

COURSE CKA3401: KITCHEN ORIENTATION

Level: First Period Apprenticeship

Prerequisites: CKA3900: Apprenticeship Safety
Food safety course certificate provided under the *Food Regulation* (Alberta Regulation 31/2006) through an [Alberta Health Services](#) approved sanitation and hygiene training program.

Description: Students develop skills and abilities in the foodservice industry as they develop safe and efficient work habits.

Parameters: Access to a commercial food preparation facility and to instruction from an individual with journey person certification as a cook.

ILM Resources: Tools and Equipment 180101f; Kitchen Fundamentals 180101g; Weights and Measures 180101i

Outcomes: The student will:

1. use the tools and equipment standard for the cook trade

- 1.1 use hand tools, small wares and knives, including:
 - 1.1.1 aluminum and stainless steel pots and pans
 - 1.1.2 stainless steel, glass and plastic bowls
 - 1.1.3 scales
 - 1.1.4 volume measures
 - 1.1.5 measuring cups and measuring spoons
 - 1.1.6 portion scoops
 - 1.1.7 thermometers
 - 1.1.8 knives of various lengths, shapes and sizes
 - 1.1.9 sharpening devices
 - 1.1.10 peelers and zesters
 - 1.1.11 spatulas, spoons and skimmers
 - 1.1.12 tongs and whips
 - 1.1.13 strainers, sieves and colanders
 - 1.1.14 food mills, ricers and graters
- 1.2 use processing equipment, including:
 - 1.2.1 meat slicers
 - 1.2.2 mixers
 - 1.2.3 blenders
 - 1.2.4 food choppers
 - 1.2.5 meat grinders
 - 1.2.6 food processors
 - 1.2.7 band saws
 - 1.2.8 tomato slicers

- 1.3 use cooking equipment, including:
 - 1.3.1 stoves
 - 1.3.2 ovens
 - 1.3.3 steam cabinets
 - 1.3.4 steam kettles
 - 1.3.5 deep fat fryers
 - 1.3.6 griddles
 - 1.3.7 grills and broilers
- 1.4 use rethermalizing and holding equipment, including:
 - 1.4.1 steam or hot holding tables
 - 1.4.2 chafing dishes
 - 1.4.3 cold holding tables
- 1.5 use dishwashing and sanitizing equipment
- 1.6 use beverage dispensing equipment, including:
 - 1.6.1 coffee brew machines and service carousels
 - 1.6.2 juice dispensers
 - 1.6.3 beverage guns
 - 1.6.4 refrigerated dairy dispensers
- 1.7 use exhaust fans, hoods and ventilation systems
- 1.8 use coolers and freezers
- 2. describe a professional kitchen**
 - 2.1 describe the classical brigade, including:
 - 2.1.1 chef
 - 2.1.2 sous-chef
 - 2.1.3 saucier
 - 2.1.4 poissonier
 - 2.1.5 entremetier
 - 2.1.6 rôtiisseur
 - 2.1.7 garde manger
 - 2.1.8 pâtissier
 - 2.1.9 tournant
 - 2.2 describe the guild system
 - 2.3 discuss the forebears of modern cooking, including:
 - 2.3.1 Marie-Antoine Carême
 - 2.3.2 Auguste Escoffier
 - 2.3.3 Fernand Point
 - 2.4 discuss basic kitchen terminology
 - 2.5 describe the structure and function in traditional and modern kitchens, including:
 - 2.5.1 the Alberta Occupational Profiles for cook and chef profiles
 - 2.5.2 common job titles
 - 2.6 describe how to work safely in a professional kitchen, paying special attention to:
 - 2.6.1 knife sharpening
 - 2.6.2 lifting
 - 2.6.3 burn prevention
 - 2.6.4 preventing slips and falls
 - 2.6.5 safety guards, guides and plungers

3. perform calculations using the metric and US standard systems

- 3.1 use the metric system to perform foodservice calculations, including:
 - 3.1.1 volume measurement
 - 3.1.2 weight measurement
 - 3.1.3 linear measurement
 - 3.1.4 area measurement
 - 3.1.5 volume (capacity) measurement
 - 3.1.6 mass (weight)
 - 3.1.7 temperature
- 3.2 describe the US standard system as it relates to foodservice calculations, including:
 - 3.2.1 linear (length) measurement
 - 3.2.2 area measurement
 - 3.2.3 volume (capacity) measurement
 - 3.2.4 mass (weight)
 - 3.2.5 temperature
 - 3.2.6 measurement conversions
- 3.3 identify the differences of the US standard and imperial systems, including:
 - 3.3.1 gallons
 - 3.3.2 quarts
 - 3.3.3 pints

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 CKA3406: KITCHEN MATHEMATICS

- Level:** First Period Apprenticeship
- Prerequisite:** CKA3401: Kitchen Orientation
- Description:** Students develop a basic understanding of the mathematics required in every aspect of the foodservices industry.
- Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journey person certification as a cook.
- ILM Resources:** Basic Kitchen Mathematics 180101h
- Outcomes:** The student will:

1. perform basic mathematic calculations for foodservice

- 1.1 establish item cost, utilizing:
 - 1.1.1 invoices
 - 1.1.2 per unit cost
 - 1.1.3 additional costs such as delivery charges
- 1.2 calculate yields, utilizing:
 - 1.2.1 AP (as purchased) weight
 - 1.2.2 EP (edible portion) weight
 - 1.2.3 trim loss
- 1.3 cost a recipe, using these steps:
 - 1.3.1 determine ingredient amounts required (from a standardized recipe)
 - 1.3.2 calculate EP price per unit for each ingredient
 - 1.3.3 multiply EP cost by the ingredient amount for each item
 - 1.3.4 add the ingredient costs together
 - 1.3.5 account for condiment allowances such as herbs, spices and seasonings
 - 1.3.6 calculate final recipe cost
- 1.4 establish selling price, utilizing:
 - 1.4.1 food cost
 - 1.4.2 labour cost
 - 1.4.3 operating cost
 - 1.4.4 net profit
- 1.5 perform recipe conversions, considering:
 - 1.5.1 evaporation
 - 1.5.2 time
 - 1.5.3 equipment
 - 1.5.4 seasoning

2. demonstrate basic competencies

- 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems

- 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
- 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
 - 3.1 identify short-term and long-term goals
 - 3.2 identify steps to achieve goals

COURSE CKA3411: MEATS & SEAFOOD 1

Level: First Period Apprenticeship

Prerequisite: CKA3401: Kitchen Orientation

Description: Students develop skills and abilities to recognize products and to learn how products are utilized and handled to ensure foods are safe and wholesome to consume. Students also learn the essentials of pre-cut portions of meat, poultry and fish products in preparing quality, cost-effective menu items.

Parameters: Access to a commercial food preparation facility and to instruction from an individual with journey person certification as a cook.

ILM Resources: Purchasing, Grading, Handling and Storage 180102a; Portioning 180102b

Outcomes: The student will:

1. demonstrate purchasing, grading, handling and storage techniques

- 1.1 describe grading, quality factors and purchasing standards for meat, including:
 - 1.1.1 beef
 - 1.1.2 pork
 - 1.1.3 veal
 - 1.1.4 lamb
- 1.2 describe grading, quality factors and purchasing standards for fish, seafood and shellfish
- 1.3 describe grading, quality factors and purchasing standards for poultry
- 1.4 describe grading, quality factors and purchasing standards for a variety of meats, including:
 - 1.4.1 liver
 - 1.4.2 kidney
 - 1.4.3 sweetbread
 - 1.4.4 heart
 - 1.4.5 tongue
 - 1.4.6 oxtail
 - 1.4.7 tripe
- 1.5 use handling and storage procedures for meat, including:
 - 1.5.1 fresh meats
 - 1.5.2 frozen meats
- 1.6 use handling and storage procedures for poultry, including:
 - 1.6.1 fresh poultry
 - 1.6.2 frozen poultry
- 1.7 use handling and storage procedures for fish, seafood and shellfish, including:
 - 1.7.1 fresh product
 - 1.7.2 frozen product
- 1.8 use handling and storage procedures for a variety of meats

2. demonstrate basic competencies

2.1 demonstrate fundamental skills to:

- 2.1.1 communicate
- 2.1.2 manage information
- 2.1.3 use numbers
- 2.1.4 think and solve problems

2.2 demonstrate personal management skills to:

- 2.2.1 demonstrate positive attitudes and behaviours
- 2.2.2 be responsible
- 2.2.3 be adaptable
- 2.2.4 learn continuously
- 2.2.5 work safely

2.3 demonstrate teamwork skills to:

- 2.3.1 work with others
- 2.3.2 participate in projects and tasks

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

3.1 identify short-term and long-term goals

3.2 identify steps to achieve goals

COURSE CKA3416: MEATS & SEAFOOD 2

Level: First Period Apprenticeship

Prerequisite: CKA3401: Kitchen Orientation

Description: Students develop skills and abilities to recognize products and to learn how products are utilized and handled to ensure foods are safe and wholesome to consume. Students also learn the essentials of pre-cut portions of meat, poultry and fish products in preparing quality, cost-effective menu items.

Parameters: Access to a commercial food preparation facility and to instruction from an individual with journey person certification as a cook.

ILM Resources: Purchasing, Grading, Handling and Storage 180102a; Portioning 180102b

Outcomes: The student will:

1. prepare primal and fabricated cuts

- 1.1 identify primal and fabricated cuts of meat, including:
 - 1.1.1 front quarter and hind quarter for beef
 - 1.1.2 shoulder, loin, leg and belly for pork
 - 1.1.3 cured and smoked pork products
 - 1.1.4 leg, shank, whole loin and foreshank for veal
 - 1.1.5 leg, whole loin, front, shank and breast for lamb
- 1.2 identify primal and fabricated cuts of poultry
- 1.3 identify fabricated cuts of fish, seafood and shellfish, including:
 - 1.3.1 round fish
 - 1.3.2 flat fish
 - 1.3.3 mollusks
 - 1.3.4 crustaceans
- 1.4 identify fabricated cuts of a variety of meats, including:
 - 1.4.1 liver
 - 1.4.2 kidney
 - 1.4.3 sweetbread
 - 1.4.4 heart
 - 1.4.5 tongue
 - 1.4.6 oxtail
 - 1.4.7 tripe
- 1.5 prepare fabricated cuts of meat, understanding:
 - 1.5.1 collagen and elastin connective tissue
 - 1.5.2 protein fibres and grain of meat
 - 1.5.3 cutting techniques
- 1.6 prepare fabricated cuts of poultry, including:
 - 1.6.1 whole chicken
 - 1.6.2 splits
 - 1.6.3 quarters
 - 1.6.4 eight-piece cut
 - 1.6.5 nine-piece cut

- 1.7 prepare fabricated cuts of fish, seafood and shellfish, including:
 - 1.7.1 filleting a fish
 - 1.7.2 portioning
 - 1.7.3 cleaning, shucking and peeling various shellfish
- 1.8 prepare fabricated cuts of a variety of meats, including:
 - 1.8.1 cleaning
 - 1.8.2 removing skin and/or veins
 - 1.8.3 portioning
- 2. demonstrate basic competencies**
 - 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
 - 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
 - 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
 - 3.1 identify short-term and long-term goals
 - 3.2 identify steps to achieve goals

COURSE CKA3421: COOKING PROTEINS 1

Level: First Period Apprenticeship

Prerequisite: CKA3401: Kitchen Orientation

Description: Students develop skills and abilities in using seasonings, flavourings and marinades. Students learn to use, cook and handle proteins properly.

Parameters: Access to a commercial food preparation facility and to instruction from an individual with journey person certification as a cook.

ILM Resources: Preparation and Seasoning 180103a; Cooking, Holding and Serving Techniques 180103b

Outcomes: The student will:

1. select seasonings, flavourings and marinades

- 1.1 describe the effects of heat and cold on seasonings, flavourings and marinades
- 1.2 explain the differences between seasonings, flavourings and marinades
- 1.3 use seasonings, flavours and marinades, including:
 - 1.3.1 salts
 - 1.3.2 peppers
 - 1.3.3 lemon juice
 - 1.3.4 monosodium glutamate (MSG)
 - 1.3.5 herbs
 - 1.3.6 spices
 - 1.3.7 extracts
 - 1.3.8 condiments
 - 1.3.9 oils
 - 1.3.10 acids
 - 1.3.11 dry rubs and dry cures
 - 1.3.12 wet marinades
 - 1.3.13 brines
- 1.4 describe the five components of taste, understanding:
 - 1.4.1 sweet
 - 1.4.2 sour
 - 1.4.3 bitter
 - 1.4.4 saltiness
 - 1.4.5 umami

2. demonstrate basic competencies

- 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems

- 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
- 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
 - 3.1 identify short-term and long-term goals
 - 3.2 identify steps to achieve goals

COURSE CKA3426: COOKING PROTEINS 2

Level: First Period Apprenticeship

Prerequisite: CKA3401: Kitchen Orientation

Description: Students develop skills and abilities in using seasonings, flavourings and marinades. Students learn to use, cook and handle proteins properly.

Parameters: Access to a commercial food preparation facility and to instruction from an individual with journeyperson certification as a cook.

ILM Resources: Preparation and Seasoning 180103a; Cooking, Holding and Serving Techniques 180103b

Outcomes: The student will:

1. demonstrate cooking methods, holding and serving techniques

- 1.1 use the dry heat method of cooking, including:
 - 1.1.1 conduction
 - 1.1.2 convection
 - 1.1.3 radiation
- 1.2 use the moist heat method of cooking, including:
 - 1.2.1 boiling
 - 1.2.2 simmering
 - 1.2.3 poaching
 - 1.2.4 steaming
- 1.3 use the combination method of cooking, including:
 - 1.3.1 braising
 - 1.3.2 pot roasting
 - 1.3.3 stewing
- 1.4 use holding and resting techniques
- 1.5 use testing and doneness techniques, including:
 - 1.5.1 cooking to an internal temperature
 - 1.5.2 checking for visual changes
 - 1.5.3 checking for textural changes
- 1.6 carve and slice a variety of items, including:
 - 1.6.1 meats
 - 1.6.2 poultry
 - 1.6.3 fish
- 1.7 use presentation techniques for service, including:
 - 1.7.1 buffet service
 - 1.7.2 traditional plating styles
 - 1.7.3 contemporary plating arrangements
- 1.8 demonstrate appropriate holding and serving techniques, including:
 - 1.8.1 warming cabinets
 - 1.8.2 *bains-marie*
 - 1.8.3 steam tables
 - 1.8.4 chafing dishes
 - 1.8.5 heat lamps and coils

- 1.9 use rethermalizing techniques, by completing the following steps:
 - 1.9.1 food preparation and cooking
 - 1.9.2 cooling
 - 1.9.3 plating and portioning
 - 1.9.4 rethermalizing
 - 1.9.5 garnishing and completion
- 2. demonstrate basic competencies**
 - 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
 - 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
 - 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
 - 3.1 identify short-term and long-term goals
 - 3.2 identify steps to achieve goals

COURSE CKA3431: STOCKS & SOUPS

Level:	First Period Apprenticeship
Prerequisite:	CKA3401: Kitchen Orientation
Description:	Students learn how to prepare stocks and soups.
Parameters:	Access to a commercial food preparation facility and to instruction from an individual with journeyperson certification as a cook.
ILM Resources:	Stocks 180104a; Soups 180104c
Outcomes:	The student will:

1. prepare basic stocks

- 1.1 use *mirepoix*, including:
 - 1.1.1 regular *mirepoix*
 - 1.1.2 white *mirepoix*
 - 1.1.3 vegetable trimmings
- 1.2 use a bouquet garni
- 1.3 use a sachet
- 1.4 use an onion clouté
- 1.5 use onion brûlée
- 1.6 cook white stock
- 1.7 cook brown stock
- 1.8 cook fish stock
- 1.9 cook multipurpose and specific-use vegetable stock
- 1.10 use appropriate cooling, venting and handling procedures, including:
 - 1.10.1 skimming
 - 1.10.2 straining
 - 1.10.3 degreasing
 - 1.10.4 ice bath
- 1.11 use storage procedures for stocks

2. prepare basic soups

- 2.1 prepare thick soups, including:
 - 2.1.1 cream soups
 - 2.1.2 purées
 - 2.1.3 chowders
 - 2.1.4 bisques
- 2.2 prepare thin and clear soups, including:
 - 2.2.1 broths
 - 2.2.2 consommés
- 2.3 prepare ethnic soups, including:
 - 2.3.1 borscht
 - 2.3.2 French onion
 - 2.3.3 gumbo
 - 2.3.4 vichyssoise

- 2.4 present a variety of finished basic soups, showing an understanding of:
 - 2.4.1 flavour, consistency, body and appearance of soups including colour, clarity and finish
 - 2.4.2 garnishes and presentation methods
- 3. demonstrate basic competencies**
 - 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
 - 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
 - 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks
- 4. create a transitional strategy to accommodate personal changes and build personal values**
 - 4.1 identify short-term and long-term goals
 - 4.2 identify steps to achieve goals

COURSE CKA3436: THICKENERS & SAUCES

Level: First Period Apprenticeship

Prerequisite: CKA3401: Kitchen Orientation

Description: Students learn how to use thickening and binding agents and how to prepare sauces that enhance the flavour of meats, fish, poultry, vegetables and pasta.

Parameters: Access to a commercial food preparation facility and to instruction from an individual with journey person certification as a cook.

ILM Resources: Thickening and Binding Agents 180104b; Sauces 180104d

Outcomes: The student will:

1. prepare binding agents

- 1.1 prepare roux, including:
 - 1.1.1 white roux
 - 1.1.2 blonde roux
 - 1.1.3 brown roux
- 1.2 prepare beurre manié
- 1.3 prepare slurry using various ingredients, including:
 - 1.3.1 cornstarch
 - 1.3.2 arrowroot
 - 1.3.3 waxy maize
 - 1.3.4 various liquids including juice, stock, milk and wine
- 1.4 prepare a whitewash
- 1.5 prepare a liaison
- 1.6 use ready-to-use and instant thickening agents, which may include:
 - 1.6.1 modified starches
 - 1.6.2 pre-gelatinized starches
 - 1.6.3 pudding mixes
 - 1.6.4 fruit glazes
 - 1.6.5 bread crumbs
 - 1.6.6 instant mashed potatoes
- 1.7 prepare a panade
- 1.8 prepare an egg binding agent

2. prepare basic sauces, pan gravies and their derivatives

- 2.1 prepare veloutés and their derivatives, including:
 - 2.1.1 mushroom sauce
 - 2.1.2 aurora sauce
 - 2.1.3 Hungarian sauce
- 2.2 prepare béchamel and its derivatives, including:
 - 2.2.1 cream sauce
 - 2.2.2 cheddar sauce
 - 2.2.3 soubise sauce

- 2.3 prepare tomato sauce and its derivatives, including:
 - 2.3.1 Spanish sauce
 - 2.3.2 Creole sauce
- 2.4 prepare espagnole and its derivatives, including:
 - 2.4.1 mushroom sauce
 - 2.4.2 poivrade sauce
 - 2.4.3 Madeira
- 2.5 prepare hollandaise sauce and its derivatives, including:
 - 2.5.1 maitaise
 - 2.5.2 mousseline
- 2.6 prepare pan gravy
- 2.7 prepare au jus and jus lié
- 2.8 prepare finished basic sauces, pan gravies and their derivatives using a variety of techniques, including:
 - 2.8.1 reduction
 - 2.8.2 deglazing
 - 2.8.3 straining
 - 2.8.4 degreasing
 - 2.8.5 enriching
 - 2.8.6 seasoning

3. demonstrate basic competencies

- 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
- 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks

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

- 4.1 identify short-term and long-term goals
- 4.2 identify steps to achieve goals

COURSE CKA3441: FRUITS & VEGETABLES

- Level:** First Period Apprenticeship
- Prerequisite:** CKA3401: Kitchen Orientation
- Description:** Students learn how to purchase, handle, store, cut and cook fruits and vegetables.
- Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journeyperson certification as a cook.
- ILM Resources:** Purchasing Specifications and Storing Procedures 180105a; Vegetable Cuts 180105b; Fruits and Vegetables 180105c
- Outcomes:** The student will:

1. use proper purchasing specifications and storage procedures

- 1.1 describe purchasing specifications and quality standards for vegetables, including:
 - 1.1.1 fresh vegetables (processed and unprocessed)
 - 1.1.2 frozen vegetables
 - 1.1.3 canned vegetables
 - 1.1.4 dried vegetables
- 1.2 describe purchasing specifications and quality standards for fruit, including:
 - 1.2.1 pomaceous fruits
 - 1.2.2 citrus fruits
 - 1.2.3 berries
 - 1.2.4 grapes
 - 1.2.5 stone fruits
 - 1.2.6 melons
 - 1.2.7 tropical fruits
 - 1.2.8 frozen fruits
 - 1.2.9 canned fruits
 - 1.2.10 dried fruits
- 1.3 describe purchasing specifications and quality standards for potatoes and potato products, including:
 - 1.3.1 new potatoes or creamers
 - 1.3.2 red potatoes
 - 1.3.3 white/yellow potatoes
 - 1.3.4 russet (or Idaho) potatoes
 - 1.3.5 fingerling potatoes
 - 1.3.6 purple (or blue) potatoes
 - 1.3.7 sweet potatoes
 - 1.3.8 yams
 - 1.3.9 fresh potato products
 - 1.3.10 frozen potato products
 - 1.3.11 canned potatoes
 - 1.3.12 dried potato products

- 1.4 describe purchasing specifications and quality standards for pasta, including:
 - 1.4.1 fresh pasta
 - 1.4.2 frozen pasta
 - 1.4.3 dried pasta
- 1.5 describe purchasing specifications and quality standards for rice, including:
 - 1.5.1 long, medium and short grain classifications
 - 1.5.2 brown rice
 - 1.5.3 white rice
 - 1.5.4 converted or parboiled rice
 - 1.5.5 instant rice
 - 1.5.6 wild rice
- 1.6 use proper storage and rotation techniques for vegetables
- 1.7 use proper storage and rotation techniques for fruit
- 1.8 use proper storage and rotation techniques for potatoes
- 1.9 use proper storage and rotation techniques for pasta
- 1.10 use proper storage and rotation techniques for rice
- 2. demonstrate traditional vegetable cuts**
 - 2.1 demonstrate bâton and bâtonnet cuts
 - 2.2 demonstrate large and medium dices
 - 2.3 demonstrate the allumette and julienne cuts
 - 2.4 demonstrate small dice and brunoise
 - 2.5 demonstrate the paysanne cut
 - 2.6 demonstrate the château cut
 - 2.7 demonstrate the chiffonade cut
 - 2.8 demonstrate the concassé method
- 3. prepare basic fruit and vegetable dishes**
 - 3.1 cook a variety of fruit and vegetable dishes using the moist heat method of cooking, including:
 - 3.1.1 boiling
 - 3.1.2 blanching or par-cooking
 - 3.1.3 simmering
 - 3.1.4 poaching
 - 3.1.5 steaming
 - 3.2 cook a variety of fruit and vegetable dishes using the dry heat method of cooking, including:
 - 3.2.1 roasting
 - 3.2.2 baking
 - 3.2.3 broiling
 - 3.2.4 grilling
 - 3.2.5 deep frying
 - 3.2.6 griddling
 - 3.2.7 pan frying
 - 3.2.8 sautéing
 - 3.3 cook a variety of fruit and vegetable dishes using the combination method of cooking, including:
 - 3.3.1 poêléing
 - 3.3.2 braising
 - 3.3.3 stewing

- 3.4 describe preservation techniques to preserve colour, texture, flavour and nutritional value of fruit and cooked vegetables, including:
 - 3.4.1 immersing vegetables in cold water
 - 3.4.2 wrapping vegetables
 - 3.4.3 using vacuum packing
 - 3.4.4 blanching
 - 3.4.5 using lemon or lime juices or other forms of citric acid
 - 3.4.6 using uniform cutting techniques
 - 3.4.7 cooking vegetables separately
 - 3.4.8 cooking by adding vegetables in intervals
 - 3.4.9 scoring vegetables
 - 3.4.10 reducing cooking times
 - 3.4.11 using salted water
 - 3.4.12 steaming vegetables; e.g., lower cooking temperatures, cook vegetables quickly
 - 3.4.13 stir frying vegetables
 - 3.4.14 peeling the vegetables
- 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 CKA3446: STARCHES & SALADS

- Level:** First Period Apprenticeship
- Prerequisite:** CKA3401: Kitchen Orientation
- Description:** Students learn how to cook potato, pasta and rice dishes as well as learn how to prepare salads and make sandwiches.
- Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journey person certification as a cook.
- ILM Resources:** Potato, Pasta and Rice 180105d; Salads and Dressings 180105e; Sandwiches, Spreads and Fillings 180105f
- Outcomes:** The student will:

1. prepare potato, pasta and rice dishes

- 1.1 cook potato dishes, using a variety of methods:
 - 1.1.1 boiling
 - 1.1.2 steaming
 - 1.1.3 deep frying
 - 1.1.4 sautéing
 - 1.1.5 pan-frying
 - 1.1.6 baking
 - 1.1.7 roasting
- 1.2 cook pasta dishes
- 1.3 cook rice dishes, using a variety of methods:
 - 1.3.1 simmering
 - 1.3.2 steaming
 - 1.3.3 baking
 - 1.3.4 fried rice

2. prepare salads and dressings

- 2.1 describe the basic structure of salads
- 2.2 describe the classifications of salads, including:
 - 2.2.1 green salads
 - 2.2.2 fruit salads
 - 2.2.3 vegetable salads
 - 2.2.4 starch- and grain-based salads
 - 2.2.5 protein-based salads
- 2.3 select ingredients for salad preparation, including:
 - 2.3.1 lettuces and other leafy vegetables
 - 2.3.2 raw, cooked, canned and frozen vegetables
 - 2.3.3 dried vegetables
 - 2.3.4 fresh, canned and dried fruits
 - 2.3.5 starches
 - 2.3.6 proteins
 - 2.3.7 croutons
 - 2.3.8 salad dressings

- 2.4 complete salad mise en place, preparing:
 - 2.4.1 greens
 - 2.4.2 fruit
 - 2.4.3 vegetables
 - 2.4.4 starches and grains
 - 2.4.5 proteins
- 2.5 use correct storage and temperature techniques for salad ingredients
- 2.6 prepare permanent emulsified dressings
- 2.7 prepare temporary emulsified dressings
- 2.8 prepare cooked dressings
- 2.9 prepare dairy-based dressings
- 2.10 prepare green salads, including:
 - 2.10.1 tossed green salad
 - 2.10.2 spinach salad
 - 2.10.3 mesclun and blended salads
 - 2.10.4 Caesar salad
- 2.11 prepare fruit salads
- 2.12 prepare starch- and grain-based salads, including:
 - 2.12.1 potato salad
 - 2.12.2 mixed bean salad
 - 2.12.3 pasta salad
- 2.13 prepare vegetable salads, including:
 - 2.13.1 coleslaw
 - 2.13.2 marinated vegetable salad
 - 2.13.3 Greek salad
- 2.14 prepare protein-based salads, including:
 - 2.14.1 taco salad
 - 2.14.2 egg salad
 - 2.14.3 salad niçoise
 - 2.14.4 Cobb salad
- 2.15 present salads and dressings, considering:
 - 2.15.1 function
 - 2.15.2 ingredients
 - 2.15.3 structure
 - 2.15.4 taste
 - 2.15.5 salad bar preparation
- 3. prepare sandwiches, spreads and fillings**
 - 3.1 select bread and baked products for sandwich preparation
 - 3.2 prepare sandwich fillings, spreads and garnishes
 - 3.3 follow assembly and cutting procedures
 - 3.4 use various cooking techniques in sandwich preparation, including:
 - 3.4.1 closed sandwiches
 - 3.4.2 open-face sandwiches
 - 3.4.3 grilled sandwiches
 - 3.4.4 baked sandwiches

- 3.5 prepare a variety of sandwiches, including:
 - 3.5.1 regular sandwiches
 - 3.5.2 open-face sandwiches
 - 3.5.3 layer sandwiches
 - 3.5.4 tea sandwiches
 - 3.5.5 wrap-style sandwiches
- 3.6 use proper wrapping and storage procedures
- 3.7 present sandwiches, spreads and fillings
- 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 CKA3451: BREAKFAST & DAIRY

- Level:** First Period Apprenticeship
- Prerequisite:** CKA3401: Kitchen Orientation
- Description:** Students learn how to plan and prepare traditional breakfast dishes as well as learn how to use dairy products for cooking and baking.
- Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journey person certification in the cook trade.
- ILM Resources:** Breakfast 180106a; Dairy and Beverages 180106b; Evaluate Value-Added Products 180106c
- Outcomes:** The student will:

1. prepare traditional breakfast dishes

- 1.1 prepare poached and boiled eggs
- 1.2 prepare omelettes, including:
 - 1.2.1 French-style omelette
 - 1.2.2 rolled or folded omelette
 - 1.2.3 flat omelette
- 1.3 prepare fried eggs, including:
 - 1.3.1 sunny side up
 - 1.3.2 basted
 - 1.3.3 over easy
 - 1.3.4 over medium
 - 1.3.5 over hard
 - 1.3.6 shirred
- 1.4 prepare scrambled eggs
- 1.5 prepare breakfast meats, including:
 - 1.5.1 side bacon
 - 1.5.2 back bacon
 - 1.5.3 ham
 - 1.5.4 sausages
- 1.6 prepare hot and cold cereals
- 1.7 prepare waffles
- 1.8 prepare pancakes and crepes
- 1.9 prepare French toast
- 1.10 use breakfast accompaniments, including syrup, preserves and flavoured butters
- 1.11 prepare breakfast garnishes, which may include:
 - 1.11.1 icing sugar
 - 1.11.2 fresh fruit toppings
 - 1.11.3 chopped chives
 - 1.11.4 sprigs of fresh dill
 - 1.11.5 salad cups

- 1.12 present finished traditional breakfast dishes, including:
 - 1.12.1 plated
 - 1.12.2 buffet
 - 1.12.3 continental
- 2. identify dairy products, coffee, tea and juices for service**
 - 2.1 describe the properties of unfermented dairy products, including:
 - 2.1.1 fresh milk varieties
 - 2.1.2 canned milk
 - 2.1.3 dried milk
 - 2.1.4 cream
 - 2.1.5 whipping cream
 - 2.1.6 butter
 - 2.2 describe the properties of fermented dairy products, including:
 - 2.2.1 sour cream
 - 2.2.2 crème fraîche
 - 2.2.3 buttermilk
 - 2.2.4 yogurt
 - 2.3 identify coffee and tea varieties and describe hot chocolate
 - 2.4 describe the effects of brewing time and temperature on the preparation of coffee, including:
 - 2.4.1 types of grinds
 - 2.4.2 brewing methods
 - 2.4.3 type and temperature of water
 - 2.4.4 holding time
 - 2.5 present coffee, tea and assorted juices, including:
 - 2.5.1 self-serve and served presentation
 - 2.5.2 hot tea and iced tea
 - 2.5.3 fruit and vegetable juices
 - 2.5.4 fresh, frozen and bottled (canned) products
- 3. evaluate value-added products**
 - 3.1 evaluate the value and quality of ready-to-use products, including:
 - 3.1.1 product quality and consistency
 - 3.1.2 cost and convenience
 - 3.1.3 consumer demand
 - 3.1.4 customer perception and acceptance
 - 3.2 evaluate the value and quality of ready-to-serve products, including:
 - 3.2.1 fresh
 - 3.2.2 frozen
 - 3.2.3 dried
 - 3.2.4 canned
 - 3.3 evaluate the value and quality of ready-to-heat products

- 3.4 evaluate the value and quality of ready-to-cook products, including:
 - 3.4.1 the effects of freezing foods
 - 3.4.2 the *best before* date concerns
 - 3.4.3 temperature and time requirements
 - 3.4.4 aroma and odour
 - 3.4.5 taste and flavour
 - 3.4.6 texture and appearance
 - 3.4.7 healthfulness
- 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 CKA3456: INTRODUCTION TO BAKING

Level: First Period Apprenticeship

Prerequisites: CKA3401: Kitchen Orientation
CKA3406: Kitchen Mathematics

Description: Students learn the functions of ingredients as well as how to convert formulas and apply accurate measuring and mixing methods to the process of baking.

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

ILM Resources: Principles of Baking 180107a

Outcomes: The student will:

1. describe the ingredients and procedures used in a bakeshop

- 1.1 describe the properties of different flours, including:
 - 1.1.1 cake flour
 - 1.1.2 pastry flour
 - 1.1.3 all-purpose flour
 - 1.1.4 bread flour
 - 1.1.5 whole wheat flour
- 1.2 describe the properties of sugars and sweeteners, including:
 - 1.2.1 granulated sugar
 - 1.2.2 brown sugar
 - 1.2.3 demerara sugar
 - 1.2.4 icing sugar
 - 1.2.5 castor sugar
 - 1.2.6 honey
 - 1.2.7 corn syrup
 - 1.2.8 molasses
 - 1.2.9 maple syrup
 - 1.2.10 simple syrup
- 1.3 describe the properties of starches, including:
 - 1.3.1 cornstarch
 - 1.3.2 waxy maize
 - 1.3.3 modified starches
 - 1.3.4 tapioca
 - 1.3.5 arrowroot
 - 1.3.6 rice, potato and bean starches
- 1.4 describe the properties of fats, shortenings and oils, including:
 - 1.4.1 butter
 - 1.4.2 margarine
 - 1.4.3 all-purpose and emulsified shortening
 - 1.4.4 lard
 - 1.4.5 saturated, monounsaturated and polyunsaturated oils

- 1.5 describe the properties of dairy products, including:
 - 1.5.1 milk
 - 1.5.2 cream
 - 1.5.3 butter
 - 1.5.4 buttermilk
 - 1.5.5 cheese
 - 1.5.6 sour cream
 - 1.5.7 yogurt
 - 1.5.8 evaporated and condensed milk
- 1.6 describe the properties of eggs
- 1.7 describe the properties of flavourings, including:
 - 1.7.1 salt
 - 1.7.2 spices
 - 1.7.3 herbs
 - 1.7.4 extracts and emulsions
 - 1.7.5 liquors and liqueurs
 - 1.7.6 chocolate and cocoa
- 1.8 describe the properties of leavening agents, including:
 - 1.8.1 active dry and instant yeast
 - 1.8.2 fresh or compressed yeast
 - 1.8.3 egg foams
 - 1.8.4 baking soda
 - 1.8.5 baking powder
 - 1.8.6 cream of tartar
- 1.9 perform recipe conversions
- 1.10 scale and measure ingredients for recipes
- 1.11 use correct mixing methods, including:
 - 1.11.1 biscuit, muffin and creaming methods
 - 1.11.2 straight, sponge and rolled-in dough methods
 - 1.11.3 egg foams mixing methods (e.g., genoise, sponge, angel food and chiffon cakes)
 - 1.11.4 high-fat cake or two-stage mixing method
- 2. demonstrate basic competencies**
 - 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
 - 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
 - 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
 - 3.1 identify short-term and long-term goals
 - 3.2 identify steps to achieve goals

COURSE CKA3461: BREADS & COOKIES

- Level:** First Period Apprenticeship
- Prerequisites:** CKA3401: Kitchen Orientation
CKA3456: Introduction to Baking
- Description:** Students learn how to prepare yeast products as well as cookies and quick breads.
- Parameters:** Access to a commercial food preparation facility and to instruction from an individual with journey person certification in the cook trade.
- ILM Resources:** Yeast Products 180107b; Cookies and Quick Breads 180107c
- Outcomes:** The student will:

1. prepare yeast products

- 1.1 bake loaves, displaying an understanding of:
 - 1.1.1 types of yeast
 - 1.1.2 types of dough
 - 1.1.3 yeast dough temperatures
 - 1.1.4 mixing methods
 - 1.1.5 portioning
 - 1.1.6 shaping
 - 1.1.7 proofing
 - 1.1.8 baking
 - 1.1.9 cooling
 - 1.1.10 storing
- 1.2 bake buns, including:
 - 1.2.1 round buns such as crusty and pan buns
 - 1.2.2 shaped buns such as knotted buns, cinnamon rolls and brioche
- 1.3 bake frozen dough

2. prepare cookies and quick breads

- 2.1 bake quick breads using the muffin method, including:
 - 2.1.1 muffins
 - 2.1.2 waffles
 - 2.1.3 pancakes
 - 2.1.4 biscuits
 - 2.1.5 loaf breads
 - 2.1.6 coffee cakes
 - 2.1.7 popovers or Yorkshire puddings
- 2.2 bake quick breads using the biscuit method such as biscuits and scones
- 2.3 bake dropped cookies, utilizing the:
 - 2.3.1 one-step method
 - 2.3.2 creaming method
 - 2.3.3 sponge method
- 2.4 bake rolled cookies
- 2.5 bake piped cookies

- 2.6 bake refrigerated or frozen cookies
- 2.7 bake wafer cookies
- 2.8 bake bar cookies or squares, including:
 - 2.8.1 lemon bars (with shortbread crust)
 - 2.8.2 brownies
 - 2.8.3 Nanaimo bars
 - 2.8.4 biscotti
- 3. demonstrate basic competencies**
 - 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
 - 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
 - 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks
- 4. create a transitional strategy to accommodate personal changes and build personal values**
 - 4.1 identify short-term and long-term goals
 - 4.2 identify steps to achieve goals

COURSE CKA3466: PIES & FILLINGS

Level: First Period Apprenticeship

Prerequisites: CKA3401: Kitchen Orientation
CKA3456: Introduction to Baking

Description: Students learn how to prepare a variety of pies and pie fillings.

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

ILM Resources: Pies, Fillings and Finishing Techniques 180107d

Outcomes: The student will:

1. prepare pies and fillings

- 1.1 prepare basic pie dough, including:
 - 1.1.1 flaky pastry
 - 1.1.2 mealy pastry
 - 1.1.3 short or sweet dough pastry
- 1.2 prepare pie crusts, including:
 - 1.2.1 baked crusts
 - 1.2.2 unbaked crusts
 - 1.2.3 double-crust pies
 - 1.2.4 lattice-top pies
 - 1.2.5 streusel-top crusts
 - 1.2.6 crumb crusts
- 1.3 prepare pie fillings, including:
 - 1.3.1 fruit fillings using fresh, frozen, canned and dried fruit
 - 1.3.2 cooked juice, cooked fruit and baked fruit
 - 1.3.3 baked custard fillings
 - 1.3.4 shirred custard fillings
 - 1.3.5 chiffon custard fillings
- 1.4 demonstrate basic finishing techniques, including:
 - 1.4.1 various cream methods
 - 1.4.2 meringue method
 - 1.4.3 chocolate filigree, shavings or curls

2. demonstrate basic competencies

- 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
- 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely

- 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
 - 3.1 identify short-term and long-term goals
 - 3.2 identify steps to achieve goals

COURSE CKA3560: CKA PRACTICUM A

Level: First Period Apprenticeship

Prerequisite: None

Description: Students, on the work site, continue to develop and refine those competencies developed in related Career and Technology Studies (CTS) occupational areas, previous practicums and other experiences.

Parameters: This course should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS occupational areas. The practicum courses may not be delivered as stand-alone courses and may not be combined with core courses. This course may not be used in conjunction with Registered Apprenticeship Program courses. This practicum course may be delivered on- or off-campus. Instruction must be delivered by a qualified teacher with journeyperson certification or an experienced professional with journeyperson certification, who is under the supervision of the qualified teacher; both must be authorized to supervise trainees for the external credential.

Outcomes: The student will:

- 1. perform assigned tasks and responsibilities efficiently and effectively, as required by the agency granting credentials**
 - 1.1 identify regulations and regulatory bodies related to the credential
 - 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities
 - 1.2.3 code of ethics
 - 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
- 2. analyze personal performance in relation to established standards**
 - 2.1 evaluate application of competencies 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 policies and procedures related to health and safety
 - 2.4 evaluate the work environment in terms of:
 - 2.4.1 location
 - 2.4.2 floor plan of work area
 - 2.4.3 analysis of workflow patterns

2.5 evaluate a professional in a related occupation in terms of:

2.5.1 training and certification

2.5.2 interpersonal skills

2.5.3 technical skills

2.5.4 professional 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

COURSE CKA3565: CKA PRACTICUM B

Level: First Period Apprenticeship

Prerequisite: None

Description: Students, on the work site, continue to develop and refine those competencies developed in related Career and Technology Studies (CTS) occupational areas, previous practicums and other experiences.

Parameters: This course should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS occupational areas. The practicum courses may not be delivered as stand-alone courses and may not be combined with core courses. This course may not be used in conjunction with Registered Apprenticeship Program courses. This practicum course may be delivered on- or off-campus. Instruction must be delivered by a qualified teacher with journeyman certification or an experienced professional with journeyman certification, who is under the supervision of the qualified teacher; both must be authorized to supervise trainees for the external credential.

Outcomes: The student will:

- 1. perform assigned tasks and responsibilities efficiently and effectively, as required by the agency granting credentials**
 - 1.1 identify regulations and regulatory bodies related to the credential
 - 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities
 - 1.2.3 code of ethics
 - 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
- 2. analyze personal performance in relation to established standards**
 - 2.1 evaluate application of competencies 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 policies and procedures related to health and safety
 - 2.4 evaluate the work environment in terms of:
 - 2.4.1 location
 - 2.4.2 floor plan of work area
 - 2.4.3 analysis of workflow patterns

2.5 evaluate a professional in a related occupation in terms of:

2.5.1 training and certification

2.5.2 interpersonal skills

2.5.3 technical skills

2.5.4 professional 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

COURSE CKA3570: CKA PRACTICUM C

Level: First Period Apprenticeship

Prerequisite: None

Description: Students, on the work site, continue to develop and refine those competencies developed in related Career and Technology Studies (CTS) occupational areas, previous practicums and other experiences.

Parameters: This course should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS occupational areas. The practicum courses may not be delivered as stand-alone courses and may not be combined with core courses. This course may not be used in conjunction with Registered Apprenticeship Program courses. This practicum course may be delivered on- or off-campus. Instruction must be delivered by a qualified teacher with journeyperson certification or an experienced professional with journeyperson certification, who is under the supervision of the qualified teacher; both must be authorized to supervise trainees for the external credential.

Outcomes: The student will:

- 1. perform assigned tasks and responsibilities efficiently and effectively, as required by the agency granting credentials**
 - 1.1 identify regulations and regulatory bodies related to the credential
 - 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities
 - 1.2.3 code of ethics
 - 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
- 2. analyze personal performance in relation to established standards**
 - 2.1 evaluate application of competencies 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 policies and procedures related to health and safety
 - 2.4 evaluate the work environment in terms of:
 - 2.4.1 location
 - 2.4.2 floor plan of work area
 - 2.4.3 analysis of workflow patterns

2.5 evaluate a professional in a related occupation in terms of:

2.5.1 training and certification

2.5.2 interpersonal skills

2.5.3 technical skills

2.5.4 professional 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

COURSE CKA3575: CKA PRACTICUM D

Level: First Period Apprenticeship

Prerequisite: None

Description: Students, on the work site, continue to develop and refine those competencies developed in related Career and Technology Studies (CTS) occupational areas, previous practicums and other experiences.

Parameters: This course should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS occupational areas. The practicum courses may not be delivered as stand-alone courses and may not be combined with core courses. This course may not be used in conjunction with Registered Apprenticeship Program courses. This practicum course may be delivered on- or off-campus. Instruction must be delivered by a qualified teacher with journeyman certification or an experienced professional with journeyman certification, who is under the supervision of the qualified teacher; both must be authorized to supervise trainees for the external credential.

Outcomes: The student will:

- 1. perform assigned tasks and responsibilities efficiently and effectively, as required by the agency granting credentials**
 - 1.1 identify regulations and regulatory bodies related to the credential
 - 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities
 - 1.2.3 code of ethics
 - 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
- 2. analyze personal performance in relation to established standards**
 - 2.1 evaluate application of competencies 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 policies and procedures related to health and safety
 - 2.4 evaluate the work environment in terms of:
 - 2.4.1 location
 - 2.4.2 floor plan of work area
 - 2.4.3 analysis of workflow patterns

2.5 evaluate a professional in a related occupation in terms of:

2.5.1 training and certification

2.5.2 interpersonal skills

2.5.3 technical skills

2.5.4 professional 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

COURSE CKA3900: APPRENTICESHIP SAFETY

Level:	First Period Apprenticeship
Prerequisite:	None
Description:	Students develop knowledge, skills and attitudes in the practice of kitchen health and safety, communication and career planning.
Parameters:	Access to a materials work centre and to instruction from an individual with specialized training in occupational health and safety (and understanding of the culinary arts industry) and/or a cook with journey person certification.
ILM Resources:	Safety Legislation, Regulations and Industry Policy in the Trades 180101a; Climbing, Lifting, Rigging and Hoisting 180101b; Hazardous Materials and Fire Protection 180101c; Kitchen Orientation and Introduction 180101d; Food Safety 180101e; Communication 090101d
Note:	This course may promote discussions around sensitive topics (e.g., injury and death) in the context of student safety with respect to workplace hazards.
Outcomes:	The student will:

- 1. describe legislation, regulations and practices intended to ensure a safe workplace in the cook apprenticeship trade**
 - 1.1 demonstrate the ability to apply the *Occupational Health and Safety (OHS) Act, Regulation and Code*
 - 1.2 explain the role of the employer and employee in regard to occupational health and safety regulations, Worksite Hazardous Materials Information Systems (WHMIS), fire regulations, Workers' Compensation Board regulations and related advisory bodies and agencies
 - 1.3 explain industry practices for hazard assessment and control procedures in four main hazard categories, including:
 - 1.3.1 biological
 - 1.3.2 chemical
 - 1.3.3 ergonomic
 - 1.3.4 physical hazards
 - 1.4 describe the responsibilities of workers and employers to apply emergency procedures, including:
 - 1.4.1 emergency response plans
 - 1.4.2 first aid
 - 1.5 describe positive tradesperson attitudes with respect to housekeeping, personal protective equipment (PPE) and emergency procedures
 - 1.6 describe the roles and responsibilities of employers and employees with respect to the selection and use of PPE
 - 1.7 select, use and maintain appropriate PPE for worksite applications
- 2. describe the use of personal protective equipment (PPE) and safe practices for climbing, lifting, rigging and hoisting in the cook apprenticeship trade**
 - 2.1 select, use and maintain specialized PPE and materials for climbing, lifting and load-moving equipment
 - 2.2 describe manual lifting procedures using correct body mechanics

- 2.3 describe rigging hardware and the safety factor associated with:
 - 2.3.1 wire rope slings
 - 2.3.2 synthetic fibre web slings
 - 2.3.3 chain slings
 - 2.3.4 rigging hardware inspection
- 2.4 select the correct equipment for rigging typical loads
- 2.5 describe hoisting and load-moving procedures
- 3. describe the safety practices for hazardous materials and fire protection in the cook apprenticeship trade**
 - 3.1 describe the roles, responsibilities, features and practices related to the Workplace Hazardous Materials Information System (WHMIS) program, including:
 - 3.1.1 suppliers', employers' and employees' responsibilities
 - 3.1.2 WHMIS classifications
 - 3.1.3 health effects from exposure to chemicals
 - 3.2 describe the three key elements of WHMIS, including:
 - 3.2.1 worker education
 - 3.2.2 supplier and workplace product labelling
 - 3.2.3 material safety data sheets
 - 3.3 describe handling, storage and transportation procedures when dealing with hazardous materials, including:
 - 3.3.1 handling, storing and transporting flammable liquids
 - 3.3.2 handling, storing and transporting compressed gas
 - 3.3.3 storing incompatible materials
 - 3.4 describe safe venting procedures when working with hazardous materials, including:
 - 3.4.1 mechanical general ventilation
 - 3.4.2 local ventilation
 - 3.4.3 portable smoke extractor
 - 3.4.4 working in a confined space
 - 3.5 describe fire hazards, classes, procedures and equipment related to fire protection, including:
 - 3.5.1 elements of a fire
 - 3.5.2 classes of fires
 - 3.5.3 fire extinguisher labels
 - 3.5.4 extinguishing small fires
 - 3.5.5 the PASS method
- 4. demonstrate professionalism in the kitchen**
 - 4.1 describe the responsibilities of the liaison officer
 - 4.2 describe the standards for dress code in the cook trade
 - 4.3 describe house policy expectations in the workplace
 - 4.4 describe professionalism in the cook trade, including:
 - 4.4.1 punctuality
 - 4.4.2 positive attitude
 - 4.4.3 honesty and integrity
 - 4.4.4 developing good work habits
 - 4.4.5 being responsible for your actions
 - 4.4.6 demonstrating respect
 - 4.4.7 being a lifelong learner
 - 4.4.8 exemplifying professional competency
 - 4.4.9 sense of loyalty
 - 4.4.10 striving for excellence

- 4.5 use appropriate study methods
- 4.6 follow standard emergency procedures
- 5. demonstrate communication skills and workshop safety as they pertain to occupational health and safety standards**
 - 5.1 use various types of communication to provide trade-related information, employing standard terms for components and operations, including:
 - 5.1.1 personal appearance
 - 5.1.2 business appearance
 - 5.1.3 suppliers and sales representatives
 - 5.1.4 customers
 - 5.1.5 tradespeople
 - 5.2 identify key areas of responsibility that an employee has in regards to kitchen and trade safety, including:
 - 5.2.1 housekeeping
 - 5.2.2 waste containers
 - 5.2.3 power tools and rotating machinery
 - 5.2.4 control of carbon monoxide (CO)
 - 5.2.5 hazardous materials, dangerous goods and controlled products
 - 5.3 explain the correct use of fire extinguishers and explain fire prevention techniques
- 6. demonstrate an understanding of the cook apprenticeship trade and of apprenticeship opportunities that exist by creating a personal career portfolio**
 - 6.1 demonstrate an understanding of the cook apprenticeship trade and related job opportunities
 - 6.2 describe what it means to be an apprentice and describe requirements for the employee and employer
 - 6.3 refine and present a personal career portfolio, showing evidence of strengths and competencies, including:
 - 6.3.1 application completion
 - 6.3.2 cover letter
 - 6.3.3 résumé with references
 - 6.4 demonstrate knowledge of workplace requirements, rights and responsibilities and relate this knowledge to personal career/employment expectations
 - 6.5 outline the educational requirements to move into the cook apprenticeship trade and:
 - 6.5.1 conduct successful employment searches
 - 6.5.2 communicate in the language in which business is conducted
 - 6.5.3 prepare a personal employment search portfolio
 - 6.5.4 use technologies, tools and information systems appropriately for job preparation
- 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