

# FOOD SERVICES AND TOURISM

## CONTEMPORARY CUISINE

---

*PROGRAM OF STUDY*  
*5659*

*la* INFORMATION  
PROFESSIONNELLE et  
TECHNIQUE  
020801  
8198001

Québec 

# **FOOD SERVICES AND TOURISM**

## **CONTEMPORARY CUISINE**

---

*PROGRAM OF STUDY*

*5659*

MEQ-DC (1130)  
Ministère de l'Éducation, 28<sup>e</sup> étage  
Ottawa (QC) G1R 5A5

© Gouvernement du Québec  
Ministère de l'Éducation, 1998 — 98-0891

ISBN 2-550-33904-5

Legal Deposit — Bibliothèque nationale du Québec, 1998

020801  
8198001

# CONTEMPORARY CUISINE

---

## PROGRAM OF STUDY 5659

The *Contemporary Cuisine* program leads to the  
Attestation of Vocational Specialization (AVS)  
and prepares the student to practise the trade of

### CONTEMPORARY CHEF

---

Direction des programmes

Direction générale de la formation professionnelle et technique

## **Development Team**

### *Design and Development*

**Guy Auclair**  
Education Development Officer

### *Technical Support*

**Louise Blanchet**  
**Michelle Pelletier**  
Educational Programming Consultants

### *Coordination*

**Jean Turgeon**  
Coordinator of the Food Services and Tourism Sector

## **English Version**

**Services à la communauté anglophone**

**Direction de la production**  
**en langue anglaise**

### *Translation*

**Liliana Melillo**

## ACKNOWLEDGMENTS

The ministère de l'Éducation wishes to thank the following people for their invaluable assistance in the development of this program:

### Representatives from Business and Industry

**Guy Beaumier**  
Hôpital Maisonneuve-Rosemont

**Jean-Luc Boulay**  
Restaurant Le Saint Amour

**Rose-Hélène Coulombe**  
Ministère de l'Agriculture, des Pêcheries et de  
l'Alimentation

**Jean-Pierre Curtat**  
Casino de Montréal

**Anne Desjardins**  
Hôtel l'Eau à la bouche

**Alain Labrie**  
Auberge Hatley Inn

**Normand Laprise**  
Restaurant Toqué

**Fabiola Masri**  
Santé à la carte

**Daniel Vézina**  
Restaurant Laurie Raphaël

### Representatives from Education

**Jean-Claude Belmont**  
Institut de tourisme et d'hôtellerie du Québec

**Norbert Milhet**  
Commission scolaire des Laurentides

**Pascal Rault**  
Commission des écoles catholiques de Québec

**Patrick Rémond**  
Commission des écoles catholiques de Montréal

**Jean Rivest**  
Ministère de l'Éducation

This program of study, *Contemporary Cuisine*, is issued in accordance with section 461 of the *Education Act* (R.S.Q., c.I-13.3).

In conformity with the provisions of paragraph (a) of section 23 of the *Act respecting the Conseil supérieur de l'éducation* (R.S.Q., c.60), as replaced by section 569 of the *Education Act* (1988, chapter 84), the confessional committees of the Conseil supérieur de l'éducation have given their opinion on this program of study, which has been authorized for teaching Contemporary Cuisine in the schools as of July 1, 1994.

## TABLE OF CONTENTS

	Page
INTRODUCTION .....	1
GLOSSARY .....	3
PART I	
1. SYNOPTIC TABLE .....	7
2. PROGRAM TRAINING GOALS .....	9
3. COMPETENCIES .....	11
Grid of Learning Focuses .....	12
4. GENERAL OBJECTIVES .....	13
5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES .....	15
5.1 Definition .....	15
5.2 How to Read First-Level Operational Objectives .....	16
PART II	
MODULE 1: THE EVOLUTION OF COOKING .....	21
MODULE 2: CONCEPTS IN FOOD SCIENCE .....	25
MODULE 3: NEW-TECHNOLOGY EQUIPMENT .....	29
MODULE 4: FOOD PRESENTATION: SEARCHING FOR MODELS .....	33
MODULE 5: EXOTIC FRUITS AND VEGETABLES .....	37
MODULE 6: DELICATESSEN MEATS .....	41
MODULE 7: DISHES MADE WITH REGIONAL AND IMPORTED PRODUCTS .....	47



<b>MODULE 8: MENU PLANNING</b> .....	<b>53</b>
<b>MODULE 9: PLATED DESSERTS</b> .....	<b>57</b>
<b>MODULE 10: MARKET-FRESH CUISINE</b> .....	<b>61</b>
<b>MODULE 11: REGIONAL CUISINE</b> .....	<b>65</b>

## INTRODUCTION

The *Contemporary Cuisine* program is based on the orientations for secondary school vocational education adopted by the government in 1986. It was designed on the basis of a new framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules, which are organized into teaching blocks. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for an **Attestation of Vocational Specialization (AVS)** for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 525 hours, which includes 375 hours spent on the specific competencies required to practise the trade or occupation and 150 hours on general competencies. The program of study is divided into 11 modules, which vary in length

from 30 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide, and a planning guide.

## **GLOSSARY**

### **Program Training Goals**

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

### **Competency**

A set of socioaffective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

### **General Objectives**

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

### **Operational Objectives**

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

### **Module of a Program**

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

### **Credit**

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

# PART I

## 1. SYNOPTIC TABLE

Number of modules: 11  
 Duration in hours: 525  
 Credits: 35

Contemporary Cuisine

Program code: 5559

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
900 312	1. The Evolution of Cooking	30	2
900 322	2. Concepts in Food Science	30	2
900 332	3. New-Technology Equipment	30	2
900 342	4. Food Presentation: Searching for Models	30	2
900 352	5. Exotic Fruits and Vegetables	30	2
900 363	6. Delicatessen Meats	45	3
900 376	7. Dishes Made with Regional and Imported Products	90	6
900 382	8. Menu Planning	30	2
900 392	9. Plated Desserts	30	2
900 408	10. Market-Fresh Cuisine	120	8
900 414	11. Regional Cuisine	60	4

\*15 hours = 1 credit

This program leads to an Attestation of Vocational Specialization (AVS) in *Contemporary Cuisine*.

## 2. PROGRAM TRAINING GOALS

The training goals of the *Contemporary Cuisine* program are based on the general goals of vocational education and take into account the specific nature of the trade or occupation. These goals are:

**To develop effectiveness in the practice of a trade.**

- To enable students:
  - to perform correctly and imaginatively tasks and activities associated with contemporary cuisine;
  - to develop a constant concern for health, safety and hygiene in the workplace and to adopt appropriate preventative attitudes and habits;
  - to develop a sense of professionalism and concern for quality interpersonal relationships in the workplace.

**To ensure integration into the working world.**

- To familiarize students with the job market in general and with conditions in contemporary cuisine in particular.
- To familiarize students with the evolution of cooking and its implications.

- To help students prepare and present dishes creatively.

**To foster the development of occupational knowledge.**

- To foster independence and instill a sense of responsibility, initiative and organization.
- To help students acquire the general and scientific knowledge necessary to practise the trade.
- To help students develop proper, efficient and safe working habits.

**To ensure job mobility.**

- To help students develop a positive attitude toward technological change and new situations.
- To prepare students to work as contemporary chefs in all potential work environments.
- To foster a concern for further learning and personal development.

### 3. COMPETENCIES

The competencies to be developed in the *Contemporary Cuisine* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. The symbol (○) indicates a correlation between a general and a specific competency.

The symbols (▲) and (●) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF LEARNING FOCUSES  CONTEMPORARY CUISINE		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)					GENERAL COMPETENCIES (technology, subjects, personal development, etc.)					TOTALS		
				Plan the work	Do the mise en place	Cook and assemble the dishes	Present the dishes	Finish up the service	Become familiar with the evolution of cooking and the training	Apply concepts in food science	Use new-technology equipment	Become accustomed to searching for new ways of presenting food	Compose contemporary menus	NUMBER OF OBJECTIVES	DURATION (IN HOURS)	
M O D U L E	MODULE															
SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)																
	FIRST-LEVEL OPERATIONAL OBJECTIVES															
	DURATION (IN HOURS)															150
5	Prepare dishes using exotic fruits and vegetables	B	30	▲	▲	▲	▲	▲	○	●	●	●	○			
6	Prepare delicatessen meats	B	45	▲	▲	▲	▲	▲	○	●	●	●	○			
7	Prepare dishes using regional and imported products	B	90	▲	▲	▲	▲	▲	○	●	●	●	○			
9	Do the mise en place for and present plated desserts	B	30	▲	▲	▲	▲	▲	○	○	●	●	○			
10	Do the mise en place for and serve market-fresh dishes	B	120	▲	▲	▲	▲	▲	○	○	●	●	●			
11	Do the mise en place for and serve regional dishes	B	60	▲	▲	▲	▲	▲	○	○	●	●	●			
NUMBER OF OBJECTIVES		6													11	
DURATION (IN HOURS)			375													525

S: Situational objective

▲ Correlation between a step and a specific competency

○ Correlation between a general and a specific competency

B: Behavioural objective

▲ Correlation to be taught and evaluated

● Correlation to be taught and evaluated



## 4. GENERAL OBJECTIVES

The general objectives of the *Contemporary Cuisine* program are presented below, along with the major statement of each corresponding first-level operational objective.

**To develop in the students the basic competencies needed for a smooth integration into the training and work environments.**

- Become familiar with the evolution of cooking and the training process.
- Apply concepts in food science.
- Use new-technology equipment.
- Become accustomed to searching for new ways of presenting food.
- Compose contemporary menus.

**To develop in the students the competencies needed to prepare new and original dishes.**

- Prepare dishes using exotic fruits and vegetables.
- Prepare delicatessen meats.
- Prepare dishes using regional and imported products.
- Do the mise en place for and present plated desserts.

**To develop in the students the basic competencies required in order to do the mise en place and serve contemporary menus.**

- Do the mise en place for and serve market-fresh dishes.
- Do the mise en place for and serve regional dishes.

## 5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

### 5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

**First-level operational objectives** are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- **A behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- **A situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

**Second-level operational objectives** are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

## 5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

### A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

## B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
  - information
  - performance, practice or involvement
  - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

## PART II

## **MODULE 1: THE EVOLUTION OF COOKING**

**Code: 900 312**

**Duration: 30 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to become familiar with the evolution of cooking and the training process.

#### **SPECIFICATIONS**

At the end of this module, the students will:

- Be familiar with the training process.
- Be familiar with the origins of the main culinary trends in contemporary cuisine.
- Be able to differentiate among market-fresh cuisine, regional cuisine and healthful cuisine.
- Be able to state their preferences for certain culinary trends in contemporary cuisine.

#### **LEARNING CONTEXT**

##### **PHASE 1: Information on the Evolution of Cooking and the Training Process**

- Learning about the current culinary trends.
- Learning about the origins of products used in contemporary cuisine.
- Learning about the importance of using new technology in contemporary cuisine.
- Discussing the influence of new culinary trends on work methods and organization.
- Learning about the training process with respect to their specialization.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Participation in the Analysis of Their Career Choice**

- Discussing the importance of adapting to changes in one's field.
- Discussing the requirements of contemporary cuisine in terms of research and creativity.
- Analyzing the characteristics of different types of cuisine: market-fresh cuisine, regional cuisine and healthful cuisine.

#### **PHASE 3: Evaluation of Their Ability to Adapt to Changes in Cooking**

- Specifying their preferences and interests with regard to a culinary trend.
- Identifying concrete ways of personalizing their cooking techniques.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Help the students become familiar with changes in cooking: technological changes, international influences, new products and the organization of work.
- Foster in the students a desire to excel in their work and to be innovative.
- Help the students in their research and thought processes.
- Set up a meeting with specialists in the field.
- Provide the students with sources of information useful in conducting research.
- Provide the students with information on how to present their work.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Gather information on the main culinary trends.
- Gather information on products used in the cooking traditions of other countries.
- Gather information on the new-technology equipment used in contemporary cuisine.

<b>FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE</b>
<b>PARTICIPATION CRITERIA</b> <ul style="list-style-type: none"><li>- Participate in discussions and express their views on the main changes in cooking and new culinary trends.</li><li>- Express their views on the specialization during a group meeting, taking into account the information gathered.</li></ul> <b>PHASE 2:</b> <ul style="list-style-type: none"><li>- Express why they feel it is important to adapt to changes in the field and how they could do so.</li><li>- Express why they feel it is important to acquire the skills that are necessary in contemporary cuisine.</li><li>- Research one type of cuisine.</li></ul> <b>PHASE 3:</b> <ul style="list-style-type: none"><li>- Express their preferences for a current culinary trend in contemporary cuisine.</li><li>- Strive to be open-minded about change.</li><li>- Be willing to evaluate their ability to adapt to change.</li><li>- Share their ideas with their fellow students.</li></ul>



## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

### **Before undertaking the activities of Phase 1:**

1. List the different ways in which cooking has evolved since the 1970s.
2. Define the following terms: "classical cuisine," "traditional cuisine," "ethnic cuisine," "international cuisine," and "contemporary cuisine."
3. Explain how international cuisine has influenced cooking in Québec.
4. List different products used in the cuisine of other countries.
5. Describe the main changes in consumer habits.

### **Before undertaking the activities of Phase 2:**

6. List the main sources of information about contemporary cuisine.
7. Explain the importance of classicism in cooking.
8. Identify the relationship between market-fresh cuisine and regional cuisine.
9. Recognize the importance of healthful cuisine in contemporary cuisine.

## **MODULE 2: CONCEPTS IN FOOD SCIENCE**

**Code: 900 322**

**Duration: 30 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must  
**apply concepts in food science**  
in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- In a written examination
- Without class notes or other reference materials

#### **GENERAL PERFORMANCE CRITERIA**

- Correct use of terminology
- Clear explanations of concepts in food science
- Correct modification of recipes

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

A. Explain the function of ingredients in food preparation.

- Clear explanation of the main properties of:
  - sugars and starches
  - fats, butter, oils
  - protein-rich foods
- Correct association of properties with various cooking procedures

B. Modify recipes.

- Analysis of recipe
- Correct substitution of ingredients
- Accurate conversion from imperial to metric units of measure
- Accurate calculation of quantities in recipes
- Appropriate modification of cooking techniques

C. Write recipes.

- Appropriate terminology
- Observance of criteria for writing recipes
- Complete, accurate recipes

D. Recognize the sensory properties of foods.

- Use of terminology appropriate to sensory analysis of foods
- Detailed description of main sensory properties of foods

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to explain the function of ingredients in food preparation (A):**

1. Become aware of the importance of food science concepts in contemporary cuisine.
2. List the main sources of sugars.
3. Identify the products derived from the main sources of sugars.
4. Distinguish between the terms "degree Baumé" and "density."
5. Describe the "cooking temperature" of sugar.
6. Name the main sources of starches.
7. Identify the products that may be used as thickening agents or gelling agents.
8. Identify the types of fats used in cooking.
9. Identify the melting point of fats and oils.
10. Define "saturated fats" and "monounsaturated and polyunsaturated fats."
11. Name foods rich in animal and plant protein.
12. Describe how cold and heat affect foods.
13. Define "heat" and "temperature."
14. Identify ways in which heat is transferred to foods.

**Before learning how to modify recipes (B):**

15. Use cooking vocabulary and terminology.
16. Differentiate among the different herbs, spices and condiments commonly used in cooking.
17. Identify foods that can be used as preservatives.
18. Differentiate among the following terms: "food colouring agent," "sweetener," "additive," "emulsifier," and "substitute."
19. Classify food additives according to their use.
20. List original ways of making cooking lighter.
21. Associate cooking techniques with light recipes.

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to write recipes (C):**

22. Identify the abbreviations and the symbols used to express metric and imperial units.
23. Describe the terms used to describe oven temperature.
24. Describe the cooking temperature for fried foods.
25. Describe the cooking time for vegetables.
26. Describe the cooking time and temperature for meats.
27. List the volume equivalencies for weight measures.

**Before learning how to recognize the sensory properties of foods (D):**

28. Describe the importance and role of taste buds.
29. Locate the taste buds associated with the four basic flavours.
30. Become aware of the way in which the five senses affect the appreciation of food.
31. Describe how temperature affects the perception of flavours.

## **MODULE 3: NEW-TECHNOLOGY EQUIPMENT**

**Code: 900 332**

**Duration: 30 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must  
**use new-technology equipment**  
in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Following instructions
- Using the necessary cooking utensils and materials
- Using the appropriate ingredients
- Without reference materials

#### **GENERAL PERFORMANCE CRITERIA**

- Strict adherence to the sanitation rules associated with the use of cooking equipment
- Observance of occupational safety rules
- Appropriate use of equipment in accordance with the manufacturer's recommendations
- Concern for accuracy
- Mastery of techniques for cleaning and maintaining new-technology equipment

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### **SPECIFICATIONS OF THE EXPECTED BEHAVIOUR**

A. Relate operating principles to the use of new-technology equipment.

B. Choose the equipment and accessories.

C. Prepare new-technology equipment.

D. Operate new-technology equipment.

E. Clean and maintain new-technology equipment.

### **SPECIFIC PERFORMANCE CRITERIA**

- Identification of the equipment's properties
- Explanation of how the equipment works

- Appropriate selection of equipment for the task to be performed
- Observance of instructions

- Complete verification of equipment
- Safe installation of accessories
- Observance of manufacturer's recommendations

- Accurate settings and adjustments
- Observance of operating instructions
- Observance of techniques for using equipment
- Frequent and appropriate verification of equipment

- Appropriate choice of cleaning products and disinfectants
- Observance of the products' instructions for use
- Proper cleaning and disinfecting techniques
- Observance of manufacturer's maintenance standards

### **FIELD OF APPLICATION**

- Vacuum-packaging machines, low-temperature ovens, pressure steamers, steam/convection combination ovens, microwave ovens, household appliances and any other new-technology equipment.

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to relate operating principles to the use of new-technology equipment (A):**

1. Define the term "new-technology equipment."
2. Identify the new-technology equipment used in contemporary cuisine.
3. List the main advantages of new-technology equipment.
4. Describe the terms associated with new-technology equipment.

**Before learning how to choose the equipment and accessories (B):**

5. List the steps involved in vacuum sealed packaging.
6. Describe the type of risk factors associated with vacuum packaging.
7. List the main uses of vacuum packaging in contemporary cuisine.
8. Differentiate among the following terms: "gentle steam," "saturated steam," and "dry steam."
9. Identify various appliances that cook food using steam.
10. Describe the use of microwave ovens in contemporary cuisine.
11. Describe the advantages of cooking with a low-temperature oven.
12. Understand the importance of adapting one's work methods to new-technology equipment.
13. Describe how the cold-chain and rethermalization processes are applied.

**Before learning how to prepare new-technology equipment (C):**

14. Name the main causes of wear and tear, breakage or improper functioning of new-technology equipment.

**Before learning how to operate new-technology equipment (D):**

15. Identify the problems that may arise when equipment is not set up properly.
16. Be aware of the responsibilities associated with the use of new-technology equipment.



## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to clean and maintain new-technology equipment (E):**

- 17. Demonstrate professional attitudes and behaviour with respect to the cleaning and maintenance of new-technology equipment.**

## **MODULE 4: FOOD PRESENTATION: SEARCHING FOR MODELS**

**Code: 900 342**

**Duration: 30 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to  
**become accustomed to searching for new ways of presenting food.**

#### **SPECIFICATIONS**

During this module, the students will

- Observe the evolution of trends in the presentation of different foods.
- Understand the importance of originality and creativity in presenting food.
- Express their tastes and preferences for certain presentation styles.
- Search for original ways of presenting contemporary dishes.

#### **LEARNING CONTEXT**

##### **PHASE 1: Information on Searching for New Ways of Presenting Food**

- Learning about the different trends and styles in the presentation of food.
- Discussing the factors influencing the popularity of certain presentation styles.
- Understanding the behaviours and attitudes that foster creative expression.
- Learning for which work-related contexts food presentations are created.
- Observing demonstrations of food presentations and participating in discussions.

##### **PHASE 2: Participating in a Personal Search for Models**

- Learning about research techniques useful in creating new ways of presenting food.
- Discussing the skills, attitudes and knowledge needed to create new presentation models.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

- Observing, in a work setting, the methods used to create new presentation models.
- Presenting the results of their research during a group meeting and discussing their approach to food presentation.

### **PHASE 3: Assessing Their Ability to Be Innovative in Presenting Dishes**

- Analyzing their ability to evaluate themselves and give constructive criticism regarding food presentation.
- Assess how they have been able to further their creativity in food presentation.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Create a stimulating environment that promotes research and self-expression.
- Organize activities that will allow students to come into contact with specialists in the field.
- Conduct activities that foster the development of creative qualities, such as originality, flexibility, curiosity, imagination.
- Encourage the students to develop their own ideas.
- Provide the students with the materials they will need to gather information on food presentation (e.g. books, magazines).

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Gather information on the evolution of presentation styles.
- Participate in discussions and express their views on the characteristics of various presentation models.
- Express clearly their views on creativity in contemporary cuisine.
- Establish clear relationships between their choice of presentation models and menu planning.
- Participate actively in all discussions.
- Gather information on food presentation.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 2:**

- Gather information on the research methods associated with creating presentation models.
- Express their views on what is required when creating presentation models.
- Participate in the suggested activities and follow the instructions of the establishment when carrying out the activities.
- Participate actively in all discussions and respect others' right to express themselves.
- Express clearly their views on food presentation.

#### **PHASE 3:**

- State their strengths and weaknesses and relate them to their self-assessment and the constructive criticism they receive.
- Express their opinion about the importance of being responsible for developing their own creativity.
- Discuss what they have learned about food presentation and the skills they need to develop.

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before undertaking the activities of Phase 1:**

1. Explain the types and function of food presentation.
2. Be aware of the factors to consider when creating presentation models.
3. Define the following terms: "creativity," "originality," "aesthetics."
4. Describe the limits of originality in presenting contemporary dishes.
5. Describe the qualities of a creative individual.

**Before undertaking the activities of Phase 2:**

6. Assess their own interest in food presentation.
7. Be familiar with the creative process involved in presenting food.
8. Understand the importance of developing their own personal presentation style.

**Before undertaking the activities of Phase 3:**

9. Explain what is meant by "self-assessment."
10. Know what skills they themselves possess in food presentation.

## **MODULE 5: EXOTIC FRUITS AND VEGETABLES**

Code: 900 352

Duration: 30 hours

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must  
**prepare dishes using exotic fruits and vegetables**  
in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Following instructions
- Using:
  - pre-selected ingredients
  - cooking equipment and utensils (including new-technology equipment)

#### **GENERAL PERFORMANCE CRITERIA**

- Strict adherence to rules of hygiene and food preservation
- Observance of occupational safety rules
- Methodical planning of work
- Attention to detail and to quality of finished product
- Original use of exotic fruits and vegetables

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

A. Plan the work to be done.

- Appropriate selection of dishes
- Recipes adapted to:
  - rules of the establishment
  - products available
- Logical sequence of steps

B. Prepare and cook exotic fruits and vegetables.

- Careful selection of exotic fruits and vegetables in terms of:
  - quantity needed
  - freshness and ripeness
  - product rotation
- Efficient coordination of work steps
- Proper use of conventional and new-technology equipment
- Proper execution of preliminary operations
- Work techniques adapted to products' characteristics
- Observance of cooking temperature
- Verification of sensory properties of dishes

C. Arrange and decorate exotic fruit and vegetable dishes.

- Attractive, original presentation
- Balanced use of garnish
- Attention to detail
- Appropriate temperature of plate and food
- Rapid execution of presentation

D. Clean and tidy up the work station.

- Proper wrapping and storage of food
- Proper cleaning and disinfecting techniques
- Careful storage of small utensils and knives

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to plan the work to be done (A):**

1. List the cooking techniques associated with fruits and vegetables.
2. Describe the work methods and uses associated with fruits and vegetables.
3. List the exotic fruits and vegetables commonly available on the market.
4. Identify various exotic fruits and vegetables.
5. Describe the terms associated with exotic fruits and vegetables.
6. Be aware of the importance of developing new ideas when creating dishes.
7. Describe the nutritional value and content of exotic fruits and vegetables.

**Before learning how to prepare and cook exotic fruits and vegetables (B):**

8. Determine the degree of ripeness of exotic fruits and vegetables.
9. Describe the criteria for purchasing exotic fruits and vegetables.
10. Describe various ways of preserving exotic fruits and vegetables.
11. List various uses of exotic fruits and vegetables.
12. Show concern for preserving the nutritional value of exotic fruits and vegetables during cooking.
13. Be aware of the possibilities of using new-technology equipment.
14. Recognize how international cuisine affects the preparation of exotic fruit and vegetable dishes.

**Before learning how to arrange and decorate exotic fruit and vegetable dishes (C):**

15. Identify the tools and equipment that can be used in plate decoration.
16. List the various products that may be used to decorate exotic fruit and vegetable dishes.
17. Show concern for the harmonious use of colours and shapes.
18. Identify the aesthetic qualities associated with the presentation of contemporary dishes.

**Before learning how to clean and tidy up the work station (D):**

19. Demonstrate professional attitudes and behaviour when cleaning and tidying up the work station.



## **MODULE 6: DELICATESSEN MEATS**

**Code: 900 363**

**Duration: 45 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **prepare delicatessen meats** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Following instructions
- Using
  - available recipes
  - pre-selected ingredients that may be used in preparing delicatessen meats
  - cooking equipment and utensils (including new-technology equipment)

#### **GENERAL PERFORMANCE CRITERIA**

- Strict adherence to rules of hygiene and food preservation
- Observance of occupational safety rules
- Methodical planning of work
- Careful selection and use of products
- Balanced use of seasoning
- Original, attractive presentation

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Plan the work to be done.	<ul style="list-style-type: none"> <li>- Appropriate selection of dishes</li> <li>- Recipes adapted to: <ul style="list-style-type: none"> <li>• rules of the establishment</li> <li>• products available</li> </ul> </li> <li>- Logical sequence of steps</li> </ul>
B. Make the basic preparations.	<ul style="list-style-type: none"> <li>- Careful selection of products</li> <li>- Efficient coordination of work</li> <li>- Proper use of conventional and new-technology equipment</li> <li>- Proper execution of preliminary operations</li> <li>- Methodical application of preparation techniques</li> <li>- Observance of preservation criteria when handling food</li> <li>- Balanced use of seasoning</li> </ul>
C. Assemble and finish hot and cold delicatessen preparations.	<ul style="list-style-type: none"> <li>- Work adapted to the desired outcome</li> <li>- Original combination of ingredients</li> <li>- Strict observance of cooking temperature</li> <li>- Careful application of finishing techniques</li> <li>- Verification of sensory properties of dishes</li> </ul>
D. Present delicatessen meats.	<ul style="list-style-type: none"> <li>- Careful handling of delicatessen meats</li> <li>- Original, attractive presentation</li> <li>- Appropriate selection of garnish</li> <li>- Attention to detail</li> <li>- Appropriate temperature of plate and food</li> <li>- Rapid execution of presentation</li> </ul>

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE	
<b>SPECIFICATIONS OF THE EXPECTED BEHAVIOUR</b>	<b>SPECIFIC PERFORMANCE CRITERIA</b>
E. Clean and tidy up the work station.	<ul style="list-style-type: none"><li>- Proper wrapping and storage of foods</li><li>- Proper cleaning and disinfecting techniques</li><li>- Careful storage of small utensils and knives</li></ul>

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

### Before learning how to plan the work to be done (A):

1. List the delicatessen meats prepared in contemporary cuisine.
2. Define the following terms: "*ballottine*," "*galantine*," "*mousse*," and "*mousseline*."
3. Define the term "*confire*."
4. Describe the ingredients used in preparing delicatessen meats.
5. Explain the importance and role of fats in the preparation of delicatessen meats.
6. List the food additives used in delicatessen meats.
7. Describe the role of the main food additives used in delicatessen meats.
8. Use the terminology associated with delicatessen meats.
9. Express new ideas on the preparation of delicatessen meats.

### Before learning how to make the basic preparations (B):

10. List the precautionary measures related to the use of *foie gras* and products eaten raw.
11. Name the stuffed dishes prepared in contemporary cuisine.
12. Identify the spices and herbs used in delicatessen meats.
13. Explain how salt acts on food.
14. List the main uses of salt curing and pickling in delicatessen meats.
15. Explain how marinades and jellies are used in delicatessen meats.

### Before learning how to assemble and finish hot and cold delicatessen preparations (C):

16. Use the probe to monitor the cooking temperature of delicatessen meats.

### Before learning how to present delicatessen meats (D):

17. List the various products that may be used to decorate delicatessen meats.
18. Use the tools that may be used to decorate delicatessen meats.

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

- 19. Show concern for the harmonious use of colour and shapes.**
- 20. Name the sauces that may be served with delicatessen meats.**
- 21. Identify the aesthetic qualities associated with the presentation of delicatessen meats.**

**Before learning how to clean and tidy up the work station (E):**

- 22. Demonstrate professional attitudes and behaviour when cleaning and tidying up the work station.**

## **MODULE 7: DISHES MADE WITH REGIONAL AND IMPORTED PRODUCTS**

**Code: 900 376**

**Duration: 90 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **prepare dishes using regional and imported products** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Following instructions
- Using regional and imported products that may be used to prepare a hot appetizer and a main dish
- Using cooking equipment and utensils (including new-technology equipment)
- Without recipes

#### **GENERAL PERFORMANCE CRITERIA**

- Strict adherence to rules of hygiene and food preservation
- Observance of occupational safety rules
- Methodical planning of work
- Attention to detail and quality of finished product
- Balanced flavours
- Original, attractive presentation

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

A. Plan the work to be done.

- Appropriate selection of dishes
- Recipes adapted to:
  - rules of the establishment
  - products available
- Logical sequence of steps

B. Do the mise en place for dishes prepared with regional and imported products.

- Careful selection of products
- Efficient coordination of work
- Proper use of conventional and new-technology equipment
- Proper execution of preliminary operations
- Work techniques adapted to the products' characteristics
- Quality of basic preparations
- Proper preservation of products

C. Cook and assemble the dishes.

- Original combination of ingredients
- Proper emphasis on product attributes
- Strict observance of cooking temperature
- Verification of sensory properties of dishes

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

D. Present the dishes.

- Careful handling of preparations
- Imaginative and attractive presentation
- Appropriate selection of garnish
- Attention to detail
- Appropriate temperature of plate and food
- Rapid execution of presentation

E. Clean and tidy up the work station.

- Proper wrapping and storage of foods
- Proper cleaning and disinfecting techniques
- Careful storage of small utensils and knives



## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to plan the work to be done (A):**

1. Reflect on the work methods and techniques associated with international cuisine.
2. Describe the terms associated with regional and imported products.
3. Identify products used in international cuisine.
4. Describe how certain imported products are used.
5. Become familiar with the techniques used to prepare the most popular international dishes.

**Before learning how to do the mise en place for dishes prepared with regional and imported products (B):**

6. Identify the fresh herbs available on the market.
7. List the aromatic plants and condiments most commonly used in international cuisine.
8. Show concern for preserving the quality and nutritional value of products used during cooking.
9. Be aware of the importance of preserving the freshness and quality of products.

**Before learning how to cook and assemble the dishes (C):**

10. Be aware of the possibilities of using new-technology equipment.
11. Recognize how international cuisine affects the preparation of market-fresh dishes.
12. Identify the most common combinations of flavours in international cuisine.

**Before learning how to present the dishes (D):**

13. List various products that may be used to decorate contemporary dishes.
14. Handle the tools and equipment used to decorate contemporary dishes.
15. Show concern for the harmonious use of colours and shapes.
16. Identify the aesthetic qualities associated with the presentation of contemporary dishes.

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to clean and tidy up the work station (E):**

- 17. Demonstrate professional attitudes and behaviour when cleaning and tidying up the work station.**

## **MODULE 8: MENU PLANNING**

**Code: 900 382**

**Duration: 30 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **compose contemporary menus** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Following instructions
- Writing a market-fresh menu for a first-class restaurant
- On the basis of a given list of food items available in the kitchen and at the market
- Without any other reference material

#### **GENERAL PERFORMANCE CRITERIA**

- Accuracy of terminology used
- Observance of rules for writing menus
- Concern for the economical use of products and for profitability
- Accurate calculation of selling price
- Balanced menu in keeping with the seasonal nature of products

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

A. Determine the food items needed for the menu.

- Complete inventory of food items available in the kitchen
- Verification of supply sources
- Adequate verification of quality of products

B. Determine the dishes to be included on the menu.

- Observance of products' instructions for use
- Proper emphasis on product attributes
- Original dishes
- Concern for profitability
- Balanced menu

C. Write up the menu.

- Appropriate terminology for type of menu chosen
- Observance of rules for writing menus
- Complete, precise menu

D. Establish the selling prices of the dishes.

- Correct application of calculation method
- Observance of the rules of the establishment

E. Provide information about the dishes on the menu.

- Clear explanation of dishes on the menu
- Vocabulary appropriate to situation

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to determine the food items needed for the menu (A):**

1. List the factors that can influence purchasing in contemporary cuisine.
2. Describe the role and the importance of inventory prior to creating market-fresh and regional menus.
3. List the elements that are included on an inventory (stock) card and a purchase order.
4. Explain why it is important to have good communication with suppliers.
5. List various sources of supply in the area.
6. Associate certain products with their production areas and their availability on the market.

**Before learning how to determine the dishes to be included on the menu (B):**

7. Describe the nature and the purpose of a menu in contemporary cuisine.
8. Identify what makes a menu original and well-balanced.
9. List the characteristics of market-fresh and regional menus.
10. Discuss the importance of healthful cooking in menu planning.
11. Be aware of the importance of cooking techniques in planning balanced menus.
12. Show concern for the laws and regulations governing various products.

**Before learning how to write up the menu (C):**

13. Recognize the need to observe spelling and grammar.
14. Discuss the importance of respecting classical nomenclature.
15. Describe the procedure for creating the names of dishes.
16. Use the *Répertoire des gentils du Québec*.

**Before learning how to establish the selling prices of the dishes (D):**

17. List the factors that determine the selling price of a dish.
18. Explain how to calculate the cost and the selling price of a dish.
19. Use the rule of three.

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to provide information about the dishes on the menu (E):**

**20. Identify the major obstacles to understanding a menu.**

**21. Demonstrate behaviour that is conducive to communication.**

## **MODULE 9: PLATED DESSERTS**

**Code: 900 392**

**Duration: 30 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **do the mise en place for and present plated desserts** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Following instructions
- Using:
  - the ingredients needed to prepare and present, on a plate, a frozen and a chilled dessert
  - cooking equipment and utensils (including new-technology equipment)

#### **GENERAL PERFORMANCE CRITERIA**

- Strict adherence to rules of hygiene and food preservation
- Observance of occupational safety rules
- Methodical planning of work
- Proper use of equipment and utensils
- Proper application of preparation techniques
- Appropriate use of decorative elements
- Attractive presentation

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### **SPECIFICATIONS OF THE EXPECTED BEHAVIOUR**

A. Plan the work to be done.

B. Do the mise en place for:

- hot desserts
- chilled desserts
- frozen desserts

C. Assemble and complete the desserts.

D. Present plated desserts.

### **SPECIFIC PERFORMANCE CRITERIA**

- Accurate identification of basic preparations to be made
- Observance of the rules of the establishment
- Thorough verification of products available
- Accurate determination of priorities
- Logical sequence of steps, in relation to:
  - preparation time
  - available equipment and utensils
- Careful selection of products
- Efficient coordination of work
- Observance of preparation techniques
- Observance of time allotted to the mise en place
- Proper preservation of products
- Well-organized work station
- Work adapted to the desired outcome
- Original combination of ingredients
- Careful application of finishing techniques
- Dishes conform to the service requirements
- Original, attractive presentation
- Appropriate selection of accompaniments
- Consistency in presentation
- Proper temperature of plates and desserts
- Rapid execution of presentation



<b>FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE</b>
<b>FIELD OF APPLICATION</b> <ul style="list-style-type: none"><li>• Preparation of ices, sherbets, accompanying sauces and various garnishes.</li></ul>

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to plan the work to be done (A):**

1. List the main characteristics of plated desserts.
2. Describe the elements that make up plated desserts.
3. Name the main frozen desserts prepared in contemporary cuisine.
4. Differentiate among the following: "sherbet," "granita," "frozen custard," and "ice cream."
5. Name the main sauces that are served with modern entremets.
6. Name hot and chilled desserts made with fresh fruit.
7. List various entremets commonly prepared in contemporary cuisine.

**Before learning how to do the mise en place for:**

- hot desserts
- chilled desserts
- frozen desserts (B):

8. Describe the hygiene rules that apply to the preparation of frozen and chilled products.
9. List various products commonly used to decorate desserts.

**Before learning how to assemble and complete the desserts (C):**

10. Understand the importance of developing good organizational skills when serving plated desserts.

**Before learning how to present plated desserts (D):**

11. List the hygiene rules to follow when presenting desserts.
12. Describe the process that certain frozen desserts must undergo before they can be served.
13. Identify the desserts that must be served quickly.
14. Reproduce certain models using accompanying sauces.

## **MODULE 10: MARKET-FRESH CUISINE**

**Code: 900 408**

**Duration: 120 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **do the mise en place for and serve market-fresh dishes** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Following instructions
- Using:
  - recipes
  - the ingredients needed to prepare and serve dishes for a four-course market-fresh menu for four people
  - cooking equipment and utensils (including new-technology equipment)

#### **GENERAL PERFORMANCE CRITERIA**

- Strict adherence to rules of hygiene and food preservation
- Observance of occupational safety rules
- Original, well-balanced choice of dishes
- Rapid, methodical execution
- Attention to detail and quality of finished product
- Original, attractive presentation

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work to be done.

### SPECIFIC PERFORMANCE CRITERIA

- Thorough verification of products available
- Observance of the rules of the establishment
- Appropriate selection of dishes to be included on the menu
- Accurate estimate of quantities required
- Logical sequence of steps, in relation to:
  - preparation time
  - available equipment and utensils

B. Do the mise en place.

- Careful selection of products
- Mastery of steps in work process
- Observance of allotted time
- Careful, complete mise en place
- Proper preservation of products
- Well-organized work station

C. Serve the dishes.

- Compliance with serving instructions
- Methodical organization of work
- Efficient coordination of service
- Rapid execution
- Dishes conform to requirements
- Uniform presentation
- Observance of hygiene and safety rules
- Ability to work in a team
- Attention to detail and quality of finished product

D. Finish up the service.

- Thorough cleaning and shutdown of equipment
- Rigorous application of preservation techniques
- Cleanliness of premises
- Complete list of foods to order

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to plan the work to be done (A):**

1. Be aware of the importance of developing good planning and organizational skills.
2. Associate menu planning with the various work stations.
3. Determine quality standards for the products to be used.

**Before learning how to do the mise en place (B):**

4. Determine the ingredients needed to prepare each dish.
5. Demonstrate attitudes that are conducive to team work.

**Before learning how to serve the dishes (C):**

6. Determine the materials needed to serve the dishes.
7. Identify possible stress factors during service.
8. Memorize the steps in the work process and the way to present dishes.

**Before learning how to finish up the service (D):**

9. List the criteria used to determine which food items to preserve.
10. Be aware of the responsibilities involved in closing up the kitchen.

## **MODULE 11: REGIONAL CUISINE**

**Code: 900 414**

**Duration: 60 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **do the mise en place for and serve regional dishes** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Following instructions
- Using:
  - recipes
  - the ingredients needed to prepare and serve a regional dish for four people
  - cooking equipment and utensils (including new-technology equipment)

#### **GENERAL PERFORMANCE CRITERIA**

- Strict adherence to rules of hygiene and food preservation
- Observance of occupational safety rules
- Original, well-balanced choice of dishes
- Rapid, methodical execution
- Attention to detail and quality of finished product
- Original, attractive presentation

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### **SPECIFICATIONS OF THE EXPECTED BEHAVIOUR**

### **SPECIFIC PERFORMANCE CRITERIA**

A. Plan the work to be done.

- Thorough verification of products available
- Observance of the rules of the establishment
- Appropriate selection of dishes to be included on the menu
- Accurate estimate of quantities required
- Logical sequence of steps, in relation to:
  - preparation time
  - available equipment and utensils

B. Do the mise en place.

- Careful selection of products
- Mastery of steps in work process
- Observance of allotted time
- Careful, complete mise en place
- Proper preservation of products
- Well-organized work station

C. Serve the dishes.

- Compliance with serving instructions
- Methodical organization of work
- Efficient coordination of service
- Rapid execution
- Dishes conform to requirements
- Uniform presentation
- Observance of hygiene and safety rules
- Ability to work in a team
- Attention to detail and quality of finished product

D. Finish up the service.

- Thorough cleaning and shutdown of equipment
- Rigorous application of preservation techniques
- Cleanliness of premises
- Complete list of food to order

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to plan the work to be done (A):**

1. Recognize the best time for purchasing organic products in Québec.
2. Determine quality standards for the products to be used.
3. Be aware of the importance of food grades in selecting products.

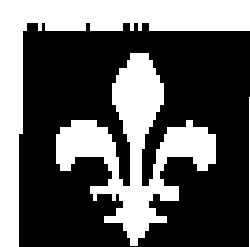
**Before learning how to do the mise en place (B):**

4. Determine the ingredients needed to prepare each dish.

**Before learning how to serve the dishes (C):**

5. Determine the materials needed to serve the dishes.
6. Memorize the steps in the work process and the way to present the dishes.





Gouvernement du Québec  
Ministère  
de l'Éducation

020801

8198001

Food Service and Tourism.  
Contemporary Cuisine

CENTRE DE DOCUMENTATION	
DATE DE RETOUR DU DOCUMENT	

9495-0808

55-1408

