
Cook Training Level 1 WORKPLACE PROGRAM GUIDE



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Introduction

Rationale

In the Graduation Program 2004, Trades and Technology is one of the eight Focus Areas that students explore in Planning 10 and the Graduation Portfolio. (For more information about the Graduation Program 2004, Focus Areas, Planning 10, and the Graduation Portfolio, see www.bced.gov.bc.ca/graduation/grad2004.htm)

Accelerated Credit Enrolment in Industry Training (ACE IT) is an industry certification program for BC secondary school students. (See www.itabc.ca/) The program enables students to earn both graduation credits and credit for the first level of technical training associated with an Industry Training Program. High school students have an opportunity to gain a head start by earning their credential in one of the many trades or industry occupations that the Industry Training Authority (ITA) recognizes. An ACE IT Level 1 program complements the existing programs:

- Secondary School Apprenticeship (SSA), which provides opportunities to start the work-based component of an apprenticeship
- Career Preparation

Students can register in both programs and be well on their way toward a trades credential by the time they finish secondary school.

Level 1 technical training is the industry-standard credential that provides a standardized skill and knowledge set for a particular trade, so that post-secondary training providers and employers know what to expect from ACE IT graduates. This helps graduates make a smooth transition to either the workplace or an appropriate post-secondary program. The course credits obtained through an ACE IT program count toward graduation and the Level 1 credential. The ITA will record the Level 1 credential, which is recognized by post-secondary institutions in BC that offer further technical training in the related trade.

Industry training increases the relevance and practical application of the secondary school curriculum by linking directly with the world of work. It is important to note that this program guide contains the same learning competencies and content tasks that an adult apprentice would study in his or her first year of technical training in a college Level 1 program. ACE IT students write the same ITA Level 1 final exam as all other apprentices in the trade, and must achieve a minimum mark of 70 percent.

Goals for ACE IT Level 1 Technical Training

The goals of ACE IT include

- providing students with a smooth transition from school to work
- enhancing students' existing trade-specific job-readiness skills, or providing opportunities for the development of new skills
- providing students with the opportunity to obtain a Level 1 technical training certification in a given trade
- helping prepare students to enter the world of work with the skills, attitudes, and sense of responsibility necessary to be successful

Introduction to the Program Guide

Level 1 program guides in all the trades subjects define the knowledge, skills, and attitudes that will give students a solid foundation in the subject as a preparation for employment. The program guides set out what students are expected to know and be able to do, and contain the legally required content standards for students in BC secondary schools. The competencies discussed in this program guide are equivalent to learning outcomes found in other Ministry curriculum documents. Schools have the responsibility to ensure that students achieve all competencies in this guide; however, schools have flexibility in determining how delivery of the content can best take place in individual classrooms.

This guide uses the following terms in discussing student learning: lines, competencies, learning objectives, and learning tasks and content.

1. Lines

- Lines can be described as the overall sections or units required for a Level 1 program in any trade area.

2. Competencies

- Lines are then divided into competencies that are equivalent to a learning outcome and have specific learning tasks associated with them.

3. Learning Objectives

- Learning objectives are a concise summary of the learning to be achieved.

4. Learning Tasks and Content

- In each competency, the learning tasks and content constitute the theoretical and practical study and/or tasks to be completed.

Classroom Assessment

Teachers are encouraged to develop assessment methods that best represent student performance as they complete the program. For effective delivery of Level 1 competencies, a form or method of classroom criterion-referenced assessment and evaluation will be needed to track progress and measure student achievement. Such methods range from very broad criteria to very specific achievement specifications that indicate student progress against the standard.

Assessment evidence can be collected using a wide variety of methods, including

- observation and comment (written, oral, practical)
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects

Student evaluation is generated from information collected through school-level assessment activities. Teachers use their experience, insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to the competency.

Some of the competencies require a specific demonstration of the learning outcomes, while others may require a demonstration of cognitive knowledge. Some of the learning resources available include written competency tests that teachers may wish to use.

Safety Considerations

One of the fundamental requirements of the workplace is an understanding of safe work practices and procedures. This understanding is not limited to being a cognitive skill. Rather, it must be translated into actions and behaviours that students apply on a daily basis. This knowledge and experience will endure after their time in the classroom.

As students begin to experience a more complex environment with tools and equipment in which operational dangers are inherent, essential safety procedures must become second nature and be reinforced throughout students' time in a workshop or on a job site.

Teachers will need to be highly aware of safety issues while students are involved in maintenance, repair, replacement, servicing, or production activities. Safe work practices and procedures include

- modelling correct procedures at all times
- teaching specific instructions on safe and correct use and handling of equipment and tools
- teaching clear and specific instruction on how to use, handle, and dispose of waste or hazardous materials and modelling these procedures in daily practice
- verifying that all equipment, tools, and utensils are in good repair and suitably arranged for effective and safe student use
- supervising students at all times and in a correct manner
- verifying that facilities provide adequate lighting for detailed work
- verifying that ventilation and air circulation are appropriate to the task
- clearly defining and teaching hazard and accident awareness and avoidance techniques in the work area
- teaching industry-specific safety standards and procedures (in accordance with WHMIS, the Workplace Hazardous Materials Information System)
- verifying that students can demonstrate knowledge and operational behaviours that indicate their understanding of the information in appropriate school-based activities
- establishing a safe learning environment by ensuring that working practices have safety as a priority while students complete their personal projects. This would include
 - establishing rules and routines
 - ensuring that students wear appropriate clothing and safety equipment
 - referencing WorkSafeBC; Workers' Compensation Board (WCB) standards, regulations, and procedures; and Occupational Health and Safety Regulation content
 - selecting pertinent tasks that reflect Level 1 learning objectives appropriate for the skills and abilities of the students
 - modelling safe work practices and attitudes, including the use of Safety STAR and similar programs

Workplace Hazardous Materials Information System

WHMIS is implemented through coordinated and interlocking federal, provincial, and territorial legislation. The *Hazardous Products Act* (HPA) and the Controlled Products Regulations (CPR) require Canadian suppliers (including importers and distributors) to provide supplier labels and material safety data sheets (MSDSs) for controlled products that are sold or imported for use in Canadian workplaces.

Current industry WHMIS standards and practice must be embedded in instruction.

Employability Skills

Employability skills are generic skills that all students need to make a successful transition to the workplace. These skills complement technical workplace skills. The Conference Board of Canada organizes these skills into three categories: fundamental skills, personal management skills, and teamwork skills.

Fundamental skills form the basis for further skills development. They include communication skills such as reading and understanding information, as well as listening to others and sharing information. Information management, the application or use of numbers, and problem solving are other fundamental skills.

Personal management skills comprise positive attitudes and behaviours that determine student potential for growth. They include demonstration of responsibility, adaptability, continuous learning, and working safely in all situations.

Teamwork skills are required for students to contribute productively in any environment. Teamwork skills include working with others on projects and tasks.

Employability skills are introduced in the Planning 10 course to all students. The Graduation Portfolio includes an organizer that reinforces the importance of employability skills. The competencies in this program guide provide students with the opportunity to develop a variety of the skills that are essential for employment in today's economy. Further information about employability skills can be found at www.conferenceboard.ca/education/learning-tools/default.htm

It is important that teachers embed employability skills within their curriculum delivery.

Considerations for ACE IT Program Delivery

This section of the program guide contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of the students and the requirements of the ITA.

Included in this section is information about

- addressing local labour market information and needs
- facilities, equipment, and resources
- program delivery options
- partnerships
- teacher qualifications
- ITA assessment exam
- suggested timeframe
- work-based training

Addressing Local Labour Market Information and Needs

In B.C. there are currently more than 150 recognized trades and industry career choices. What these occupations have in common is that they require specialized skills, involve working with your hands as well as your head, and most training is done both in school or college and balanced with on-the-job learning.

Trades and industry occupations are vital to the economy, and make excellent sense as a career choice. Many people are attracted to careers in trades because they let them use a hands-on ability or because they allow them to work in an environment that they enjoy.

For students, Labour Market Information (LMI) gives clear details about specific occupations. This includes the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements. Usually this information addresses local, regional, and national work opportunities and trends.

For teachers, schools, and districts developing ACE IT programs, it is important to know the demand for specific occupations before training students. A trade that is in demand in one region may not be in demand in another part of the province. Local industry associations are a good source for obtaining information at the local or regional level. Program planners can research BC labour market information on the following government website: www.aved.gov.bc.ca/labourmarketinfo/cppa.htm

Facilities, Equipment, and Resources

To deliver these programs in BC schools, training sites must provide the required facilities, equipment, and resources. These facilities, equipment, and resources must be addressed to adequately support the programs.

The requirements include

- safe facility and healthy working environment
- appropriate quality and quantity of tools, equipment, supplies, materials, and safety equipment for effective instruction
- appropriately selected learning resources (Note, if a school is partnered with a post-secondary training provider, consultation is advised to ensure continuity or sequential use of learning resources.)

Additional information about tool and equipment requirements for program delivery is provided in the ITA Program Outlines and the National Occupation Analysis (NOA) available on the Red Seal website: www.red-seal.ca/Site/trades/analist_e.htm

Program-specific information can be found on the appropriate NOA lists, such as:

www.red-seal.ca/Site/english/pdf/Carpenter_2005.pdf

www.red-seal.ca/Site/english/pdf/Automotive_Service_Technician_2005.pdf

www.red-seal.ca/Site/english/pdf/Cook_2003.pdf

ACE IT Program Delivery

For districts to offer these programs as ACE IT-funded programs, districts must submit an ACE IT application to ITA and receive approval for their program. The ACE IT application process is described on the ITA website: www.itabc.ca

A key ACE IT program goal is that school districts/board authorities develop and maintain active partnerships with both industry and post-secondary institutions that have experience in delivering the relevant industry training program.

The outcomes of the ACE IT pilot projects demonstrated that these two factors are critical to ensuring quality programs that result in relevant skills and knowledge, and in smooth transitions for students to the workplace.

Partnership Delivery Model

Program development and delivery takes place in a cooperative partnership between school districts/board authorities and a post-secondary institution.

In the partnership delivery model, classes can be taught at the school and/or the college in a delivery ratio on which the partners agree.

ITA Designated Training Status Provider

Schools can deliver ACE IT programs by applying to become an ITA designated training provider. In this model, a school would deliver the ACE IT program without the support of a post-secondary partner. Such a school, however, must become an ITA designated training provider by meeting the standards for overall program design, facilities, tools and equipment, supplies and materials, assessment, and teacher/instructor qualifications. This designated status is established by an ITA team that reports its findings and makes a recommendation to the ITA. ITA is currently developing this model.

Teacher/Instructor Qualifications

Under the partnership model, the school district/board authority and post-secondary institution partner jointly determine teacher qualifications. Under the ITA designated training provider model, instructor qualifications and experience must be suitable for the program and level of technical training.

ITA Assessment

Assessment involves both practice and theory. Schools delivering an ACE IT program will be provided a school report to complete for each student and submit to ITA.

The classroom instructor determines practical assessment methods, which may consist of student demonstrations of the appropriate competencies.

Standardized Level 1 assessment examinations are currently in development and will be available by January 2007. These standardized ITA Level 1 examinations will replace any existing Level 1 examinations.

Suggested Courses for Cook Training Level I

The Ministry has designated the following six courses for schools to deliver the Level 1 Cook Training program:

- Cook Training Level 1 11A
- Cook Training Level 1 11B
- Cook Training Level 1 11C
- Cook Training Level 1 12A
- Cook Training Level 1 12B
- Cook Training Level 1 12C

The course codes to be used are CKT 11A, CKT 11B, CKT 11C, CKT 12A, CKT 12B, and CKT 12C. Each of these is a 4-credit course.

Work-Based Training

Work-based training is an integral part of an industry training program. Under the ACE IT delivery model, it is strongly recommended that students engage in either SSA or Work Experience 12.

School districts/board authorities offering ACE IT programs become the sponsor for the ACE IT student.

Lines, Competencies and Suggested Timeframe

Line A Performs Occupational Skills	10%	Line B Prepares Stocks, Soups and Sauces	15%
1	Describes the Trade	1	Prepares Stocks
2	Maintains Safety Standard	2	Prepares Thickening Agents
3	Maintains Sanitary Standards	3	Prepares Soups
4	Participates in Production Procedures	4	Prepares Sauces
5	Plans Menus		
6	Performs Basic Kitchen Management Practices		
Line C Prepares Vegetables and Fruits	5%	Line D Prepares Starches	5%
1	Prepares Vegetables	1	Prepares Potatoes
2	Prepares Fruit	2	Prepares Farinaceous Products
		3	Prepares Rice, Grains and Legumes
Line E Prepares Meats and Poultry	30%	Line F Prepares Seafood	5%
1	Cuts and Processes Meats and Poultry	1	Prepares Fish
2	Prepares Meats		
3	Prepares Poultry		
Line G Prepares Garde-Manger	10%	Line H Prepares Egg and Breakfast Cookery	5%
1	Prepares Dressings, Condiments and Accompaniments	1	Prepares Egg Dishes
2	Prepares Salads	2	Prepares Breakfast Accompaniments
3	Prepares Sandwiches		
4	Describes Cheeses		
Line I Prepares Convenience Foods and Beverages	6%	Line J Prepares Baked Goods and Desserts	10%
1	Utilizes Convenience Foods	1	Prepares Basic Pies
2	Prepares Beverages	2	Prepares Desserts
		3	Prepares Quick Breads
		4	Prepares Cookies

Line A: Performs Occupational Skills
Competency: A - 1 Describes the Trade

A-1

Learning Objectives:

1. The learner will be able to describe personal qualities needed to succeed as a professional cook.
2. The learner will be able to describe training programs or requirements leading to cook certification.
3. The learner will be able to describe general responsibilities of trained food service workers.

Learning Tasks

1. Describe professionalism

Content

- Industry expectations
- Employer expectations
- Apprentice's role
- Employee attendance and punctuality
- Time management
- Work ethics
- Employee evaluation
- Job satisfaction

2. Describe food service occupations

- Skill levels
- Food service positions
- Career ladder
- Training programs
- Professional cook training programs
 - Educational requirements
- Apprenticeship
 - Obtaining a Certificate of Qualification
 - Trades Qualification Examination
- Certified Chef de Cuisine

Line A: Performs Occupational Skills
Competency: A - 2 Maintains Safety Standards

A-2

Learning Objectives:

1. The learner will be able to describe safety hazards in the kitchen.
2. The learner will be able to identify types and safe practices to avoid injuries most commonly occurring in kitchens.
3. The learner will be able to describe application of the *Workers' Compensation Act*.
4. The learner will be able to describe the procedure to extinguish small fires.

Learning Tasks

1. Describe general safety practices

Content

- Types of accidents and their causes
 - Cuts
 - Bums
 - Falls
 - Strains
- Safety practices for the kitchen
 - Lock-out procedures
 - Work safely
 - Equipment
 - Sharp utensils
 - Avoid bums
 - Keep floors safe
 - Handle glassware and china safely
 - Store supplies safely
 - Dispose of refuse properly
 - Lifting practices
- Personal protective equipment
 - Clothing
 - Footwear
 - Hand protection
 - Eye protection
 - Respirators
- Workplace Hazardous Materials Information System (WHMIS)
 - Overview
 - Employer is to provide training

-
2. Describe safety practices for the kitchen
- General safety
 - Personal safety equipment
 - Equipment safety
 - Ventilations systems
 - Emergency shutdown systems
 - Guards and barriers
 - First aid
 - Emergency wash or shower locations
 - Utilities
 - Electrical
 - Water supply
 - Gas supply
 - Other services
3. Describe applications of the *Workers' Compensation Act* in the Workplace
- Purpose
 - Compensation and benefits
 - Workers who are covered
 - Workers who are not covered
 - Compensated injuries and job-related illness
 - Circumstances for compensation
 - Benefits
 - Responsibilities
 - Employer
 - Employee
 - Industrial health and safety committees
 - Contravention of regulations
 - Reporting accidents
4. Describe the procedures for extinguishing small fires
- Components that produce fire
 - Fuel
 - Heat
 - Oxygen
 - Identify classes of fires and types of extinguishers
 - Fire safety precautions for working near, handling or storing
 - Flammable liquids or gases
 - Paper and wood products
 - Oily cloths
-

Line A: Performs Occupational Skills
Competency: A - 3 Maintains Sanitary Standards

A-3

Learning Objectives:

1. The learner must have completed the FOODSAFE Level 1 Program prior to entering the Program (proof of completion required).
2. The learner will be able to describe techniques for handling and storing foods.
3. The learner will be able to describe the causes and preventions of food-borne illnesses.
4. The learner will be able to describe procedures to maintain a sanitary food service operation.

Learning Tasks

1. Complete the FOODSAFE Level 1 Program (Proof of completion required)
2. Identify and apply Hazard Analysis - Critical Control Points (HACCP)
3. Identifying potentially hazardous foods (PHFS)

Content

- Obtain the FOODSAFE Level 1 certification - prerequisite to entering program
- Definitions
- Food Poisoning Myths
- The Danger Zone
- Food handling procedures
 - Correct
 - Incorrect
- Types
- Time/temperature control - potentially hazardous foods
- Food safety plan

Line A: Performs Occupational Skills
Competency: A - 4 Participates in Production Procedures

A-4

Learning Objectives:

1. The learner will be able to identify and describe the uses and maintenance of kitchen hand tools and equipment.
2. The learner will be able to describe sharpening and steeling procedures for knives.
3. The learner will be able to weigh and measure food.
4. The learner will be able to convert recipes.
5. The learner will be able to adjust recipe yields.

Learning Tasks

Content

- | | |
|---|--|
| 1. Identify kitchen hand tools and their uses | <ul style="list-style-type: none">• Types of hand tools• Uses of hand tools• Construction of kitchen knives |
| 2. Describe maintenance and safety precautions of kitchen hand tools | <ul style="list-style-type: none">• Maintenance<ul style="list-style-type: none">– General guidelines– General safety precautions– Specific maintenance and safety precautions for knives– Cleaning and sharpening knives |
| 3. Identify kitchen equipment and their cleaning and maintenance requirements | <ul style="list-style-type: none">• Types of kitchen equipment• Cleaning procedures• Processing equipment• Holding and storage of equipment |
| 4. Describe basic seasoning and flavouring techniques | <ul style="list-style-type: none">• Herbs• Spices |

5. Weigh and measure food

- Units of measurement
 - Metric system
 - Types, units and symbols
 - Length (distance)
 - Mass (weight)
 - Capacity (volume)
 - Temperature
 - Converting within the metric system
 - U.S. system
 - Types, units and symbols
 - Weight
 - Volume
 - Length
 - Converting between units in the U.S. system
 - Converting between metric and U.S. measurement systems
- Types of measurements used in the kitchen
 - Number or count
 - Volume
 - Weight

6. Convert recipes

- Conversion factor method
 - Finding conversion factors
 - Adjusting recipes using conversion factors
 - Converting a U.S. measuring system recipe to a metric system recipe
- Cautions when converting recipes

Line A: Performs Occupational Skills
Competency: A - 5 Plans Menus

A-5

Learning Objectives:

1. The learner will be able to identify menu styles and formats.
2. The learner will be able to identify nutritional elements and their importance to good health.

Learning Tasks

1. Reviews menu

Content

- Menu styles
 - Types
 - Terminology
 - Balanced
 - Interpret menu specifications
-
2. Identify nutritional elements and their effects on the body
- Types of nutrients
 - Micro
 - Macro
 - Properties
 - Importance to good health

Line A: Performs Occupational Skills
Competency: A - 6 Performs Basic Kitchen Management Practices

A-6

Learning Objectives:

1. The learner will be able to describe receiving methods.
2. The learner will be able to identify storage temperatures and methods.
3. The learner will be able to describe the methods of reducing waste, re-using and recycling materials.

Learning Tasks

1. Describe receiving methods

2. Describe storing methods

3. Describe reduce/re-use/recycle methods

Content

- Interpret invoices/purchasing orders
- Receiving practices

- Dry foods
- Refrigerated products
- Frozen foods
- Food rotation

- Usage and waste management
 - Reduce
 - Re-use
 - Recycle

Line B: Prepares Stocks, Soups and Sauces
Competency: B - 1 Prepares Stocks

B-1

Learning Objectives:

1. The learner will be able to prepare stocks.

Learning Tasks

1. Describe stocks

Content

- Types
 - Ingredients
 - General production procedures
 - Uses
 - Glazes (stock reduction)
 - Convenience products
-
- Utensils
 - Ingredients
 - Recipe followed correctly
 - Work well organized
 - Good mise en place
 - Safe work habits
 - Work station kept clean and tidy
 - Texture, colour, appearance and temperature
 - Seasoned appropriately
 - Production time within industry expectations

2. Prepare stocks

Line B: Prepares Stocks, Soups and Sauces
Competency: B - 2 Prepares Thickening Agents

B-2

Learning Objectives:

1. The learner will be able to describe types and properties of thickening agents, ingredients, ratios and incorporating methods.
2. The learner will be able to prepare thickening agents.

Learning Tasks

1. Describe types of thickening agents

Content

- Types
 - Roux
 - Beurre mania
 - Starches
 - Liaison
- Uses

2. Selects ingredients

- Types of ingredients
- Properties of ingredients

3. Prepares thickening agents

- Incorporating methods
- Cooking requirements
- Doneness
- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Production time within industry expectations

Line B: Prepares Stocks, Soups and Sauces
Competency: B - 3 Prepares Soups

B-3

Learning Objectives:

1. The learner will be able to describe the basic types of soups.
2. The learner will be able to identify and select ingredients for soups.
3. The learner will be able to describe general procedures for soup making.
4. The learner will be able to prepare vegetable and other clear soups.
5. The learner will be able to prepare cream and other thick soups.

Learning Tasks

1. Describe the preparation of basic soups

Content

- Types
 - Clear soups (clear vegetable)
 - Thick soups (cream and purée soups)
- General guidelines for making soups
 - Vegetable cutting
 - Vegetable soup
 - Cream soup
 - Puree soup

2. Prepare soups

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

Line B: Prepares Stocks, Soups and Sauces
Competency: B - 4 Prepares Sauces

B-4

Learning Objectives:

1. The learner will be able to describe leading (mother) sauces.
2. The learner will be able to describe derivative sauces.
3. The learner will be able to prepare leading sauces.
4. The learner will be able to describe appropriate uses for derivative sauces.

Learning Tasks

1. Describe the preparation of leading (mother) sauces

Content

- Sauce families and derivative (small) sauces
 - Béchamel
 - Velouté
 - Fish
 - Chicken
 - Espagnole/Demi-glace
 - Tomato
 - Butter-based
 - Hollandaise
 - Béarnaise
- General guidelines in sauce production

2. Prepare leading (mother) sauces

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

Line C: Prepares Vegetables and Fruits
Competency: C - 1 Prepares Vegetables

C-1

Learning Objectives:

1. The learner will be able to identify a variety of vegetables.
2. The learner will be able to perform preliminary preparation, cutting techniques and the basic cuts and shapes.
3. The learner will be able to prepare vegetables using various methods.

Learning Tasks

1. Describe selection and storage of vegetables

Content

- Types
- Freshness
- Ripeness
- Characteristics
- Size
- Preparation and storage
- Vegetables in other forms
 - Canned
 - Frozen
 - Dried

2. Describe methods of preparing vegetables

- Selecting
- Preparing and cutting
- Effects of cooking
- Types of cooking methods
 - Blanching
 - Roasting and baking
 - Sautéing and pan-frying
 - Grilling
 - Boiling and steaming
- Basic finishing procedures
 - Garnishes
 - Sauces/butters

3. Prepare vegetables

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

Line C: Prepares Vegetables and Fruits
Competency: C - 2 Prepares Fruit

C-2

Learning Objectives:

1. The learner will be able to identify, select and store fruits.
2. The learner will be able to prepare juices.
3. The learner will be able to cook fruit.

Learning Tasks

1. Identify fruits

Content

- Freshness
- Ripeness
- Characteristics
- Size
- Types and season availability
- Nutrition

2. Selects fruit

- Fresh fruit
 - Grading
 - Ripening
 - Purchasing
 - Handling and storage
- Preserved fruit
 - Acidulations
 - Canned
 - Frozen
 - Dried

3. Apply various cooking methods

- Preliminary preparation and cutting
- Methods
 - Dry-heat
 - Moist-heat
 - Preserved
- Doneness

4. Prepare fruits

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

Line D: Prepares Starches
Competency: D - 1 Prepares Potatoes

D-1

Learning Objectives:

1. The learner will be able to identify, select and store potatoes.
2. The learner will be able to prepare potatoes using various methods.

Learning Tasks

1. Identify potatoes

Content

- Types
- Properties
- Grading
- Nutrition
- Storing

2. Apply various cooking methods

- Selecting
- Preliminary preparation and cutting
- Methods
 - Roasting and baking
 - Sautéing and pan-frying
 - Deep fat frying
 - Boiling and steaming
- Doneness

3. Prepare potatoes

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

Line D: Prepares Starches
Competency: D - 2 Prepares Farinaceous Products

D-2

Learning Objectives:

1. The learner will be able to identify, select and store pasta.
2. The learner will be able to prepare pasta dishes using various methods.

Learning Tasks

1. Identify pasta

Content

- Types
- Properties
- Nutrition

2. Select and store pasta

- Characteristics
 - Dry
 - Fresh
 - Cuts/shapes
 - Quality
- Handling and storage

3. Cook pasta

- Boiling
 - Pasta/water ratio
- Doneness
- Cooling, storage and reheating
- Accompaniments to pasta
 - Sauces
 - Garnishes

4. Prepare pasta dishes

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

Line D: Prepares Starches
Competency: D - 3 Prepares Rice, Grains and Legumes

D-3

Learning Objectives:

1. The learner will be able to identify, select and store rice.
2. The learner will be able to prepare rice dishes using various methods.

Learning Tasks

1. Identify rice

Content

- Types
- Properties
- Nutrition

2. Select and store rice

- Characteristics
- Handling
- Storage procedures

3. Apply various cooking methods for rice

- Pre-cooking preparation
 - Clean and rinse
 - Soak
- Methods
 - Boiling and steaming
 - Pilaf
- Standard rice/liquid ratio
- Timing and resting

4. Prepare rice dishes

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

Line E: Prepares Meats and Poultry

Competency: E - 1 Cuts and Processes Meats and Poultry

E-1

Learning Objectives:

1. The learner will be able to identify primal and secondary cuts of beef.
2. The learner will be able to identify poultry.
3. The learner will be able to select appropriate cooking methods for secondary cuts.

Learning Tasks

1. Identify beef cuts

Content

- Structure and composition
- Inspection and grading
- Aging
- Nutrition
- Primal cuts of beef
- Secondary cuts of beef

2. Identify poultry

- Types
- Structure and composition
- Inspection and grading
- Nutrition

3. Identify cooking methods

- Select appropriate cooking method for secondary cuts of beef and poultry

Line E: Prepares Meats and Poultry
Competency: E - 2 Prepares Meats

E-2

Learning Objectives:

1. The learner will be able to identify, select and store meats.
2. The learner will be able to portion beef, veal, lamb and pork.
3. The learner will be able to cook meats by dry, moist and combination heat methods.

Learning Tasks

1. Identify meats

Content

- Types and varieties
 - Beef
 - Veal
 - Lamb
 - Pork
 - Offal
- Structure and composition
- Inspection and grading
- Aging
- Nutrition

2. Select and store meats

- Select cuts of meat based on
 - Menu
 - Price/quality
- Market options
 - Secondary cuts
 - Portion cuts
- Handling and storage

3. Describe cooking methods

- Prepare meats
 - Marinating
 - Barding
- Dry-heat method
 - Roasting
 - Broiling
 - Grilling
 - Sautéing
 - Pan frying
- Moist-heat method
 - Boiling or simmering
 - Combination heat methods
- Braising
- Stewing

4. Portion cut beef, veal, lamb and pork

- Tools
- Portion cutting
 - Identify
 - Techniques

5. Cook meats

- Use cooking methods as in Learning Task 3
- Utensils
- Ingredients
 - Recipe followed correctly
- Doneness
 - The needle test
 - Meat thermometer
 - Touch testing
- Jus and pan gravy
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

E-2

Line E: Prepares Meats and Poultry
Competency: E - 3 Prepares Poultry

E-3

Learning Objectives:

1. The learner will be able to identify, select and store poultry.
2. The learner will be able to cook poultry by dry, moist and combination heat methods.

Learning Tasks

1. Select and store poultry

Content

- Classification
- Characteristics
- Handling and storage
 - Sanitation
 - Cross-contamination
 - Packaging and labeling

2. Describe cooking methods

- Preparation prior to cooking
 - Fabricating procedures
 - Marinating
- Dry-heat method
 - Roasting
 - Broiling
 - Grilling
 - Sautéing
 - Pan frying
 - Deep frying
- Moist-heat method
 - Poaching
 - Blanching
 - Simmering
- Combination heat methods
 - Braising
 - Stewing

3. Cook poultry

- Use cooking methods as in Learning Task 2
- Accompaniments
 - Stuffing
 - Sauces
- Utensils
- Ingredients
 - Recipe followed correctly
- Doneness
 - The needle test
 - Meat thermometer
 - Touch testing
- Jus and pan gravy
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

E-3

Line F: Prepares Seafood
Competency: F - 1 Prepares Fish

F-1

Learning Objectives:

1. The learner will be able to identify, select and store fish.
2. The learner will be able to cook fish using the dry and moist-heat methods.

Learning Tasks

1. Identify fish

Content

- Types
- Structure and composition
- Inspection and grading
- Terminology
 - Cuts
 - Menu terms

2. Select and store fish

- Freshness
- Variety of market forms
 - Flat or round
 - Dressed or drawn
 - Pan Dressed
 - Sections
 - Fillets
 - Steaks or dame
- Handling and storage

3. Describe cooking methods

- Preparation prior to cooking
 - Fabricating procedures
 - Marinating
- Dry-heat method
 - Baking
 - Broiling and grilling
 - Sautéing and Pan frying
 - Deep frying
 - Battered
 - Breaded
- Moist-heat method
 - Poaching

4. Cook fish

- Use cooking methods as in Learning Task 3
- Utensils
- Ingredients
 - Recipe followed correctly
- Doneness
 - The needle test
 - Meat thermometer
 - Touch testing
- Jus and pan gravy
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

F-1

Line G: Prepares Garde-Manger

Competency: G - 1 Prepares Dressings, Condiments and Accompaniments

G-1

Learning Objectives:

1. The learner will be able to prepare basic salad dressings.

Learning Tasks

1. Prepare basic salad dressings

Content

- Dressing classifications
- Ingredients and other flavouring
- Ratios
- Create and maintain emulsion
- Preparation methods

Line G: Prepares Garde-Manger
Competency: G - 2 Prepares Salads

G-2

Learning Objectives:

1. The learner will be able to identify basic salad ingredients.
2. The learner will be able to receive and store salad ingredients.
3. The learner will be able to prepare basic salads.

Learning Tasks

1. Identify salad ingredients

Content

- Parts of a salad
 - Base
 - Body
 - Dressing
 - Garnish
- Identify salad greens
- Nutrition

2. Select and store salad greens

- Select salad greens
 - Freshness
 - Precut
 - Pre-washed
- Handling and storage of salad greens

3. Describe the basic types of salad

- Types
 - Vegetable
 - Bound
 - Warmed
- Review Learning Task C1 on identifying vegetables
- Prepare salad greens
 - Tearing and cutting
 - Washing
 - Drying
- Combine salad ingredients

4. Prepare salads and salad

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Dressing, seasoning and garnishing appropriately
- Production time within industry expectations

Line G: Prepares Garde-Manger
Competency: G - 3 Prepares Sandwiches

G-3

Learning Objectives:

1. The learner will be able to describe breads, spreads and fillings used in sandwich making.
2. The learner will be able to set up a sandwich station.
3. The learner will be able to prepare hot and cold sandwiches.

Learning Tasks

1. Describe the preparation of hot and cold sandwiches

Content

- Components
 - Breads
 - Spreads
 - Type of fillings
 - Types of sandwiches
 - Hot
 - Cold
 - Closed
 - Open-faced
 - Tea
 - Multi-Decker
 - Wraps
 - Garnishes
 - Cross-contamination
 - Portion control
 - Storing
-
2. Setting up a sandwich station
 - Advance preparation
 - Ingredients
 - Arrange
 - Store
 - Efficient work flow
 - À la carte versus banquet production
 - Presenting and garnishing
 - Hand tools, equipment, workstation sanitation and hygiene
-
3. Prepare hot and cold sandwiches
 - Utensils
 - Ingredients
 - Recipe followed correctly
 - Work well organized
 - Good mise en place
 - Safe work habits
 - Work station kept clean and tidy
 - Texture, colour, appearance and temperature
 - Seasoning and garnishing appropriately
 - Production time within industry expectations

Line G: Prepares Garde-Manger
Competency: G - 4 Describes Cheeses

G-4

Learning Objectives:

1. The learner will be able to describe types, characteristics and uses of cheeses.

Learning Tasks

1. Describe cheeses

Content

- Composition
- Types
- Characteristics
- Uses

Line H: Prepares Egg and Breakfast Cookery

Competency: H - 1 Prepares Egg Dishes

H-1

Learning Objectives:

1. The learner will be able to describe the composition, grading, handling and storage of eggs.
2. The learner will be able to describe the basic methods of cooking eggs.
3. The learner will be able to describe the preparation of omelets.
4. The learner will be able to prepare a variety of egg dishes.

Learning Tasks

1. Describe the composition and grading of eggs

Content

- Types
- Egg parts
 - Shell
 - Yolk
 - White
- Properties
 - Binding
 - Leavening
 - Clarification
- Grading
- Other market forms
 - Dehydrated
 - Frozen
 - Shelled
 - Mixes
- Handling and storage

2. Describe cooking methods

- Methods
 - Simmering (boiled)
 - Frying
 - Poaching
 - Scrambling
 - Basting
 - Shirred
 - En cocotte
- Cooking properties

3. Cook omelets

- Types
 - French
 - Flat/Frittata
- Procedures and ingredients
- Equipment required
- Fillings and garnishes
- Seasoning
- Serving

4. Cook a variety of egg dishes

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

H-1

Line H: Prepares Egg and Breakfast Cookery
Competency: H - 2 Prepares Breakfast Accompaniments

H-2

Learning Objectives:

1. The learner will be able to prepare breakfast meats.
2. The learner will be able to prepare and present hot and cold cereals.
3. The learner will be able to cook pancakes, waffles, crepes and French toast.
4. The learner will be able to prepare breakfast items in quantity.

Learning Tasks

Content

- | | |
|---|---|
| 1. Describe breakfast accompaniments | <ul style="list-style-type: none">• Identify common breakfast items<ul style="list-style-type: none">– Bacon, ham and sausages– Hot and cold cereals– Fruits and potatoes– Pancakes, waffles, crepes and French toast– Toast• Garnishes and toppings |
| 2. Prepare breakfast meats | <ul style="list-style-type: none">• Types<ul style="list-style-type: none">– Ham– Bacon– Breakfast sausages– Beef steaks– Smoked fish• Cooking methods• Doneness |
| 3. Prepare and present hot and cold cereals | <ul style="list-style-type: none">• Types of cereals and grains<ul style="list-style-type: none">– Hot– Cold• Hot cereals according to package instructions• Cold cereals served with milk or cream and sweeteners• Accompaniments<ul style="list-style-type: none">– Fruit– Berries |
| 4. Prepare fruits | <ul style="list-style-type: none">• Fruits<ul style="list-style-type: none">– Garnishes– Toppings– Spreads for toast– Compotes– Salads |

- 5. Prepare potatoes
 - Preparation
 - Diced
 - Sliced
 - Grated
 - Cooking methods
 - Pan fried
 - Deep fried
 - Roasted
 - Griddled
 - Doneness

- 6. Prepare pancakes, waffles, crepes and French toast
 - Ingredients
 - Batter preparation
 - Fillings
 - Cooking procedure
 - Doneness
 - Garnishes and toppings

- 7. Prepare breakfast menu items in quantity
 - Cooking eggs in quantity
 - Cooking meats in quantity
 - Cooking pancakes and waffles in quantity

Line I: Prepares Convenience Foods and Beverages
Competency: I - 1 Utilizes Convenience Foods

I-1

Learning Objectives:

1. The learner will be able to identify and select appropriate convenience foods and products.
2. The learner will be able to utilize convenience foods and products.

Learning Tasks

1. Selects convenience foods

Content

- Types of convenience products
 - Prepared frozen
 - Canned
 - Powder
 - Dried
 - Fresh
 - Liquid
- Ingredients
- Application of convenience food type
- Identify convenience-type products

2. Reconstitutes/processes convenience foods

- Read and follow manufacturers' directions
- Interpret ratios

3. Reheats/defrosts convenience foods

- Cooking/reheating methods
- Related or specialty equipment
- Re-heat

4. Serves convenience foods

- Accompaniments
- Garnishes

Line I: Prepares Convenience Foods and Beverages
Competency: I - 2 Prepares Beverages

I-2

Learning Objectives:

1. The learner will be able to select, prepare and serve a variety of beverages.

Learning Tasks

1. Selects ingredients

Content

- Types of beverages (cold/hot)
- Beverage properties
- Recipe
- Types of ingredients
- Quality ingredients

2. Processes ingredients

- Tools and equipment
- Processing methods
- Accompaniments and garnishes

3. Serve beverages

- Holding times
- Service vessel types and purposes
- Presentation techniques
- Holding temperatures
- Portions
- Liquor laws
 - Legal drinking age
 - Minors
 - ID requirements
 - Taking home unfinished bottles of wine

Line J: Prepares Baked Goods and Desserts

Competency: J - 1 Prepares Basic Pies

J-1

Learning Objectives:

1. The learner will be able to describe ingredients for flaky and mealy pie doughs.
2. The learner will be able to describe crumb-based piecrusts.
3. The learner will be able to describe fruit, custards, and creams appropriate for pie fillings.
4. The learner will be able to prepare basic pies.

Learning Tasks

1. Describe basic principles of baking

Content

- Weights
- Formulas
- Types of ingredients
 - Flour
 - Fats
 - Starches
 - Liquids
 - Leavening agents

2. Describe the assembly and baking of pies

- Pie doughs
 - Basic
 - Sugar
 - Hot water (English raised)
- Pie fillings
 - Unbaked (Blind baked shell)
 - Baked

3. Prepare basic pies

- Same as Learning Task 1
- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

Line J: Prepares Baked Goods and Desserts
Competency: J - 2 Prepares Desserts

J-2

Learning Objectives:

1. The learner will be able to describe the preparation of a variety of fruit desserts.
2. The learner will be able to describe the preparation of vanilla custard sauce, pastry cream and baked custard.
3. The learner will be able to prepare basic desserts and puddings.

Learning Tasks

1. Describe the preparation of basic desserts and puddings

Content

- Fruit desserts
- Baked and poached fruits
- Apple brown betty
- Apple dumplings
- Basic custards and creams
- Puddings
 - Starch thickened
 - Custard (baked)

2. Prepare desserts

- Same as Learning Task 1
- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

Line J: Prepares Baked Goods and Desserts
Competency: J - 3 Prepares Quick Breads

J-3

Learning Objectives:

1. The learner will be able to identify a variety of quick bread products.
2. The learner will be able to describe the making of quick breads.
3. The learner will be able to identify the two basic quick bread mixing methods.
4. The learner will be able to prepare quick breads.

Learning Tasks

1. Describe the baking of quick breads

Content

- Muffins
- Biscuits and scones
- Basic quick breads
 - Banana
 - Coffee cakes
 - Pound cakes

2. Prepare quick breads

- Same as Learning Task 1
- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

Line J: Prepares Baked Goods and Desserts
Competency: J - 4 Prepares Cookies

J-4

Learning Objectives:

1. The learner will be able to identify cookie ingredients.
2. The learner will be able to identify three different cookie-mixing methods.
3. The learner will be able to describe the causes of crispness, chewiness and spread in cookies.
4. The learner will be able to describe the basic types of cookies.
5. The learner will be able to prepare cookies.

Learning Tasks

1. Describe the preparation of cookies

Content

- Characteristics
 - Crisp
 - Soft
 - Chewy
- Ingredients
- Mixing methods
 - Creaming
 - Sponge or foam
 - One-stage
- Makeup methods
 - Dropped
 - Bar
 - Moulded (or hand-formed)
 - Refrigerator (icebox)
 - Rolled
- Bake
- Cooling

2. Prepare quick breads

- Same as Learning Task 1
- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning and garnishing appropriately
- Production time within industry expectations

Learning Resources

Although the following suggested list of learning resources do not have the Ministry title of 'Recommended Status', they have been provided as support for teachers in instruction, assessment, and delivery of the Level 1 Programs.

Teachers wishing to use these materials should preview and select those that are appropriate for use in their classroom and by their students.

As with all supplementary resources, local approval is required before use.

The majority of titles listed are currently used in post-secondary institutions to deliver Level 1 Trades Training. The student resources listed have been reviewed for their suitability by a team of qualified BC teachers. If a school is partnered with a post-secondary training provider, consultation is advised to ensure continuity or sequential use of learning resources.

Comprehensive resources support the majority of the competencies, and additional resources support one or more competencies. Teachers wishing to use these materials should preview and select those that are appropriate for use in their classroom and by their students.

The suggested titles, both comprehensive and additional, are not intended as an exhaustive or exclusive list, rather these materials represent a useful collection, relating to many of key elements of the Level 1 programs.

Suggested Learning Resources Spring 2006	Cook Level I									
	Competencies									
Comprehensive Resources	A	B	C	D	E	F	G	H	I	J
<i>On Cooking - A Textbook of Culinary Fundamentals</i> , Third Canadian Edition with CD-ROM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Professional Cooking for Canadian Chefs</i> , w/CD-ROM: Fifth Edition	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Additional Resources – Print										
<i>Applied Math For Food Service</i> , Labensky, S. R.	✓									

On Cooking - A Textbook of Culinary Fundamentals
Third Canadian Edition with CD-ROM
(Labensky, S. R.)

COMPREHENSIVE

This Canadian Edition text is intended to teach the fundamentals of the culinary arts for both new and experienced cooks.

The 35 chapters are organized into five sections and cover numerous aspects of food preparation for industry professionals. The layout and page presentation include colour photographs, step-by-step pictures, graphics, and charts applicable to the chapter content.

The text includes over a hundred wide-ranging recipes, menu development, herbs and spices, and sections on cooking lore. Topics such as measurement, conversions, kitchen context information, a bibliography, and recommended reading materials are included in the appendices. References to updated meat identification and handling guidelines reflect the recent changes in Canadian meat regulations.

A CD-ROM is also available and provides PDF files for lessons, and slides that can be customized by instructors. TestGEen and QuizMaster programs allow the development and delivery of tests and have the capacity to retain student results. B/W transparency masters in PDF format are also provided – appearing exactly as in the textbook chapters.

The publisher offers support through a website.

Publisher: Pearson Education Canada
ISBN: 0130452416
Copyright: 2005
Format: Hard cover, 1240 pages

Professional Cooking for Canadian Chefs
w/CD-ROM: Fifth Edition
(Gisslen, W.)

COMPREHENSIVE

This 32-chapter textbook is highly colourful and describes the various aspects of the food industry with sufficient depth and detail for an audience at a professional level. Topics include information on the broad industry context, safety and sanitation, use and care of tools and equipment, and professional food preparation. The language style is precise, easy to read, and the recipes have been work-place tested. The text includes extensive colour illustrations, graphics and charts to support each chapter. The content is well organized and each chapter is self-contained. Most recipes use both imperial and SI metric measures.

The recipes describe techniques and procedures, provide practice in the fundamentals of food preparation, reference Canadian inspection and grading requirements, emphasize healthy living, and provide new recipes to support this approach to cooking.

The CD-ROM included with the textbook provides a variety of useful resources including re-sizing capacities, US /Metric conversions, costing, nutrition values and an information search/retrieval capacity.

Also available are:

Study Guide containing review materials, practice problems, and written exercises

Instructor Manual with Study Guide Solutions and lesson suggestions

Student Workbook with learning and study sequences in preparation for certification exams

This fifth edition replaces previous versions.

Publisher: John Wiley & Sons Canada Ltd.

ISBN: 0-471-21681-X

Copyright: 2003

Format: Hard cover, 962 pages

Applied Math For Food Service (Labensky, S. R.)

ADDITIONAL

This small book focusses on applied math problems and situations for the food service industry. It is relevant to students who need to be familiar with accurate workplace and industry calculations and conversions. It is skill-based with a variety of charts, graphs, and comprehensive questions at the end of each chapter.

The text provides students with practical techniques in weights and measures, food costing, and recipe conversions both metric and Imperial. The extensive glossary is valuable for helping with cost-control language. Step-by-step exercises give students the methods and frameworks for food cost controls. The many transferable formulas included will be useful as they apply to practical situations where recipe conversion and costing are required.

Note: Most of the example measurements are Imperial.

Publisher: Prentice Hall

ISBN: 0-13-849217-4

Copyright: 1998

Format: Paper, 143 pages