3.1 significance of food in maintaining traditions
  - 1.3.2 role of food in celebrations
  - 1.3.3 traditional meal patterns
  - 1.3.4 traditional gender roles in the acquisition and preparation of foods
- 1.4 compare means by which nutritional needs are met within cultures

### **2. identify and compare foods representative of a variety of cultures**

- 2.1 analyze specialized equipment used in food preparation
- 2.2 compare the principles of cookery used in the preparation of cultural foods
- 2.3 describe food aesthetics within cultures, considering:
  - 2.3.1 seasonings
  - 2.3.2 characteristic food and flavour combinations
- 2.4 identify a variety of presentation methods related to the preparation of cultural foods

### **3. demonstrate knowledge and skills in the planning, preparing and evaluating of foods from a variety of cultures**

- 3.1 prepare and present a minimum of five cultural recipes that emphasize:
  - 3.1.1 preparation techniques characteristic of various cultures
  - 3.1.2 food groups from two cuisines
  - 3.1.3 different cuisines to demonstrate the commonality of foods across cultures; e.g., wraps
  - 3.1.4 the symbolic value of food
- 3.2 assess one food product related to 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 use all materials, products and implements appropriately
- 4.4 clean, sanitize and store materials, products and implements correctly
- 4.5 dispose of waste materials in an environmentally safe manner

**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. identify possible life roles related to the skills and content of this cluster**

- 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2180: VEGETABLES & FRUITS**

**Level:** Intermediate

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn about the wide range of vegetables and fruits available, and how to retain their nutritional value and quality through a variety of preparation and presentation methods.

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

**Outcomes:** The student will:

### **1. describe how vegetables and fruits are classified**

- 1.1 classify vegetables and fruits into categories according to:
  - 1.1.1 the part of the plant used
  - 1.1.2 moisture content
  - 1.1.3 flavour
  - 1.1.4 colour
- 1.2 identify how fruits and vegetables can be utilized in the diet; e.g., salads, desserts, casseroles
- 1.3 identify and classify root vegetables into meaningful categories according to:
  - 1.3.1 moisture content
  - 1.3.2 suitability to preparation methods; e.g., moist-heat methods versus dry-heat methods

### **2. appraise the nutritional value and quality of vegetables and fruits**

- 2.1 identify the nutritional value of vegetables and fruits according to:
  - 2.1.1 complex carbohydrates
  - 2.1.2 vitamins and minerals
  - 2.1.3 fibre
  - 2.1.4 fat content
  - 2.1.5 caloric value
- 2.2 identify the available forms of vegetables and fruits; e.g., fresh, frozen, canned, dried
- 2.3 describe the seasonal nature of many vegetables and fruits
- 2.4 interpret the grading system; e.g., fresh, frozen, canned
- 2.5 define the care, handling and safe storage of various market forms of vegetables and fruits

### **3. determine methods and effects of cooking vegetables and fruits**

- 3.1 describe the changes that occur in vegetables and fruits when they are subjected to:
  - 3.1.1 heat
  - 3.1.2 varying cooking conditions
  - 3.1.3 chemicals
- 3.2 identify a repertoire of general rules for vegetable and fruit cookery related to:
  - 3.2.1 heat
  - 3.2.2 varying cooking conditions
  - 3.2.3 chemicals

- 4. demonstrate knowledge and skills in the planning, preparing and evaluating of fruits and vegetables**
  - 4.1 prepare and present a minimum of five recipes, including:
    - 4.1.1 one moist-heat method for vegetables or fruits; e.g., blanching, parboiling, boiling, steaming, braising, stewing
    - 4.1.2 one dry-heat method for vegetables or fruits; e.g., baking, sautéing, broiling, stir-frying
    - 4.1.3 one preparation method using a variety of cutting techniques; e.g., salad, stir-fry
    - 4.1.4 one preparation method using current technology; e.g., microwaving, dehydrating
    - 4.1.5 one ethnic dish
  - 4.2 evaluate one prepared food product according to one or more of the following:
    - 4.2.1 nutrition
    - 4.2.2 cost
    - 4.2.3 preparation time
    - 4.2.4 preparation techniques
- 5. identify and demonstrate safe and sanitary practices**
  - 5.1 maintain a clean, sanitary, safe work area
  - 5.2 apply universal precautions related to:
    - 5.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
    - 5.2.2 hand-washing techniques
    - 5.2.3 infectious diseases
    - 5.2.4 blood-borne pathogens
    - 5.2.5 bacteria, viruses, molds
    - 5.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 5.3 use all materials, products and implements appropriately
  - 5.4 clean, sanitize and store materials, products and implements correctly
  - 5.5 dispose of waste materials in an environmentally safe manner
- 6. demonstrate basic competencies**
  - 6.1 demonstrate fundamental skills to:
    - 6.1.1 communicate
    - 6.1.2 manage information
    - 6.1.3 use numbers
    - 6.1.4 think and solve problems
  - 6.2 demonstrate personal management skills to:
    - 6.2.1 demonstrate positive attitudes and behaviours
    - 6.2.2 be responsible
    - 6.2.3 be adaptable
    - 6.2.4 learn continuously
    - 6.2.5 work safely
  - 6.3 demonstrate teamwork skills to:
    - 6.3.1 work with others
    - 6.3.2 participate in projects and tasks
- 7. identify possible life roles related to the skills and content of this cluster**
  - 7.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 7.2 identify potential resources to minimize barriers and maximize opportunities

## **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 FOD2910: FOD PROJECT B**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 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. identify possible life roles related to the skills and content of this cluster**
  - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 5.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2920: FOD PROJECT C**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set



- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 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. identify possible life roles related to the skills and content of this cluster**
  - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 5.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD2950: FOD INTERMEDIATE PRACTICUM**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

**Parameters:** This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any advanced (3XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

**Outcomes:** The student will:

- 1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
  - 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
  - 1.2 describe personal roles and responsibilities, including:
    - 1.2.1 key responsibilities
    - 1.2.2 support functions/responsibilities/expectations
    - 1.2.3 code of ethics and/or conduct
  - 1.3 describe personal work responsibilities and categorize them as:
    - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
    - 1.3.2 non-routine tasks; e.g., emergencies
    - 1.3.3 tasks requiring personal judgement
    - 1.3.4 tasks requiring approval of a supervisor
  - 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 2. analyze personal performance in relation to established standards**
  - 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
  - 2.2 evaluate standards of performance in terms of:
    - 2.2.1 quality of work
    - 2.2.2 quantity of work
  - 2.3 evaluate adherence to workplace legislation related to health and safety
  - 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
    - 2.4.1 training and certification
    - 2.4.2 interpersonal skills
    - 2.4.3 technical skills
    - 2.4.4 ethics

**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. identify possible life roles related to the skills and content of this cluster**

- 4.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 4.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE FOD3010: FOOD FOR LIFE STAGES**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics

**Description:** Students describe how food and nutrition needs change over various life stages, and demonstrate how to meet the challenges of each stage and the adapting of foods to satisfy all ages.

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

**Outcomes:** The student will:

**1. describe the role food plays in the development, enhancement and maintenance of wellness through various life stages**

1.1 apply basic nutrition concepts in the analysis of food needs at various stages of life, including:

- 1.1.1 prenatal development
- 1.1.2 infants
- 1.1.3 toddlers
- 1.1.4 children
- 1.1.5 adolescents
- 1.1.6 adults
- 1.1.7 seniors

1.2 appraise the nutritional adequacy of individual foods, meals and eating patterns at various stages of life

1.3 describe barriers to adequate nutrition at various stages of life and formulate plans to improve the nutritional status of individuals

1.4 outline methods to maintain and enhance wellness through food at various stages of life

**2. plan and evaluate foods for the enhancement of wellness through life stages**

2.1 research and evaluate community nutrition programs (e.g., community kitchens, Meals on Wheels, Nutrition at School programs, Canadian Diabetic Association, health units, community nutritionist, public health nurse, day cares and preschools, senior citizen complexes, nursing homes), considering:

- 2.1.1 target group
- 2.1.2 program rationale
- 2.1.3 delivery strategies
- 2.1.4 program effectiveness

**3. demonstrate knowledge and skills in planning, preparing and evaluating foods for wellness at various stages of life**

3.1 plan, prepare, present and evaluate foods for various stages of life considering a minimum of two of the following scenarios:

- 3.1.1 adapting a family meal to incorporate the preparation of baby food
- 3.1.2 adapting foods, food patterns and food preparation techniques to meet particular needs of individuals; e.g., toddlers, children, seniors
- 3.1.3 accommodating individuals with physical challenges; e.g., homebound, mobility, dexterity, vision, dentures
- 3.1.4 accommodating individuals with special dietary needs; e.g., allergies, pregnant or breastfeeding woman, colitis, diabetes, weight loss
- 3.1.5 changes in lifestyle; e.g., new baby, cooking for one

- 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 use all materials, products and implements appropriately
  - 4.4 clean, sanitize and store materials, products and implements correctly
  - 4.5 dispose of waste materials in an environmentally safe manner
- 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 FOD3020: NUTRITION & DIGESTION**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn about nutrition and how the body processes food by appraising current nutritional theories/issues and dietary needs.

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

**Outcomes:** The student will:

### **1. describe the processes of digestion, absorption and metabolism in relation to nutrient composition**

- 1.1 relate the organs of the digestive system with the physical and chemical breakdown of nutrients
- 1.2 explain the role of enzymes in the digestive process
- 1.3 describe food sources of carbohydrates, fats and proteins and the body's need for these nutrients
- 1.4 relate changes in the structures of carbohydrates, fats and proteins with their digestion, absorption and metabolism
- 1.5 compare fuel factors for carbohydrates, fats and proteins
- 1.6 differentiate among monosaccharides, disaccharides and polysaccharides
- 1.7 describe the roles of glucose and glycogen in the body
- 1.8 describe the storage of excess energy as fat in the body
- 1.9 differentiate between the impact of high-density and low-density lipoproteins in the health of the heart and blood vessels
- 1.10 differentiate between dietary and serum cholesterol in predicting the risk of heart disease
- 1.11 compare essential and nonessential amino acids
- 1.12 contrast the digestion, absorption and utilization of vitamins and minerals with the energy providing nutrients

### **2. explain the role of water, minor vitamins and minerals in achieving and maintaining wellness**

- 2.1 describe the role of water in the body
- 2.2 explain the function and identify sources of minor vitamins, including:
  - 2.2.1 vitamin E
  - 2.2.2 vitamin K
  - 2.2.3 vitamin B6
  - 2.2.4 vitamin B12
  - 2.2.5 folacin
- 2.3 relate inadequate intake of these vitamins with deficiency symptoms and/or diseases
- 2.4 explain the function and identify sources of the following minerals:
  - 2.4.1 sodium
  - 2.4.2 potassium
  - 2.4.3 phosphorous
  - 2.4.4 iodine
  - 2.4.5 zinc
- 2.5 relate inadequate intake of these minerals with deficiency symptoms and/or diseases
- 2.6 identify factors that contribute to inadequate intake of vitamins and minerals
- 2.7 compare the impact of cooking and processing on nutrient content in foods

- 3. describe nutrient intake, food patterns and diet therapies, considering the prevention and management of disease**
  - 3.1 describe the role of dietary management in various diet-related diseases, including:
    - 3.1.1 diabetes
    - 3.1.2 food allergies
    - 3.1.3 celiac disease
    - 3.1.4 lactose intolerance
    - 3.1.5 hypertension
  - 3.2 assess the psychological and social impact on individuals of adherence to diet therapy; e.g., interview a diabetic student
  - 3.3 identify strategies for increasing the acceptability of diet therapy to individuals
- 4. interpret current nutrition controversies**
  - 4.1 identify criteria for evaluating nutrition information and misinformation
  - 4.2 list and describe current nutrition controversies associated with:
    - 4.2.1 vitamin and mineral supplements
    - 4.2.2 nutrition claims for specific food products; e.g., bee pollen
  - 4.3 evaluate given food practices for nutrition implications; e.g., use of amino acid supplements by athletes
- 5. plan and prepare meal plans to meet specific dietary and nutritional needs of individuals**
  - 5.1 interpret nutrition labelling
  - 5.2 evaluate nutrient content of foods and meal plans according to Recommended Nutrient Intake (RNI) tables
  - 5.3 plan, prepare and evaluate food products and meals within the:
    - 5.3.1 guidelines for carbohydrate, fat and protein intake
    - 5.3.2 context of dietary management of diet-related diseases
  - 5.4 prepare and evaluate a variety of food products, including the following, in order to improve intake of specific nutrients:
    - 5.4.1 low sodium foods
    - 5.4.2 high protein foods
    - 5.4.3 high fibre foods
    - 5.4.4 lower fat foods
- 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. 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 FOD3030: CREATIVE BAKING**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn about specialty cakes and pastry products by selecting and creating specialty cakes, pastries, desserts and a major baked project.

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

**Supporting Courses:** FOD1020: Contemporary Baking  
FOD2040: Cake & Pastry

**Outcomes:** The student will:

- 1. prepare and present a variety of specialty cakes, pastries and yeast products that emphasize refinement of baking knowledge and skills**
  - 1.1 prepare and evaluate:
    - 1.1.1 a dessert from the world's classic cuisine; e.g., specialty pastries, cakes, tortes, petites fours
    - 1.1.2 an advanced choux product; e.g., croquembouche, gateau St. Honoré
    - 1.1.3 a torte; e.g., Sacher Torte, Dobos Torte
    - 1.1.4 specialties for seasonal celebrations; e.g., buche de Noël
  - 1.2 calculate the cost of production of at least one specialty baked item, considering labour, materials, tools and equipment, and compare the cost to a similar purchased item
- 2. demonstrate knowledge and skills in the planning, preparing and evaluating of a major advanced baking project**
  - 2.1 design and create one major project that combines artistry and imagination, and that builds on the foundation of the student's techniques and skills; e.g., wedding cake, birthday cake, gingerbread house, marzipan work (may reflect a multicultural or ethnic theme)
  - 2.2 assess project; e.g., cost, preparation time, overall success
- 3. identify and demonstrate safe and sanitary practices**
  - 3.1 maintain a clean, sanitary, safe work area
  - 3.2 apply universal precautions related to:
    - 3.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
    - 3.2.2 hand-washing techniques
    - 3.2.3 infectious diseases
    - 3.2.4 blood-borne pathogens
    - 3.2.5 bacteria, viruses, molds
    - 3.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 3.3 use all materials, products and implements appropriately
  - 3.4 clean, sanitize and store materials, products and implements correctly
  - 3.5 dispose of waste materials in an environmentally safe manner

**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 FOD3040: YEAST PRODUCTS**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics

**Description:** Students further their skills in the handling of yeast dough through the preparation of a variety of yeast products.

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

**Supporting Courses:** FOD1020: Contemporary Baking  
FOD2050: Bread Products

**Outcomes:** The student will:

- 1. explain and apply the knowledge and skills necessary for the production of a variety of advanced yeast products**
  - 1.1 demonstrate an understanding of principles of preparation of yeast products, considering:
    - 1.1.1 types of yeasts and their uses
    - 1.1.2 additional ingredients; e.g., sugar, salt, eggs, liquid
    - 1.1.3 correct handling of yeasts and doughs
    - 1.1.4 fermentation and proofing
    - 1.1.5 shaping and preparation techniques for yeast products
    - 1.1.6 standards for yeast products
  - 1.2 describe ingredients and techniques for adapting yeast breads to satisfy the health-conscious consumer, including:
    - 1.2.1 high fibre
    - 1.2.2 variety of grains
    - 1.2.3 use of additives
- 2. identify multicultural influences on yeast products**
  - 2.1 describe yeast products representative of a variety of the world's cuisine
  - 2.2 demonstrate an increased awareness of multicultural influences on the repertoire of yeast products
- 3. demonstrate knowledge and skills in the planning, preparing and evaluating of yeast products**
  - 3.1 prepare and evaluate a minimum of five advanced yeast products, including:
    - 3.1.1 advanced sweet doughs; e.g., braids and/or rings
    - 3.1.2 complex breads and rolls; e.g., brioche, clover leaf, fans
    - 3.1.3 whole grain/multigrain/specialty grain; e.g., whole wheat, rye
    - 3.1.4 rolled-in doughs/deep-fried yeast products; e.g., Danishes/croissants, doughnuts
    - 3.1.5 ethnic
- 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 use all materials, products and implements appropriately
- 4.4 clean, sanitize and store materials, products and implements correctly
- 4.5 dispose of waste materials in an environmentally safe manner
- 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 FOD3050: ADVANCED SOUPS & SAUCES**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics

**Description:** Students learn the techniques and ingredients of classic cuisine through the preparation of traditional soups and sauces and by adapting them for the trend toward lighter eating and nouveau cuisine.

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

**Supporting Course:** FOD2070: Soups & Sauces

**Outcomes:** The student will:

**1. identify the ingredients and describe the techniques for the production of a complete repertoire of soups, foundation sauces and their derivatives**

- 1.1 describe the role of sauces in classic and nouveau cuisine
- 1.2 explain the structure of sauces and demonstrate increased understanding of liquids, including:
  - 1.2.1 white stock
  - 1.2.2 brown stock
  - 1.2.3 milk
  - 1.2.4 tomato
  - 1.2.5 clarified butter
- 1.3 explain the uses of thickening agents, including:
  - 1.3.1 flour
  - 1.3.2 cornstarch
  - 1.3.3 arrowroot
  - 1.3.4 instant starch
  - 1.3.5 bread crumbs
  - 1.3.6 vegetable purée
- 1.4 identify additional ingredients and explain their uses; e.g., herbs, spices, flavourings
- 1.5 demonstrate increased understanding of finishing techniques, including reduction and deglazing
- 1.6 describe the relationship of the following leading/mother sauces with their derivatives:
  - 1.6.1 béchamel
  - 1.6.2 velouté
  - 1.6.3 espagnole
  - 1.6.4 tomato
  - 1.6.5 hollandaise
- 1.7 describe the role of ingredients and preparation techniques for the following emulsified sauces:
  - 1.7.1 hollandaise
  - 1.7.2 béarnaise
- 1.8 identify standards of quality for sauces
- 1.9 identify key ingredients and production techniques for a cross-section of soups, including:
  - 1.9.1 consommés
  - 1.9.2 chowders
  - 1.9.3 cold soups
  - 1.9.4 specialty and ethnic soups
- 1.10 describe ingredients and techniques for adapting sauces and soups to satisfy the health-conscious consumer

**2. demonstrate knowledge and skills in the planning, preparing and evaluating of soups and sauces**

- 2.1 prepare a minimum of five recipes that emphasize:
  - 2.1.1 increased awareness of multicultural influences on the repertoire of sauces and soups
  - 2.1.2 understanding and skills in the use of thickening agents and methods, and finishing techniques for the preparation of a wide range of sauces and soups
- 2.2 prepare and evaluate two of the derivatives from each of the following leading/mother sauces:
  - 2.2.1 béchamel
  - 2.2.2 velouté
  - 2.2.3 espagnole
  - 2.2.4 tomato
  - 2.2.5 hollandaise
- 2.3 prepare and evaluate two of the following soups:
  - 2.3.1 consommés; e.g., consommé-brunoise, consommé julienne
  - 2.3.2 chowders; e.g., potato chowder, New England clam chowder
  - 2.3.3 cold soups; e.g., gazpacho, vichyssoise
- 2.4 prepare and evaluate a soup of an ethnic origin; e.g., borscht, minestrone
- 2.5 demonstrate creativity and flair in the presentation of sauces and soups with appropriate foods, accompaniments and garnishes

**3. identify and demonstrate safe and sanitary practices**

- 3.1 maintain a clean, sanitary, safe work area
- 3.2 apply universal precautions related to:
  - 3.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
  - 3.2.2 hand-washing techniques
  - 3.2.3 infectious diseases
  - 3.2.4 blood-borne pathogens
  - 3.2.5 bacteria, viruses, molds
  - 3.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
- 3.3 use all materials, products and implements appropriately
- 3.4 clean, sanitize and store materials, products and implements correctly
- 3.5 dispose of waste materials in an environmentally safe manner

**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 FOD3060: FOOD PRESENTATION**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics

**Description:** Students develop creativity and flair while learning the techniques of tempting and artistic food presentation.

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

**Outcomes:** The student will:

### **1. identify the principles of design and their application to the preparation and presentation of foods**

- 1.1 explain how attention to the following elements of design may enhance food during preparation and presentation:
  - 1.1.1 arrangement
  - 1.1.2 colour
  - 1.1.3 proportion
  - 1.1.4 balance
  - 1.1.5 harmony
- 1.2 describe guidelines for appropriate garnishing and presentation of foods; e.g., temperature, flavour
- 1.3 describe the elements of design incorporated in the presentation of a wide variety of foods
- 1.4 identify and explain canapés in terms of:
  - 1.4.1 components; e.g., base, body, garnish
  - 1.4.2 varieties; e.g., pâte, vol-au-vent
  - 1.4.3 compound butters; e.g., beurre au citron, beurre blanc
  - 1.4.4 bases
- 1.5 identify and explain hors d'oeuvres and appetizers in terms of:
  - 1.5.1 types of hors d'oeuvres and appetizers; e.g., rumaki, shrimp cocktail
  - 1.5.2 use of sauces and dips

### **2. identify costs involved in the presentation of foods**

### **3. demonstrate knowledge and skills in planning, preparing and evaluating the creative presentation of foods**

- 3.1 manipulate factors, including colour and arrangement, creatively to enhance the visual appeal of a variety of foods
- 3.2 identify and demonstrate use of specialized tools for cutting and shaping foods as well as for attractively presenting and portioning foods
- 3.3 evaluate creative presentation of one food product according to one or more of the following:
  - 3.3.1 colour
  - 3.3.2 arrangement
  - 3.3.3 visual appeal
  - 3.3.4 portion size
  - 3.3.5 safety

- 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 use all materials, products and implements appropriately
  - 4.4 clean, sanitize and store materials, products and implements correctly
  - 4.5 dispose of waste materials in an environmentally safe manner
- 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 FOD3070: SHORT-ORDER COOKING

**Level:** Advanced

**Prerequisites:** CKA3900: Apprenticeship Safety **or**  
FOD1010: Food Basics **or**  
FOD3900: Food Safety

**Description:** Students develop knowledge and skills in the principles and preparation underlying short-order cookery.

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

**Outcomes:** The student will:

### **1. identify and describe a short-order kitchen**

- 1.1 define the phrase *mise en place*
- 1.2 explain the organization of the short-order kitchen in various settings, including hotel kitchens, restaurants, catering and fast-food outlets

### **2. identify and apply knowledge of foods prepared, techniques employed and equipment used in the operation of the short-order kitchen**

- 2.1 explain the need for quality food items in the short-order kitchen
- 2.2 demonstrate that foods prepared in the short-order kitchen can address most nutritional concerns
- 2.3 compare fats used in short order cooking, considering:
  - 2.3.1 cooking properties
  - 2.3.2 nutritional concerns
  - 2.3.3 costs
  - 2.3.4 handling
- 2.4 compare the cooking methods and mediums used by the short-order cook, including:
  - 2.4.1 poaching
  - 2.4.2 steaming
  - 2.4.3 sautéing
  - 2.4.4 grilling
  - 2.4.5 broiling/barbecuing
  - 2.4.6 deep-frying
  - 2.4.7 microwaving
  - 2.4.8 baking
- 2.5 compare short-order items and preparation techniques, considering:
  - 2.5.1 time management and resources
  - 2.5.2 nutritional concerns and consumer demands
  - 2.5.3 new developments in food and equipment

### **3. demonstrate the skills and techniques necessary to the preparation and cooking of a large variety of short-order items**

- 3.1 prepare and serve short-order items, applying appropriate cooking methods including:
  - 3.1.1 broil/barbecue
  - 3.1.2 poach/steam
  - 3.1.3 grill/griddle
  - 3.1.4 microwave
  - 3.1.5 bake/roast

- 3.1.6 fry/sauté
- 3.1.7 deep-fry
- 3.1.8 toast
- 3.2 prepare, serve and evaluate short-order items requiring breading and battering
- 3.3 prepare and compare short-order convenience foods with those made from scratch, including various potato products and prebreaded and/or prebattered fish, poultry and vegetables
- 3.4 prepare and evaluate one or more of the following short-order items:
  - 3.4.1 hot and/or cold sandwiches
  - 3.4.2 breakfast foods
  - 3.4.3 meats
  - 3.4.4 fish and seafood
  - 3.4.5 poultry
  - 3.4.6 potatoes and vegetables
  - 3.4.7 cultural foods
- 3.5 prepare, serve and evaluate appropriate garnishes and accompaniments for short-order items
- 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 use all materials, products and implements appropriately
  - 4.4 clean, sanitize and store materials, products and implements correctly
  - 4.5 dispose of waste materials in an environmentally safe manner
- 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 FOD3080: ADVANCED MEAT COOKERY**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics

**Description:** Students develop further awareness of the different types of meats available and of meat cookery through the preparation of a variety of meat dishes.

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

**Outcomes:** The student will:

**1. identify the composition and structure of domestic meat products, and select appropriate cooking methods**

- 1.1 compare cuts of beef, lamb, veal and pork, considering tenderness of the cuts and the factors that influence tenderness of meats
- 1.2 describe tenderness of various variety meats and select appropriate cooking methods for them
- 1.3 identify various processed meats according to:
  - 1.3.1 processing methods
  - 1.3.2 additives/preservatives
  - 1.3.3 nutrition
  - 1.3.4 possible health concerns

**2. identify and describe moist heat and dry heat cooking methods**

- 2.1 describe roasting, emphasizing:
  - 2.1.1 criteria for evaluating quality and determining suitability of meats for roasting
  - 2.1.2 methods for enhancing flavour and palatability
  - 2.1.3 oven and temperature choice
  - 2.1.4 carry-over cooking and how to determine doneness and satisfy a variety of tastes
- 2.2 describe broiling and pan-broiling, focusing on:
  - 2.2.1 suitability of meats for broiling and/or pan-broiling
  - 2.2.2 achieving and determining correct doneness in varied thicknesses of meats
  - 2.2.3 seasoning
- 2.3 describe frying, griddling and sautéing, considering:
  - 2.3.1 suitability of meats for frying, griddling and sautéing
  - 2.3.2 various methods of meat preparation
  - 2.3.3 correct temperature and cooking procedures
  - 2.3.4 various finishing techniques
- 2.4 describe suitability of meats for moist heat cooking methods and demonstrate knowledge of techniques for enhancing palatability of meats cooked by:
  - 2.4.1 braising and pot-roasting
  - 2.4.2 stewing
  - 2.4.3 simmering, fricasseeing and poaching

**3. demonstrate knowledge and skills in the planning, preparing and evaluating of meat and meat products representative of a cross section of meat species**

- 3.1 prepare, present and evaluate roasted, broiled and/or pan-broiled meats, including:
  - 3.1.1 preparing pan gravy and/or jus
  - 3.1.2 achieving correct doneness
  - 3.1.3 broiler-marking steaks

- 3.2 prepare, present and evaluate fried, griddled and/or sautéed meats, demonstrating various finishing techniques
- 3.3 prepare, present and evaluate meats using moist heat cooking methods, including:
  - 3.3.1 braising or pot-roasting
  - 3.3.2 stewing
  - 3.3.3 fricasseeing and/or poaching
- 3.4 prepare, through recipe choices and cooking methods, meat dishes from culturally diverse origins
- 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 use all materials, products and implements appropriately
  - 4.4 clean, sanitize and store materials, products and implements correctly
  - 4.5 dispose of waste materials in an environmentally safe manner
- 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 FOD3090: BUTCHER SHOP**

**Level:** Advanced

**Prerequisite:** CKA3900: Apprenticeship Safety **or**  
FOD1010: Food Basics **or**  
FOD3900: Food Safety

**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 FOD3100: ENTERTAINING WITH FOOD**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics

**Description:** Students plan and prepare food for an event and develop organizational skills that may be used in the hospitality industry, at home or in entrepreneurial endeavors.

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

**Outcomes:** The student will:

- 1. identify and describe safe food handling procedures involved in large-scale food events**
  - 1.1 appraise food safety concerns that may arise during handling, preparation and presentation of food for special events, considering:
    - 1.1.1 large-scale food production
    - 1.1.2 safe transport of foods
    - 1.1.3 safe storage of foods
    - 1.1.4 enforcing “danger zone” guidelines during service of foods
  - 1.2 describe and resolve equipment safety concerns significant to entertaining with food
- 2. identify and describe the factors of planning and staging an entertainment event that includes food**
  - 2.1 assess the appropriateness of foods for use on particular occasions, considering factors such as the impact of advance preparation and/or standing time on quality and nutrition of foods
  - 2.2 analyze factors that influence the nature of an entertainment event, including:
    - 2.2.1 the occasion
    - 2.2.2 host’s lifestyle
    - 2.2.3 available resources
    - 2.2.4 number and age of guests
    - 2.2.5 level of formality
  - 2.3 describe conventions associated with entertaining, including:
    - 2.3.1 etiquette
    - 2.3.2 responsibilities of host and guest
  - 2.4 devise and carry out a management plan for an event, including:
    - 2.4.1 theme; e.g., menu, decorations, invitations, table appointments, centre pieces
    - 2.4.2 resources; e.g., time, energy, budget, equipment, skills
- 3. demonstrate knowledge and skills in the planning, preparing and evaluating of foods for an entertainment event**
  - 3.1 plan, prepare and evaluate food for an entertainment event
  - 3.2 devise and carry out a management plan for an event, including:
    - 3.2.1 food preparation and presentation
    - 3.2.2 hosting responsibilities
    - 3.2.3 food services
    - 3.2.4 style of service; e.g., buffet, family style, continental, blue plate, ethnic style of service
    - 3.2.5 clean-up; e.g., rules and regulations related to mobilization of leftovers
  - 3.3 evaluate the success of the event and make recommendations for future events

- 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 use all materials, products and implements appropriately
  - 4.4 clean, sanitize and store materials, products and implements correctly
  - 4.5 dispose of waste materials in an environmentally safe manner
- 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 FOD3110: FOOD PROCESSING**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics

**Description:** Students explore how technology affects our food supply by using a variety of methods to process fresh foods.

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

**Outcomes:** The student will:

### **1. describe factors affecting food safety and food spoilage in processed foods**

- 1.1 compare the positive and negative impact of micro-organisms and enzymes on foods
- 1.2 distinguish among prevalent micro-organisms responsible for food-borne illnesses, considering:
  - 1.2.1 source of micro-organism
  - 1.2.2 environment favouring growth of micro-organism
  - 1.2.3 causes and symptoms of food-borne illnesses
- 1.3 compare the mechanics of maintaining food safety and food quality over extended periods of time for various food processing methods, considering:
  - 1.3.1 impact of processing method on enzymes and micro-organisms
  - 1.3.2 function of ingredients in the preservation of foods
  - 1.3.3 significance of packaging materials
  - 1.3.4 appropriate storage conditions and storage time
- 1.4 identify and resolve equipment safety concerns related to food processing

### **2. identify and describe various ways of processing and preserving food**

- 2.1 describe the methods and the rationale for processing or preserving food in the home, including:
  - 2.1.1 freezing
  - 2.1.2 canning
  - 2.1.3 drying
  - 2.1.4 brine and pickling
- 2.2 identify and evaluate technological innovations for processing or preserving foods in the marketplace, such as:
  - 2.2.1 packaging techniques; e.g., Tetra Pak
  - 2.2.2 production methods; e.g., fish farming
  - 2.2.3 preserving methods; e.g., food irradiation

### **3. identify the impact of technological developments on the nutritional value of foods and the food supply**

- 3.1 describe the impact of various food processing methods on the nutritional value of foods
- 3.2 describe food additives and their influence on foods and the food supply
- 3.3 relate small-scale food preservation to the technology employed in commercial food processing
- 3.4 describe the impact technological developments may have on foods and the food supply, considering factors such as:
  - 3.4.1 preservation
  - 3.4.2 enhancement of foods
  - 3.4.3 nutritional value
  - 3.4.4 safety issues and concerns

**4. demonstrate knowledge and skills in the planning, preparing and evaluating of the processing and preserving of a wide variety of foods**

- 4.1 prepare a minimum of five products employing a variety of processing and preserving techniques related to:
  - 4.1.1 canning
  - 4.1.2 freezing
  - 4.1.3 drying
  - 4.1.4 brining and pickling (moist and dry)
  - 4.1.5 marinating; e.g., meat, fish, salad
  - 4.1.6 jam-making
  - 4.1.7 jelly-making
- 4.2 evaluate one product according to:
  - 4.2.1 cost
  - 4.2.2 preparation time
  - 4.2.3 nutritional value
  - 4.2.4 quality
  - 4.2.5 comparison with purchased product

**5. identify and demonstrate safe and sanitary practices**

- 5.1 maintain a clean, sanitary, safe work area
- 5.2 apply universal precautions related to:
  - 5.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
  - 5.2.2 hand-washing techniques
  - 5.2.3 infectious diseases
  - 5.2.4 blood-borne pathogens
  - 5.2.5 bacteria, viruses, molds
  - 5.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
- 5.3 use all materials, products and implements appropriately
- 5.4 clean, sanitize and store materials, products and implements correctly
- 5.5 dispose of waste materials in an environmentally safe manner

**6. demonstrate basic competencies**

- 6.1 demonstrate fundamental skills to:
  - 6.1.1 communicate
  - 6.1.2 manage information
  - 6.1.3 use numbers
  - 6.1.4 think and solve problems
- 6.2 demonstrate personal management skills to:
  - 6.2.1 demonstrate positive attitudes and behaviours
  - 6.2.2 be responsible
  - 6.2.3 be adaptable
  - 6.2.4 learn continuously
  - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
  - 6.3.1 work with others
  - 6.3.2 participate in projects and tasks

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

- 7.1 identify short-term and long-term goals
- 7.2 identify steps to achieve goals

## **COURSE FOD3120: FOOD EVOLUTION/INNOVATION**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics

**Description:** Students explore historical influences that have had an impact on food and factors that will influence food in the future, and will prepare a variety of foods that illustrate food evolution and innovation.

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

**Outcomes:** The student will:

- 1. describe the impact of food acquisition on the culture and society in which people live**
  - 1.1 describe historical influences that have led to interaction of cultures and peoples and consequent evolution of food, including:
    - 1.1.1 exploration
    - 1.1.2 political climate
    - 1.1.3 economic conditions
  - 1.2 describe factors that will influence food of the future, including:
    - 1.2.1 ecological concerns; e.g., organic farming
    - 1.2.2 nutrition and health concerns; e.g., childhood obesity
    - 1.2.3 technological changes; e.g., processing techniques
    - 1.2.4 changes in society and values; e.g., eating out, cocooning
- 2. describe how food patterns, especially those in Canada, have evolved through the interaction of cultures and people throughout history**
  - 2.1 describe factors that contribute to the evolution of contemporary Canadian cuisine, including:
    - 2.1.1 recognition of First Nations, Métis and Inuit peoples
    - 2.1.2 profiles of immigrants to Canada
  - 2.2 describe influences of one culture on another through planning, preparation and evaluation of a wide variety of foods; e.g., Chinese and Italian pastas demonstrate the influence of Marco Polo, Cajun and Creole foods are influenced by the Acadians in Louisiana
- 3. identify relationships among consumers, marketplace and technology as food evolves**
  - 3.1 describe current trends in acquisition of foods in Albertan and Canadian cuisine
  - 3.2 describe factors that stimulate food innovation, such as:
    - 3.2.1 technology
    - 3.2.2 supply and demand
    - 3.2.3 profitability
    - 3.2.4 demographics
  - 3.3 describe consumer acceptance of innovative foods, considering:
    - 3.3.1 needs
    - 3.3.2 values
    - 3.3.3 knowledge
    - 3.3.4 media and advertising

- 4. demonstrate knowledge and skills in the planning, preparing and evaluating of food products that illustrate food evolution and innovation**
  - 4.1 plan, prepare and evaluate foods to demonstrate evolution in the means through which food is acquired; e.g., foods obtained from nature (hunting, berry picking), grinding grain for use in baked products, preservation techniques such as drying and salting
  - 4.2 compare the centrality of food to society in the evolution from hunter/gatherer to farmer to merchant, considering:
    - 4.2.1 acquisition of food; e.g., gathered versus processed
    - 4.2.2 preservation of food
    - 4.2.3 development of culture
    - 4.2.4 social structures
  - 4.3 plan, prepare and evaluate foods that represent trends and/or technological advances in food; e.g., availability and variety of foods, supply and demand in the marketplace, megastores, ethnic stores; trends in restaurants, “engineered foods”—sugar and fat substitutes
- 5. identify and demonstrate safe and sanitary practices**
  - 5.1 maintain a clean, sanitary, safe work area
  - 5.2 apply universal precautions related to:
    - 5.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves
    - 5.2.2 hand-washing techniques
    - 5.2.3 infectious diseases
    - 5.2.4 blood-borne pathogens
    - 5.2.5 bacteria, viruses, molds
    - 5.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 5.3 use all materials, products and implements appropriately
  - 5.4 clean, sanitize and store materials, products and implements correctly
  - 5.5 dispose of waste materials in an environmentally safe manner
- 6. demonstrate basic competencies**
  - 6.1 demonstrate fundamental skills to:
    - 6.1.1 communicate
    - 6.1.2 manage information
    - 6.1.3 use numbers
    - 6.1.4 think and solve problems
  - 6.2 demonstrate personal management skills to:
    - 6.2.1 demonstrate positive attitudes and behaviours
    - 6.2.2 be responsible
    - 6.2.3 be adaptable
    - 6.2.4 learn continuously
    - 6.2.5 work safely
  - 6.3 demonstrate teamwork skills to:
    - 6.3.1 work with others
    - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
  - 7.1 identify short-term and long-term goals
  - 7.2 identify steps to achieve goals

## **COURSE FOD3130: THE FOOD ENTREPRENEUR**

- Level:** Advanced
- Prerequisite:** FOD1010: Food Basics
- Description:** Students plan, test and market a food product or products.
- Parameters:** Access to a personal or commercial food preparation facility.
- Supporting Course:** ENT3010: Managing the Venture
- Outcomes:** The student will:

### **1. identify and describe a variety of food trends**

- 1.1 describe trends in foods (locally produced versus imported, ethnic foods), considering aspects such as:
  - 1.1.1 origin of foods; e.g., ethnic, locally grown versus imported
  - 1.1.2 production methods
  - 1.1.3 processing methods
  - 1.1.4 packaging techniques
  - 1.1.5 nutritional significance
  - 1.1.6 emotive significance of foods; e.g., comfort foods
  - 1.1.7 prestige value
- 1.2 describe trends in eating patterns, considering aspects such as:
  - 1.2.1 traditional meal patterns
  - 1.2.2 percentage of food dollars spent on eating away from home
  - 1.2.3 alternatives for eating out; e.g., fast food, food fairs, fine dining
  - 1.2.4 patterns influenced by social and ecological issues, including environmental and global concerns
  - 1.2.5 patterns influenced by health concerns; e.g., vegetarian
- 1.3 inventory factors that contribute to the evolution of food trends, such as:
  - 1.3.1 needs
  - 1.3.2 wants
  - 1.3.3 culture
  - 1.3.4 demographics; e.g., education, income, age
  - 1.3.5 psychographics; e.g., lifestyle, buying habits, attitudes, opinions
  - 1.3.6 geographics
- 1.4 relate food trends with psychological, social and cultural needs of individuals and families
- 1.5 describe changes in food trends in the last five years, including reasons for such changes
- 1.6 predict changes in food trends in the coming five years, considering pitfalls and opportunities these trends present

### **2. identify food ventures within the community**

- 2.1 identify food ventures in the community, such as caterers, restaurants, food stores, specialty food stores, farmers' markets, considering:
  - 2.1.1 food services and/or food products provided
  - 2.1.2 market niche occupied
  - 2.1.3 marketing strategies
  - 2.1.4 criteria for success

- 2.2 propose a food venture, including:
  - 2.2.1 mission statement
  - 2.2.2 food services and/or food products provided
  - 2.2.3 target market
  - 2.2.4 criteria for success
- 2.3 create, carry out and evaluate a marketing plan for a food venture
- 2.4 create, test and adapt a production plan
- 2.5 create and implement quality control procedures
- 2.6 describe financing availability for the venture
- 2.7 assess the strengths and weaknesses of the food venture
- 3. identify appropriate regulations and describe procedures for ensuring food safety in the implementation of a particular food venture**
  - 3.1 identify procedures for ensuring food safety
  - 3.2 identify food labelling regulations
  - 3.3 identify regulations governing the sales of food
- 4. develop a project plan for a food venture, describing the entrepreneurial potential**
  - 4.1 plan a food venture, documenting each stage and including:
    - 4.1.1 description of product/service
    - 4.1.2 target market
    - 4.1.3 budget
    - 4.1.4 marketing plan
    - 4.1.5 food testing
    - 4.1.6 selection of appropriate packaging
    - 4.1.7 production plan
    - 4.1.8 quality control procedures
  - 4.2 create an instrument to evaluate each part of the plan
- 5. demonstrate knowledge and skills in the planning, preparing and evaluating of a food product/service for the venture**
  - 5.1 prepare, package or present food product/service suitable for the food venture, demonstrating:
    - 5.1.1 efficiency in production
    - 5.1.2 consistency in quality
    - 5.1.3 monitoring and control of inventory
  - 5.2 compare packaging techniques to consumer response
  - 5.3 evaluate success of the food product/service for the planned venture, considering:
    - 5.3.1 cost
    - 5.3.2 quality
    - 5.3.3 suitability
  - 5.4 make appropriate changes to the plan, if required
- 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. 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 FOD3160: REGIONAL CUISINE**

**Level:** Advanced

**Prerequisite:** FOD1010: Food Basics

**Description:** Students explore, in depth, the cuisine of a region in order to appreciate the richness of its history and culture. They discover its foods, learn about food customs, experience traditional cooking methods, and adapt local produce to create regional recipes.

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

**Outcomes:** The student will:

### **1. identify and describe the various roles that food plays within a specific region**

- 1.1 identify and explain what makes the cuisines of the region unique; e.g., climate, fuels available, trade, economic conditions, common use of major foodstuffs
- 1.2 identify and explain the effect of wars, redrawn borders and ethnic migration on the region's cuisine
- 1.3 discuss the significance of religion in the cuisines of the region
- 1.4 identify the various sub-regions within the region that have influenced food patterns
- 1.5 describe changes in foods, food patterns and food preparation techniques as people adapt to new cultures, considering:
  - 1.5.1 accessibility of traditional and nontraditional foods
  - 1.5.2 access to and understanding of nutrition information
  - 1.5.3 the role of food in retaining cultural heritage
  - 1.5.4 the role of food in adapting to a new cultural environment
- 1.6 evaluate the physical, psychological and social impact of evolving food patterns as individuals and families adapt to an adopted culture
- 1.7 describe food sensibilities (aesthetics), considering:
  - 1.7.1 food planning principles
  - 1.7.2 seasonings
  - 1.7.3 characteristic food and flavour combinations
- 1.8 analyze how nutritional needs are met through the food patterns of the region

### **2. explore the availability of ethnic foods in the marketplace**

### **3. demonstrate knowledge and skills in the planning, preparing and evaluating of foods and meals representative of a specific culture**

- 3.1 demonstrate and evaluate a wide variety of preparation techniques characteristic of the region of choice
- 3.2 prepare recipes that demonstrate the commonality of foods across regions; e.g., wraps, perogies
- 3.3 create an original regional recipe
- 3.4 present techniques and preparation of a regional recipe through a variety of methods of presentation; e.g., posters, digital slide show, demonstration, video, YouTube
- 3.5 research and demonstrate specialized equipment used in food preparation



- 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 use all materials, products and implements appropriately
  - 4.4 clean, sanitize and store materials, products and implements correctly
  - 4.5 dispose of waste materials in an environmentally safe manner
- 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 FOD3900: FOOD SAFETY**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students develop knowledge, skills and attitudes in the practice of food safety and sanitation as it pertains to the *Food Regulation* (Alberta Regulation 31/2006) of the *Public Health Act*.

**Parameters:** Access to instruction from an individual who has specialized food safety training and who has successfully completed an approved Alberta Health food safety course.

**Notes:** This course is an Alberta Health approved food sanitation and hygiene training program under the *Food Regulation* (Alberta Regulation 31/2006).

Students will need to write an exam provided by Alberta Education and, upon receiving a minimum mark of 70% on the exam, will receive a food safety certificate that indicates the satisfaction of requirements of the *Food Regulation* (Alberta Regulation 31/2006).

This content and outcomes of this course are conditional upon the requirements imposed by Alberta Health and are subject to change.

**Resource:** Alberta Health Services Food Safety Package

**Outcomes:** The student will:

- 1. describe programs and guidelines for regulating food safety in foodservice operations**
  - 1.1 describe the principles and components of food safety Quality Assurance/Quality Control (QAQC) programs, including:
    - 1.1.1 sanitation checklists
    - 1.1.2 temperature audit charts
    - 1.1.3 hazard analysis critical control point (HACCP)
  - 1.2 describe the role of the federal government in ensuring food safety, including:
    - 1.2.1 Health Canada
    - 1.2.2 Agriculture and Agri-Food Canada
    - 1.2.3 Canadian Food Inspection Agency (CFIA)
  - 1.3 describe the role of the provincial government in ensuring food safety, including:
    - 1.3.1 food handling permits
    - 1.3.2 public health inspectors
    - 1.3.3 regular inspections of facilities
    - 1.3.4 investigating complaints

**2. describe key aspects of building construction and facility design for food establishments**

- 2.1 explain design and material choices for building construction, including:
  - 2.1.1 walls and ceilings
  - 2.1.2 floors
  - 2.1.3 plumbing
  - 2.1.4 lighting
  - 2.1.5 ventilation
  - 2.1.6 dressing areas
  - 2.1.7 washroom facilities
  - 2.1.8 handwashing stations
  - 2.1.9 janitorial services
  - 2.1.10 garbage disposal
- 2.2 identify utilities that are of particular concern in relation to food safety, including:
  - 2.2.1 water
  - 2.2.2 electrical
  - 2.2.3 sewage and waste disposal
- 2.3 explain facility layout concerns, including:
  - 2.3.1 workflow
  - 2.3.2 contamination prevention
  - 2.3.3 access to cleaning equipment

**3. identify safe food-handling practices necessary for the prevention of foodborne illness**

- 3.1 identify safe food-handling practices that should be applied during the production and service of food, including:
  - 3.1.1 temperature control in thawing, cooking, cooling and reheating foods
  - 3.1.2 safe practices to prevent direct and indirect contamination of food
  - 3.1.3 safe practices to prevent cross-contamination; e.g., food to food, people to food, equipment to food
- 3.2 identify safe food-handling practices that should be applied during the receiving and storage of food, including proper:
  - 3.2.1 inspection protocol of food, meat stamps and tags
  - 3.2.2 transport vehicle cleanliness
  - 3.2.3 dry storage, freezer storage and refrigerator storage
  - 3.2.4 air circulation
  - 3.2.5 stock rotation procedures
  - 3.2.6 storage times and conditions
  - 3.2.7 cleaning of the storage facilities
- 3.3 describe the basic causes of food spoilage, including:
  - 3.3.1 microbial, such as bacteria, molds and yeasts
  - 3.3.2 chemical, such as enzymes, heat and oxidation
  - 3.3.3 physical, such as damage, drying and pest infestation
- 3.4 identify methods by which food can be preserved, including:
  - 3.4.1 application of low temperatures; e.g., refrigeration or freezing
  - 3.4.2 use of high temperatures; e.g., pasteurization or sterilization
  - 3.4.3 removal of oxygen; e.g., vacuum packaging
  - 3.4.4 removal of moisture; e.g., sun drying, freeze drying, spray drying, smoke drying
  - 3.4.5 changes in concentration of sugar, salt or acid; e.g., jams or jellies and dried beef

- 3.4.6 addition of chemicals; e.g., nitrites, sodium, benzoic acid, butylated hydroxyanisole (BHA), butylated hydroxytoluene (BHT)
- 3.4.7 irradiation through the use of ultraviolet light or gamma rays
- 4. identify methods of maintaining a sanitary work environment that are essential in ensuring food safety**
  - 4.1 explain the importance of personal hygiene and the guidelines food handlers must follow to prevent foodborne illness, including:
    - 4.1.1 personal cleanliness
    - 4.1.2 clothing and jewellery
    - 4.1.3 general health
    - 4.1.4 personal habits
  - 4.2 describe the types of cleaning and sanitizing agents available for use in foodservice operations, including:
    - 4.2.1 water and the effects of water hardness
    - 4.2.2 types of detergents; e.g., soaps, solvent cleaners, acid detergents, abrasive cleaners
    - 4.2.3 chemical sanitizers; e.g., chlorine, iodine, quaternary ammonium compounds
    - 4.2.4 hot water sanitization
    - 4.2.5 metal polishers
    - 4.2.6 drain cleaners
  - 4.3 describe the correct procedures for cleaning and sanitizing dishes, equipment and work surfaces, including:
    - 4.3.1 removal of various forms of food deposits
    - 4.3.2 manual and mechanical forms of cleaning and sanitizing
    - 4.3.3 sanitation programs and cleaning schedules
  - 4.4 describe the dangers of insect and rodent infestation and the most effective methods of pest control, including:
    - 4.4.1 describe hazards associated with flying, crawling and stored-grain insects
    - 4.4.2 describe the life cycle of insects, starting with egg, larva, pupa and adult stages, in order to prevent insect infestation
    - 4.4.3 explain the safe use of rodenticides and insecticides to eradicate pests
    - 4.4.4 describe the hazards associated with rodents (rats or mice), birds and bats
    - 4.4.5 explain detection, prevention, control and destruction methods
- 5. describe the characteristics of micro-organisms and the control measures necessary for the prevention of foodborne illness**
  - 5.1 identify and describe factors that affect the growth of each of the five main types of micro-organisms, including:
    - 5.1.1 bacteria
    - 5.1.2 yeasts
    - 5.1.3 molds
    - 5.1.4 viruses
    - 5.1.5 parasites
  - 5.2 describe environmental factors that affect the growth of micro-organisms and how each type of micro-organism is transferred, including:
    - 5.2.1 water
    - 5.2.2 oxygen
    - 5.2.3 temperature
    - 5.2.4 time
    - 5.2.5 pH
    - 5.2.6 nutrients
    - 5.2.7 inhibitors

- 5.3 identify and describe sources of foodborne illness and control measures for each of the four major hazardous areas in food handling, including:
  - 5.3.1 natural toxins found in plants and animals
  - 5.3.2 microbiological hazards; e.g., parasites, bacteria, viruses, yeasts, molds
  - 5.3.3 chemical hazards; e.g., detergents, insecticides, fuels, paint chips, food additives
  - 5.3.4 physical hazards; e.g., glass or metal fragments, nuts, bolts, nails, staples, pins
- 6. list strategies for providing a safe work environment for staff and guests of foodservice operations**
  - 6.1 describe the purpose and major components of the Workplace Hazardous Materials Information System (WHMIS) program
  - 6.2 describe the types and causes of fires, methods of prevention, equipment available for fighting fires and the components of an employee fire safety program
  - 6.3 describe some of the most common foodservice injuries, how to prevent injuries and procedures to follow in the event that an accident does occur
- 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 FOD3910: FOD PROJECT D**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 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 FOD3920: FOD PROJECT E**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set



- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 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 FOD3950: FOD ADVANCED PRACTICUM**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

**Parameters:** This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any introductory (1XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

**Outcomes:** The student will:

- 1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
  - 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
  - 1.2 describe personal roles and responsibilities, including:
    - 1.2.1 key responsibilities
    - 1.2.2 support functions/responsibilities/expectations
    - 1.2.3 code of ethics and/or conduct
  - 1.3 describe personal work responsibilities and categorize them as:
    - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
    - 1.3.2 non-routine tasks; e.g., emergencies
    - 1.3.3 tasks requiring personal judgement
    - 1.3.4 tasks requiring approval of a supervisor
  - 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 2. analyze personal performance in relation to established standards**
  - 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
  - 2.2 evaluate standards of performance in terms of:
    - 2.2.1 quality of work
    - 2.2.2 quantity of work
  - 2.3 evaluate adherence to workplace legislation related to health and safety
  - 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
    - 2.4.1 training and certification
    - 2.4.2 interpersonal skills
    - 2.4.3 technical skills
    - 2.4.4 ethics

**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