

FOOD, HOTEL AND RESTAURANT SERVICES

PROFESSIONAL COOKING

PROGRAM OF STUDY
AZU-502
1538

PRELIMINARY VERSION

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DIRECTION
DES COMMUNICATIONS

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PROGRAM OF STUDY

PROFESSIONAL COOKING

The Professional Cooking program leads to
the Secondary School Vocational Diploma
and prepares the student to
practise the trade of

PROFESSIONAL COOKING

**SECONDARY SCHOOL
VOCATIONAL EDUCATION**

Gouvernement du Québec
Ministère de l'Éducation
Direction générale des programmes

FOREWORD

This document was translated by Liliana Melillo, with the assistance of other members of the Education Development in the English Language translation team, Coordination du développement pédagogique en langue anglaise, ministère de l'Éducation.

Although the technical terminology was researched extensively, some terms may not reflect current usage or may be inaccurate. The Education Development in the English Language translation team would appreciate receiving feedback from users of this document. The translators may be contacted at:

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INTRODUCTION

The Professional Cooking 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. It was developed with various factors in mind: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program is developed in terms of competencies, which are then expressed as objectives, each of which constitutes a teaching module. These competencies are the minimum requirements for a diploma, for both young and adult students. The program of study not only lists the required competencies, it also provides the basis for organizing courses, planning teaching strategies, designing instructional and evaluation materials, and so on. It is the key document to be used for all related developments.

The total 1 350 hours allocated to the program is to be used not only for teaching but also for evaluation and remedial work. The 25 modules vary in length from 15 to 120 hours (multiples of 15). Modules are of two types:

- a) those focussing on the specific competencies required to practise the trade (1 080 hours)
- b) those focussing on the more general, transferable occupational competencies (270 hours)

This document has five sections. The first four are of general interest and provide an overview of the training plan. They include a synoptic table of basic information about each module, a description of the program training goals, an explanation of the competencies to be developed and a list of the general objectives.

The fifth section is more specific and is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module. An appendix lists the people who have contributed to the program.

In keeping with this broad approach, three accompanying documents will be provided: the Teaching Guide, the Evaluation Guide, and the 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 socio-affective behaviours, cognitive skills or psychomotori-motor skills that enable a person to perform correctly a role, function, activity or task.

General Objectives

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

1. SYNOPTIC TABLE

PROFESSIONAL COOKING

Number of modules : 25

Duration (in hours): 1 350

Credits : 90

PROGRAM CODE: 1538

CODE	N ^o	TITLE OF MODULE	DURATION	CREDITS*
901 371	01	The Trade and the Training Process	15	1
901 382	02	Hygiene and Safety	30	2
901 392	03	Tools and Equipment	30	2
901 401	04	Communicating in the Workplace	15	1
901 413	05	Menu Planning	45	3
901 421	06	Attitudes, Habits and Behaviour	15	1
901 432	07	Organizing and Managing Kitchens	30	2
901 441	08	Cooking Techniques	15	1
901 456	09	Basic Culinary Preparations	90	6
901 463	10	Soups	45	3
901 474	11	Basic Dough, Pastry and Batter	60	4
901 483	12	Fruits and Vegetables	45	3
901 498	13	Meat, Poultry and Game	120	8
901 505	14	Fish and Seafood	75	5
901 515	15	Hors d'Oeuvres and Entrées	75	5
901 524	16	Pastries	60	4
901 533	17	Entremets	45	3
901 546	18	Mise en Place and Service: Simple Menus	90	6
901 554	19	Mise en Place and Service: Breakfast	60	4
901 566	20	Mise en Place and Service: Table d'Hôte Menus	90	6
901 576	21	Mise en Place and Service: à la Carte Menus	90	6
901 583	22	Culinary Decoration	45	3
901 593	23	Mise en Place and Service: Buffets	45	3
901 607	24	Introduction to the Work Environment	105	7
901 611	25	New Developments in the Trade	15	1

* 15 hours = 1 credit

This program leads to a Secondary School Vocational Diploma in Professional Cooking

2. PROGRAM TRAINING GOALS

The training goals of the Professional Cooking program are based on the general goals of vocational education and take into account the specific nature of the trade. These goals are:

To develop effectiveness in the practice of a trade

To teach students to perform cooking tasks and activities correctly, at an acceptable level of competence for entry into the job market.

To foster a constant concern for occupational health, safety and hygiene and the development of proper preventive attitudes and habits.

To foster a concern for quality, economy in the use of materials, a sense of organization and professional ethics.

To ensure integration into the working world

To familiarize students with the job market in the hospitality industry in general and in professional cooking in particular.

To familiarize students with the rights and responsibilities of professional cooks.

To prepare students for a creative job search.

To foster the acquisition of the appropriate technical terminology and the ability to use it properly in a work situation.

To foster the development of professional knowledge

To help students understand the principles underlying the choice of ingredients and the corresponding preparation and cooking techniques.

To teach students proper, efficient and safe working habits.

To foster autonomy, creativity, and instill a sense of responsibility, initiative and observation.

To ensure job mobility

To teach students transferable knowledge and skills.

To develop a positive attitude toward technological change and new situations.

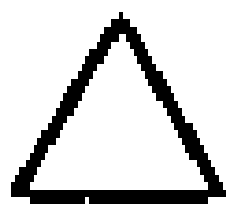
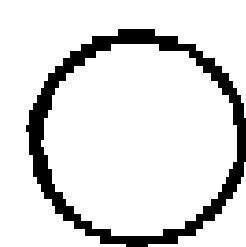
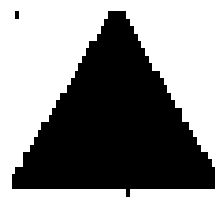
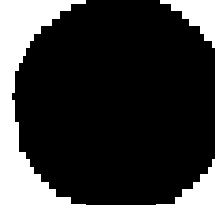
To prepare students to work as professional cooks in all potential work environments.

To encourage creativity, further learning and excellence.

3. COMPETENCIES

The competencies to be developed in the Professional Cooking 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. Specific competencies focus on tasks and activities that are of direct use in the trade. The work process includes the most important steps in carrying out the tasks and activities of the trade.

The grid of learning focuses shows the relationship between general competencies on the vertical axis and specific competencies on the horizontal axis. The symbol  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 consideration in the formulation of objectives intended to develop specific competencies related to the trade.

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 horizontal axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These specific competencies are arranged in a relatively fixed order; therefore, the modules to which they correspond should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies listed 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

PROFESSIONAL COOKING	FIRST-LEVEL OPERATIONAL OBJECTIVES		WORK PROCESS (major steps)						GENERAL COMPETENCIES (related to technology, personal development, etc.)									TOTALS	
SPECIFIC COMPETENCIES (directly related to the practice of the specific trade)			Prepare the work station	Select the tools and equipment	Select the ingredients	Plan the work	Carry out the work	Clean and tidy up	Determine his/her suitability for the trade and the training process	Apply hygiene and safety rules and standards	Use tools and equipment	Communicate effectively in the workplace	Plan menus	Demonstrate professional attitudes, habits and behaviour	Carry out tasks in kitchen organization and management	Select appropriate cooking techniques	Keep abreast of new developments in professional cooking	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
FIRST-LEVEL OPERATIONAL OBJECTIVES									S	S	B	B	B	S	B	B	S	9	
DURATION (IN HOURS)									15	30	30	15	45	15	30	15	15		210
Make basic culinary preparations	B	90	▲	▲	▲	▲	▲	▲		●	●	○	○	●	○	●	○		
Make soups	B	45	▲	▲	▲	▲	▲	▲		●	●	○	○	●	○	●	○		
Make basic dough, pastry or batter	B	60	▲	▲	▲	▲	▲	▲		●	●	○	○	●	○	○	○		
Prepare fruit and vegetable dishes	B	45	▲	▲	▲	▲	▲	▲		●	●	○	○	●	○	●	○		
Prepare meat, poultry and game dishes	B	120	▲	▲	▲	▲	▲	▲		●	●	○	○	●	○	●	○		
Prepare fish and seafood dishes	B	75	▲	▲	▲	▲	▲	▲		●	●	○	○	●	○	●	○		
Prepare hors d'oeuvres and entrées	B	75	▲	▲	▲	▲	▲	▲		●	●	○	○	●	○	●	○		
Make pastries	B	60	▲	▲	▲	▲	▲	▲		●	●	○	○	●	○	○	○		
Prepare entremets	B	45	▲	▲	▲	▲	▲	▲		●	●	○	○	●	○	○	○		
Use knowledge and skills when preparing and serving simple menus	S	90	▲	▲	▲	▲	▲	▲	○	●	●	●	○	●	○	●	○		
Prepare and serve breakfast	B	60	▲	▲	▲	▲	▲	▲	○	●	●	●	○	●	○	●	○		
Prepare and serve table d'hôte menus	B	90	▲	▲	▲	▲	▲	▲	○	●	●	●	○	●	○	●	○		
Prepare and serve à la carte menus	B	90	▲	▲	▲	▲	▲	▲	○	●	●	●	○	●	○	●	○		
Create decorative pieces for cold buffets	B	45	▲	▲	▲	▲	▲	▲		●	●	○	○	●	○	●	○		
Prepare and serve buffets	S	45	▲	▲	▲	▲	▲	▲	○	●	●	●	○	●	○	●	○		
Use knowledge and skills in a work environment	S	105	△	△	△	△	▲	▲	●	●	●	●	○	●	○	●	○		
NUMBER OF OBJECTIVES	16																	25	
DURATION (IN HOURS)		1140																	1350

S : Situational objective
B : Behavioural objective

△ Correlation between a step and a specific competency
▲ Correlation to be taught and evaluated

○ Correlation between a general and a specific competency
● Correlation to be taught and evaluated

4. GENERAL OBJECTIVES

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

To acquire the knowledge needed to practise the professional cooking trade.

- To determine their suitability for the trade and the training process.

- To use tools and equipment.

- To plan menus.

- To select appropriate cooking techniques.

To prepare dishes using basic ingredients.

- To prepare fruit and vegetable dishes.

- To prepare meat, poultry and game dishes.

- To prepare fish and seafood dishes.

To make specific preparations.

- To make basic culinary preparations.

- To make soups.

- To make basic dough, pastry and batter.

- To prepare hors d'oeuvres and entrées.

- To make pastries.

- To prepare entremets (cream- and egg-based desserts).

- To create decorative pieces for cold buffets.

To prepare and serve various types of menus.

- To use knowledge and skills when preparing and serving simple menus.

- To prepare and serve breakfast.

- To prepare and serve table d'hôte menus.

- To prepare and serve à la carte menus.

- To prepare and serve buffets.

To prepare to enter the job market.

To apply hygiene and safety rules and standards.

To communicate effectively in the workplace.

To demonstrate professional attitudes, habits and behaviour.

To carry out tasks in kitchen organization and management.

To use knowledge and skills in a work environment.

To keep abreast of new developments in professional cooking.

5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

5.1 Definition

A first-level operational 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. 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 two levels of learning:

- learning involving competencies
- learning involving prerequisite knowledge

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. These 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.

5.3 Description of the Objectives by Module

PROFESSIONAL COOKING

MODULE 01

CODE: 901371

TITLE: THE TRADE AND THE TRAINING PROCESS

DURATION: 15 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 determine their suitability for the trade and the training process.

SPECIFIC OUTCOMES

At the end of this module, the students will:

- Be aware of the nature of the trade.
- Understand the training process.
- Confirm their career choice.

LEARNING CONTEXT

Outline of student activities:

PHASE I: Information on the Trade

- Learning about the job market in professional cooking: potential work environments, job prospects, remuneration, opportunities for promotion or transfer.
- Learning about the nature of professional cooking and job requirements (tasks, professional ethics, working conditions, rights and responsibilities of cooks).
- Presenting the information gathered and discussing their views on the trade during a group meeting (e.g. advantages, disadvantages, requirements).

PARTICIPATION CRITERIA

The students must:

PHASE I

- Gather information on most of the topics to be dealt with.
- Express their views on the trade at a group meeting, and relate them to the information they have gathered.

PROFESSIONAL COOKING

MODULE 01

CODE: 901371

TITLE: THE TRADE AND THE TRAINING PROCESS

DURATION: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

Outline of student activities:

PHASE II: Information on the Training Process

- Discussing the skills, aptitudes, habits and knowledge necessary to practise the trade.
- Learning about the training program: program of study, training process, evaluation methods, certification of studies.
- Discussing the training program and how it relates to the cooking trade.
- Discussing their initial reactions to the trade and the training program.

PHASE III: Evaluation and Confirmation of Career Choice

- Producing a report in which they must:
 - describe their preferences, aptitudes and interests with respect to cooking
 - assess their career choice by comparing the different aspects and requirements of the trade with their own preferences, aptitudes and interests.

PARTICIPATION CRITERIA

The students must:

PHASE II

- Give their opinion on a few of the requirements they will have to meet to practise the trade.
- Study carefully the documents provided.
- Listen carefully to the explanations provided.
- Express their views on the training program appropriately at a group meeting.
- Express clearly their reactions to the trade and the training program.

PHASE III

- Write a report that:
 - sums up their preferences, aptitudes and interests
 - explains how they arrived at their career choice

PROFESSIONAL COOKING

MODULE 01

CODE: 901371

TITLE: THE TRADE AND THE TRAINING PROCESS

DURATION: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE

SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher will:

- Create a climate that is conducive to personal growth and helps the students to enter the job market.
- Encourage the students to engage in discussions and to express themselves.
- Motivate the students to participate in the activities suggested.
- Help the students to acquire a realistic view of the trade.
- Provide the students with the means to assess their career choice honestly and objectively.
- Make available all pertinent reference materials (e.g. information about the trade, the training program, etc.)
- Organize a meeting with professional cooks.

PROFESSIONAL COOKING

MODULE 01

CODE: 901371

TITLE: THE TRADE AND THE TRAINING PROCESS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|---|--|
| 01. To define, in their own words, the work of a professional cook. | 10. To distinguish the skills, aptitudes, attitudes and knowledge required to practise the trade. |
| 02. To determine how to record and present data. | 11. To describe the nature, purpose and content of the training program. |
| 03. To gather information on the job market in professional cooking: types of kitchens and establishments, job prospects, remuneration, opportunities for promotion and transfer. | 12. To relate the competencies to be developed to the requirements of the trade. |
| 04. To find out how various establishments are structured and organized. | Phase II: Information on the Training Program |
| 05. To find out about the tasks and requirements of the trade. | 13. To differentiate between tastes, aptitudes and interests. |
| 06. To find out about working conditions in professional cooking. | 14. To become aware of the importance of practising a trade that they enjoy and that meets their expectations and aspirations. |
| 07. To become aware of the impact of the work on their personal and social lives. | 15. To be able to take responsibility for their career choice. |
| 08. To become familiar with the laws governing the hospitality industry. | 16. To describe the main elements of a report on their career choice. |
| 09. To explain the main rules governing group discussion. | Phase III: Evaluation and Confirmation of their Career Choice |

Phase I: Information about the Trade

PROFESSIONAL COOKING

MODULE 02

TITLE: **HYGIENE AND SAFETY**

CODE: 901382

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
apply hygiene and safety rules and standards.

SPECIFIC OUTCOMES

During this module, the students will:

- Take responsibility for the customers' health and safety.
- Recognize the importance of hygiene and safety rules and standards in the food-service industry.
- Observe hygiene and safety measures at all times.
- Develop safety-conscious attitudes and safe working habits.

LEARNING CONTEXT

Outline of student activities:

PHASE I: Information

- Becoming aware of the laws and the main regulations concerning hygiene and safety in professional cooking.
- Establishing the relation between food-borne illnesses and hygiene.

PARTICIPATION CRITERIA

The students must:

PHASE I

- Identify the principal hazards in practising the trade.
- Present in writing the causes and effects of 5 food-borne illnesses and the appropriate preventive measures against them.
- Attend and participate in the information sessions and other activities.

PROFESSIONAL COOKING

MODULE 02

CODE: 901382

TITLE: HYGIENE AND SAFETY

DURATION: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

Outline of student activities:

PHASE II: Application

- Applying hygiene and safety measures appropriate to professional cooking.
- Adopting appropriate behaviour in the event of a work accident.

PHASE III: Integration

- Adopting healthful and safe attitudes and working habits at all times.

PARTICIPATION CRITERIA

The students must:

PHASE II

- Observe hygiene and safety rules and standards as well as appropriate preventive measures at all times.
- React appropriately in the event of an actual or simulated accident.

PHASE III

- Demonstrate healthful, safety-conscious attitudes and habits at all times.
- Adopt safe working habits when handling, preparing and cooking food, using tools and equipment, etc.

INSTRUCTIONAL GUIDELINES

The teacher will:

- Set a good example. The teacher should be the first to observe hygiene and safety rules and standards.
- Never, under any circumstances, tolerate actions or situations that are potentially dangerous or that contravene rules and standards.
- Do everything possible to help the students understand and observe hygiene and safety rules and standards throughout their training.
- Help the students to adopt safe working habits so that these habits become automatic.
- Review aspects of hygiene and safety on a regular basis.
- Encourage the students to become aware of their responsibilities and the consequences of their actions on themselves, on others and on society in general.
- Teach the students to react quickly and appropriately in case of emergency by simulating situations that occur in the food-service industry.

PROFESSIONAL COOKING

MODULE 02

CODE: 901382

TITLE: **HYGIENE AND SAFETY**

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|--|--|
| 01. To discuss the responsibilities of professional cooks for their own health and safety and that of their customers. | 13. To identify the major toxic chemicals in hotel and restaurant kitchens, their sources and related preventive measures. |
| 02. To find out about current laws and regulations respecting hygiene and safety in the food-service industry. | 14. To discuss the main causes of food poisoning. |
| 03. To be aware of the diversity of microorganisms. | 15. To explain the precautions to be taken to prevent food contamination. |
| 04. To explain some of the beneficial and harmful effects of microorganisms. | 16. To discuss the effects of refrigeration, freezing and deep-freezing. |
| Phase I: Information | |
| 05. To describe the general conditions that promote the growth of microorganisms. | 17. To state the hygiene and safety measures related to products, materials, equipment and premises. |
| 06. To describe the main methods used to control bacterial growth. | 18. To maintain good personal hygiene. |
| 07. To identify some of the problems caused by bacteria. | 19. To explain the consequences of disregarding personal and occupational hygiene. |
| 08. To list some of the problems caused by mould. | 20. To describe the characteristics of common cleaning products and disinfectants. |
| 09. To explain the main causes of fermentation in foods containing sugar. | 21. To use cleaning products and disinfectants. |
| 10. To name the principal illnesses caused by parasites found in food. | 22. To inspect materials, equipment, containers, products, etc., on a regular basis. |
| 11. To describe the main methods of controlling the transmission of parasites. | |
| 12. To list viral illnesses and how they are most often transmitted. | |

PROFESSIONAL COOKING

MODULE 02

CODE: 901382

TITLE: HYGIENE AND SAFETY

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|---|--|
| 23. To follow recommended storage procedures. | 33. To practise certain emergency care techniques. |
| 24. To identify the main hazards associated with equipment, products, work methods, the environment and working conditions. | 34. To react appropriately in an emergency. |
| Phase II: Application | |
| 25. To state the main precautions to be taken to prevent work accidents. | 35. To handle foods and other products in a safe and sanitary manner at all times. |
| 26. To understand the necessity of acting quickly in the event of an accident. | 36. To use tools and equipment safely at all times. |
| 27. To differentiate between accidents that require professional care and those that can be treated with first aid. | 37. To observe hygiene and safety rules and standards at all times when preparing and serving meals. |
| 28. To inventory the content of a first-aid kit. | 38. To maintain good personal hygiene and clean premises, materials and equipment. |
| 29. To learn about first-aid care for cuts, burns and other minor injuries. | 39. To develop safe, hygienic working habits. |
| 30. To treat minor injuries. | 40. To promote hygiene and safety in the workplace. |
| 31. To analyze situations requiring emergency care. | Phase III: Integration |
| 32. To become accustomed to contacting the appropriate services promptly. | |

PROFESSIONAL COOKING

MODULE 03

CODE: 901392

TITLE: TOOLS AND EQUIPMENT

DURATION: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
use tools and equipment
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following instructions
- Using knives, weighing and measuring instruments (imperial and metric units)
- Using preparation, cooking, distribution, preservation and cleaning equipment
- Using preparation and cooking utensils as well as various kitchen tools
- Following instructions for using preparation equipment
- Using no reference materials for other tools and equipment

GENERAL PERFORMANCE CRITERIA

- Strict adherence to hygiene and safety rules when using, maintaining and storing tools and equipment
- Selection of tools and equipment in conformity to instructions received
- Proper verification and adjustment of weighing and measuring instruments
- Mastery of techniques for using tools and equipment
- Mastery of techniques for maintaining tools and equipment
- Proper storage of tools and equipment

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Select the tools and equipment appropriate to the task to be performed.
- Prepare the tools and equipment for use.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate and complete selection
- Thorough, proper verification
- Accurate adjustment
- Correct installation of accessories
- Knives well sharpened

PROFESSIONAL COOKING

MODULE 03

CODE: 901392

TITLE: TOOLS AND EQUIPMENT

DURATION: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- Use the tools and equipment.
 - Safe use
 - Mastery of appropriate techniques
 - Accurate weights and measurements (imperial and metric system)
- Clean and maintain the tools and equipment.
 - Observance of hygiene and safety rules
 - Proper maintenance techniques
 - Clean tools and equipment
- Store the tools and equipment.
 - Appropriate storage location
 - Safe storage methods

PROFESSIONAL COOKING

MODULE 03

CODE: 901392

TITLE: TOOLS AND EQUIPMENT

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|--|--|
| 01. To identify cooking tools. | Prepare the tools and equipment for use. |
| 02. To identify cooking equipment. | 13. To state the safety regulations applicable to the use of tools and equipment. |
| 03. To describe the main characteristics of the materials used to make tools and equipment. | 14. To demonstrate how to use knives. |
| 04. To describe some of the features of knives. | 15. To demonstrate how to use various tools. |
| 05. To name the components of various pieces of equipment. | 16. To demonstrate how to use weighing and measuring instruments. |
| 06. To describe the main characteristics of work surfaces. | 17. To use the imperial system of weights and measures in cooking. |
| 07. To state the functions of various tools and equipment. | 18. To use the metric system of weights and measures in cooking. |
| Select the tools and equipment appropriate to the task to be performed. | 19. To demonstrate how to use various pieces of equipment. |
| 08. To describe the precautions to be taken when sharpening knives. | Use the tools and equipment. |
| 09. To sharpen knives. | 20. To explain how to maintain certain pieces of equipment. |
| 10. To carry out the necessary verifications and adjustments on weighing and measuring instruments. | Clean and maintain the tools and equipment. |
| 11. To check the operation of various pieces of equipment. | 21. To determine the appropriate location for storing tools and equipment. |
| 12. To install accessories for particular tasks on various pieces of equipment. | Store the tools and equipment. |

PROFESSIONAL COOKING

MODULE 04

CODE: 901401

TITLE: **COMMUNICATING IN THE WORKPLACE**

DURATION: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
communicate effectively in the workplace
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working in teams
- Under conditions simulating actual situations
- Based on simple learning situations representative of the conditions of the workplace
- For all of the situations listed in the specifications
- Using authorized reference materials
- Using no other reference materials

GENERAL PERFORMANCE CRITERIA

- Clear, logical expression of ideas
- Appropriate use of language (e.g. terminology, expressions, syntax, level of language)
- Observance of rules of effective communication
- Appropriate attitude shown (e.g. tact, respect, care)
- Mastery of communication tools used between the kitchen, the dining room and other departments

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Communicate in situations involving teamwork.

SPECIFIC PERFORMANCE CRITERIA

- Relevance of communication
- Elimination of major obstacles to effective communication
- Accuracy of information
- Clarity of expression
- Appropriate type and length of communication
- Attentive listening
- Correct understanding of messages
- Appropriate use of language

PROFESSIONAL COOKING

MODULE 04

CODE: 901401

TITLE: **COMMUNICATING IN THE WORKPLACE**

DURATION: 15 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Receive and transmit information between the kitchen, the dining room and other departments.

SPECIFIC PERFORMANCE CRITERIA

- Choice of appropriate means of communication
- Mastery of mechanisms used to transmit information orally, in writing or by computer
- Correct encoding of message
- Correct decoding of message
- Clear, fluent oral expression
- Appropriate professional attitudes

PROFESSIONAL COOKING

MODULE 04

CODE: 901401

TITLE: COMMUNICATING IN THE WORKPLACE

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|---|---|
| 01. To describe the basic process of interpersonal communication. | 14. To identify the various departments in an establishment. |
| 02. To identify the major obstacles to effective communication. | 15. To describe the main types of information transmitted between departments. |
| 03. To recognize the main signs of non-verbal communication. | 16. To describe the means used to transmit information between departments (e.g. kitchen, dining room, storeroom). |
| 04. To explain the rules of attentive listening. | 17. To identify various forms used to transmit information between departments (e.g. dining-room orders, storeroom orders). |
| 05. To transmit messages effectively. | 18. To identify the information transmitted on each form. |
| 06. To describe the nature, importance and purpose of communication in a team. | 19. To fill out each form. |
| 07. To identify the information to be transmitted and to choose the appropriate means of transmitting it. | 20. To explain the procedure to follow when transmitting forms to a particular department. |
| 08. To interpret oral instructions. | 21. To transmit information to various departments. |
| 09. To interpret written instructions. | 22. To identify the main parties involved in transmitting information between the kitchen and the dining room. |
| 10. To transmit instructions orally. | 23. To describe the information transmitted. |
| 11. To transmit instructions in writing. | |
| 12. To memorize instructions. | |
| 13. To adopt behaviour that is conducive to effective communication within a team. | |

Communicate in situations involving teamwork.

PROFESSIONAL COOKING

MODULE 04

CODE: 901401

TITLE: **COMMUNICATING IN THE WORKPLACE**

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|--|--|
| 24. To discuss the various means used to transmit information between the kitchen and the dining room. | 29. To list the information contained in a dining-room order. |
| 25. To identify the main obstacles to effective communication between the kitchen and the dining room. | 30. To describe various ways of transmitting dining-room orders. |
| 26. To discuss the means used to facilitate communication between the kitchen and the dining room. | 31. To use different ways of transmitting dining-room orders. |
| 27. To state the purpose of a dining-room order. | 32. To describe the methods used to modify or cancel a dining-room order. |
| 28. To study various types of dining-room orders. | Receive and transmit information between the kitchen, the dining room and other departments. |

PROFESSIONAL COOKING

MODULE 05

TITLE: MENU PLANNING

CODE: 901413

DURATION: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Written presentation of a seasonal table d'hôte menu consisting of 3 selections per course
- For a specific clientele
- For a medium-priced restaurant
- Using recipes and a list of foods available in the kitchen and on the market
- Using no other reference materials

GENERAL PERFORMANCE CRITERIA

- Well-balanced menu, in conformity to principles of good nutrition and rules of menu planning
- Consideration of the needs of the clientele, the restaurant category, the season of the year and the region
- Skilful use of foods
- Attractive presentation, in conformity to rules of menu writing

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Specify the needs and expectations of the clientele.

SPECIFIC PERFORMANCE CRITERIA

- General identification of dietary requirements, based on the four food groups and recommended allowances of Canada's Food Guide
- Realistic hypotheses regarding the specific needs of the clientele

PROFESSIONAL COOKING

MODULE 05

CODE: 901413

TITLE: MENU PLANNING

DURATION: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| <ul style="list-style-type: none">- Check what foods are available in the kitchen.- Check what foods are available on the market.- Select the type of menu to plan.- Plan the menu.- Write and distribute menus. | <ul style="list-style-type: none">- Thorough verification- Proper procedure- Justification of menu type selected- Well-balanced, varied menu- Menu appropriate to the establishment, clientele, season of the year and region- Selection of dishes and number of courses appropriate to the type of menu- Observance of rules of menu construction- Maximum, skilful use of foods available in the kitchen- Legible writing- Appropriate use of terminology- Correct grammar- Attractive presentation |
|--|--|

PROFESSIONAL COOKING

MODULE 05

CODE: 901413

TITLE: MENU PLANNING

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

01. To use terminology specific to nutrition and professional cooking.

02. To explain the dietary requirements of the human body.

03. To discuss the main factors that affect the dietary requirements of individuals.

04. To explain the main functions of nutrients in the body.

05. To explain how an excess or a deficiency of nutrients affects the human body.

06. To name the main sources of each nutrient.

07. To discuss the recommended allowances of Canada's Food Guide.

08. To list the factors affecting how individuals select food.

09. To discuss the expectations that customers may have, based on the type of establishment.

Specify the needs and expectations of the clientele.

10. To state the factors to note when checking the foods in stock.

Check what foods are available in the kitchen.

11. To list the various methods used to check what is available on the market.

12. To state the main factors to note when checking the foods available on the market.

Check what foods are available on the market.

13. To list the characteristics of various types of menus.

14. To discuss the factors that affect the choice of menu.

Select the type of menu to plan.

15. To define the rules of menu planning.

16. To analyze menus.

17. To plan a simple menu.

18. To plan a table d'hôte menu.

19. To plan a breakfast menu.

20. To plan a banquet menu.

Plan a menu.

21. To state the purpose of writing a menu.

22. To specify the rules of menu-writing.

23. To comment on the various ways of distributing menus.

Write and distribute menus.

PROFESSIONAL COOKING

MODULE 06

CODE: 901421

TITLE: ATTITUDES, HABITS AND BEHAVIOUR

DURATION: 15 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 demonstrate professional attitudes, habits and behaviour.

SPECIFIC OUTCOMES

During this module, the students will:

- Evaluate their work and work methods.
- Demonstrate behaviour that shows respect for themselves and others.
- Foster their own personal growth through interpersonal relations and by exercising creativity and independence.
- Adopt attitudes and habits conducive to safe, efficient and enjoyable work.

LEARNING CONTEXT

Outline of student activities:

PHASE 1: Information

- Identifying the main cognitive and perceptual skills needed to practise the trade.
- Learning the principal rules of conduct for the trade.
- Exploring personal growth opportunities related to the trade.

PARTICIPATION CRITERIA

The students must:

PHASE 1

- Become familiar with the information given, individually or in a group.
- Set personal growth objectives and record them in a journal.

PROFESSIONAL COOKING

MODULE 06

CODE: 901421

TITLE: **ATTITUDES, HABITS AND BEHAVIOUR**

DURATION: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

Outline of student activities:

PHASE II: Development

- Acquiring certain cognitive and perceptual skills needed to practise the trade.
- Observing the rules of conduct required by the trade.
- Developing attitudes and behaviours that are important in the trade.

PHASE III: Evaluation

- Making a critical assessment of their work and their work methods.
- Learning to show respect for themselves and others.
- Demonstrating attitudes that show personal growth in areas related to the trade.

PARTICIPATION CRITERIA

The students must:

PHASE II

- Show a desire to change inappropriate attitudes, habits and behaviour.
- Observe the established rules of conduct as much as possible.
- Show willingness to carry out superiors' instructions concerning work.
- Establish good interpersonal relations with co-workers and superiors.
- Show a certain degree of creativity, independence, patience and perseverance.
- Show a constant concern for quality, economy, method and organization in all their work.

PHASE III

- Assess and rate their own work accurately in an enlightened manner.
- Suggest ways of improving their work methods and organization.
- Using checklists, analyze their own attitudes, habits and behaviour at work.
- Write in their journals on a regular basis and attend evaluation meetings organized by teachers.

PROFESSIONAL COOKING

MODULE 06

CODE: 901421

TITLE: ATTITUDES, HABITS AND BEHAVIOUR

DURATION: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher will:

- Demonstrate professional attitudes, habits and behaviour at all times.
- This objective, which involves personal development and profound changes in attitudes and habits of students, will extend throughout the training period. After providing several hours of information on what is expected of the students, the teacher will help the students to develop and adopt the desired attitudes, habits and behaviour in every module of the program.
- Take every opportunity to remind the students of the attitudes, habits and behaviour that are appropriate in the trade.
- Encourage the students to correct attitudes, habits and behaviour that could be harmful to themselves or others.
- Help the students to develop habits and reflexes of self-control, as required by the rules of conduct of the trade.
- Be consistent in observing and commenting on inappropriate attitudes and behaviour.
- Encourage the students to strive for excellence when working alone or in groups.
- Follow the progress of each student and take a few minutes regularly with each one to evaluate the progress he or she is making.

PROFESSIONAL COOKING

MODULE 06

CODE: 901421

TITLE: ATTITUDES, HABITS AND BEHAVIOUR

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

01. To name the main cognitive skills required to practise the trade.
 02. To indicate various situations in which cooks are called upon to make decisions.
 03. To distinguish the main work methods used in professional cooking.
 04. To indicate various instances in which cooks must show initiative and use their judgment.
 05. To explain when and why cooks must be creative.
 06. To discuss why cooks need to develop their memory.
 07. To explain what analytical abilities are required in professional cooking.
 08. To determine the range of sensorimotor abilities required in cooking.
 09. To discuss the concept of aesthetics in cooking.
 10. To distinguish the main criteria for judging a food or dish.
 11. To determine the signs of quality sought by customers.
 12. To describe the establishment's policies governing behaviour, dress, appearance and work schedule.
 13. To become familiar with these policies and clarify them, if necessary.
 14. To identify the main opportunities for personal growth offered by the trade.
 15. To distinguish the concepts of autonomy, interpersonal relations, professional ethics and responsibility as they relate to professional cooking.
 16. To list the personal qualities that professional cooks should possess.
- Phase I: Information
17. To adopt efficient, economical work methods.
 18. To distribute and organize work efficiently.
 19. To identify the qualities sought of food and beverages.
 20. To become accustomed to making decisions in various situations.
 21. To develop their memory.
 22. To analyze various situations that call for judgment and initiative.
 23. To take initiatives after having weighed the consequences.

PROFESSIONAL COOKING

MODULE 06

CODE: 901421

TITLE: ATTITUDES, HABITS AND BEHAVIOUR

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

24. To show creativity in certain situations.
25. To determine how personal hygiene affects their own health and that of others as well as their interpersonal relations.
26. To observe the rules of personal and occupational hygiene.
27. To understand the importance of appropriate dress.
28. To dress in keeping with the situation and the established rules.
29. To respect established schedules.
30. To carry out tasks according to instructions.
31. To take stock of their attitudes, habits and behaviour at work.
32. To modify their attitudes and behaviour in response to stated expectations.
33. To specify a number of objectives for personal growth.
34. To adopt an approach aimed at personal growth in certain areas.
35. To ask for and receive feedback on their attitudes, habits and behaviour.
36. To relate these observations to the attitudes and behaviour to be modified.

37. To make the necessary adjustments.

38. To consolidate new attitudes, habits and behaviour.

Phase II: Development

39. To realize the importance of evaluating their work.
40. To evaluate the quality of their work.
41. To evaluate their work methods.
42. To evaluate their productivity.
43. To assess their work without being overly critical of themselves.
44. To show respect for themselves and others.
45. To be attentive to their own needs and to those of others.
46. To foresee and take responsibility for the consequences of their actions.
47. To show tact and diplomacy in their dealings with others.
48. To be open to those around them.
49. To analyze their own behaviour.
50. To assess the relevance of their conclusions.

PROFESSIONAL COOKING

MODULE 06

CODE: 901421

TITLE: ATTITUDES, HABITS AND BEHAVIOUR

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- 51. To assess their ability to change.**
- 52. To explain what resistance to change usually involves.**
- 53. To determine how to overcome or minimize their own resistance to change.**

Phase III: Evaluation

PROFESSIONAL COOKING

MODULE 07

CODE: 901432

TITLE: ORGANIZING AND MANAGING KITCHENS

DURATION: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must carry out tasks in kitchen organization and management in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working in teams or alone
- Using data and written information on inventory, food prices, menu items, the number of customers, service standards, purchasing procedures
- Based on simulations
- Using all the necessary reference materials

GENERAL PERFORMANCE CRITERIA

- Thorough understanding of the underlying principles of various calculations
- Accurate calculations reflecting all the factors involved
- Observance of established procedures
- Pertinence and accuracy of data collected

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Prepare to take on the responsibility of opening and closing a kitchen.
- Calculate the production cost and selling price of various dishes.

SPECIFIC PERFORMANCE CRITERIA

- Thorough knowledge of a cook's duties and responsibilities in opening and closing a kitchen
- Calculations reflecting all the factors involved
- Thorough understanding of the underlying principles of various calculations

PROFESSIONAL COOKING

MODULE 07

CODE: 901432

TITLE: ORGANIZING AND MANAGING KITCHENS

DURATION: 30 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Purchase merchandise.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate quantity and quality of merchandise purchased, taking into account merchandise in stock
- Observance of purchasing procedure
- Thorough verification upon reception of merchandise
- Safe, orderly storage

PROFESSIONAL COOKING

MODULE 07

CODE: 901432

TITLE: ORGANIZING AND MANAGING KITCHENS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|---|---|
| 01. To list the operations involved in opening and closing a kitchen. | 12. To calculate the production cost of various dishes. |
| 02. To describe the cook's responsibilities in opening and closing a kitchen. | 13. To determine the selling price of these dishes. |
| 03. To describe the information contained in a kitchen log book. | Calculate the production cost and selling price of various dishes. |
| 04. To fill out a log book properly. | 14. To state the factors to consider when determining purchasing needs. |
| Prepare to take on the responsibility of opening and closing a kitchen. | 15. To describe various inventory procedures. |
| 05. To define the concept of production and service standards. | 16. To identify the documents used to facilitate stocktaking. |
| 06. To list some of the factors to consider when establishing production and service standards. | 17. To study the perpetual inventory method. |
| 07. To discuss the importance of standardizing recipes. | 18. To explain the procedure for ordering merchandise. |
| 08. To identify a few service standards. | 19. To prepare a list of merchandise to purchase. |
| 09. To define the following concepts: cost of raw materials, labour costs, general operating costs. | 20. To practise placing orders. |
| 10. To determine the factors that influence the production cost of a dish. | 21. To specify what to check when merchandise received. |
| 11. To describe the steps involved in calculating the production cost of various dishes. | 22. To observe hygiene and safety rules when storing merchandise. |
| | 23. To check stored merchandise periodically. |
| | Purchase merchandise. |

PROFESSIONAL COOKING

MODULE 08

CODE: 901441

TITLE: COOKING TECHNIQUES

DURATION: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must select appropriate cooking techniques in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- In writing
- Based on situations, questions, and instructions involving at least one cooking technique using dry heat (e.g. by concentrated heat), one technique using moist heat (e.g. poaching, simmering) and one technique using both methods (e.g. braising)
- Using no reference materials

GENERAL PERFORMANCE CRITERIA

- Correct association of cooking techniques with cooking methods and justification of these associations
- Selection taking into account the situation or the instructions given
- Selection of cooking technique appropriate to the type of food and its intended use; justification of technique selected
- Use of correct terminology

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Describe the cooking techniques.
- Associate foods with cooking techniques.

SPECIFIC PERFORMANCE CRITERIA

- Correct association of cooking techniques with methods (e.g. dry heat, moist heat or both methods)
- Brief summary of each technique
- Correct associations

PROFESSIONAL COOKING

MODULE 08

CODE: 901441

TITLE: **COOKING TECHNIQUES**

DURATION: 15 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Explain how the cooking techniques are used.
- Select a cooking technique.

SPECIFIC PERFORMANCE CRITERIA

- Use of appropriate terminology
- Complete, accurate description of procedure for applying each technique
- Correct identification of the cooking medium used in each technique
- Appropriate selection, given the type of food, its intended use and the instructions received
- Justification of technique selected

PROFESSIONAL COOKING

MODULE 08

CODE: 901441

TITLE: COOKING TECHNIQUES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|--|---|
| 01. To define the main culinary terms associated with the cooking of food. | Associate foods with cooking techniques. |
| 02. To distinguish the concepts of heat and temperature. | 12. To discuss the factors that affect the boiling point of a liquid. |
| 03. To explain the differences in the various sources of energy commonly used in cooking. | 13. To explain briefly how pressure affects the boiling point of a liquid. |
| 04. To describe the characteristics of these different sources of energy. | 14. To explain how this concept relates to various pieces of kitchen equipment. |
| 05. To define the following cooking methods: using dry heat, moist heat and both methods. | 15. To identify the tools and equipment required for each cooking technique. |
| 06. To list the techniques associated with the dry heat method, the moist heat method and both methods. | 16. To name the cooking medium associated with each cooking technique. |
| 07. To define cooking techniques. | 17. To describe the procedure for applying each cooking technique. |
| 08. To explain how heat is transferred when food is cooked by conduction, convection, radiation and microwave. | 18. To state the precautions to be taken when applying each cooking technique. |
| 09. To list the characteristics of each of these cooking technique. | 19. To explain briefly some of the new cooking processes, such as microwave cooking, vacuum cooking, etc. |
| Describe cooking techniques. | Explain how the cooking techniques are used. |
| 10. To state the factors that affect the choice of a cooking technique. | 20. To list the reasons for cooking food. |
| 11. To identify the foods or categories of foods to which the various cooking techniques apply. | 21. To identify the changes in texture and appearance that take place when food is cooked. |

PROFESSIONAL COOKING

MODULE 08

CODE: 901441

TITLE: COOKING TECHNIQUES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|---|--|
| 22. To discuss the advantages and the disadvantages of cooking various foods using direct heat. | 27. To foresee some of the consequences that may result from the improper application of a cooking technique on various foods. |
| 23. To explain the effects of direct heat on proteins. | 28. To state the advantages and disadvantages of using new cooking processes, such as microwave cooking, vacuum cooking, etc. |
| 24. To explain the effects of heat on fats. | 29. To explain how foods to be cooked will be used. |
| 25. To state the advantages and disadvantages of cooking in various cooking media. | 30. To select the cooking technique that is appropriate to the type of food and its intended use. |
| 26. To explain the effects of high temperatures on the quality of foods. | |

Select a cooking technique.

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: **BASIC CULINARY PREPARATIONS**

DURATION: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
make basic culinary preparations
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes or instructions
- Using the ingredients required to make one of the culinary preparations in each category
- Using cooking tools and equipment
- Without any help

GENERAL PERFORMANCE CRITERIA

- Observance of hygiene and safety rules
- Methodical work plan
- Mastery of appropriate production techniques
- Economical use of materials
- Quality of finished product
- Preservation method appropriate to the intended use of the product

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

STOCKS

- | | |
|-------------------------|--|
| - Plan the work. | - Correct interpretation of instructions |
| | - Appropriate selection of tools and equipment |
| | - Proper selection of ingredients |
| - Prepare clear stocks. | - Balanced proportions |
| | - Mastery of preparation techniques |
| | - Observance of hygiene and safety rules |
| | - Product in conformity to the three quality standards |

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: BASIC CULINARY PREPARATIONS

DURATION: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- Prepare glazes.
- Store the stocks and glazes.
- Clean and tidy up the work station.

- Correct application of preparation technique
- Product in conformity to the three quality standards
- Appropriate preservation method
- Strict adherence to hygiene rules
- Clean tools and equipment
- Safe, orderly storage of tools and equipment

JELLIES

- Plan the work.
- Prepare the basic stock.
- Modify the consistency of the jellied stock, if necessary.
- Clarify the stock.
- Store the jelly.
- Clean and tidy up the work station.

- Correct interpretation of instructions and recipe
- Appropriate selection of tools and equipment
- Appropriate selection of ingredients
- Balanced proportions
- Mastery of preparation technique
- Observance of hygiene and safety rules
- Proper verification
- Proper consistency
- Balanced proportions
- Mastery of clarification technique
- Product in conformity to the four quality standards
- Appropriate preservation method
- Strict adherence to hygiene rules
- Clean tools and equipment
- Safe, orderly storage of tools and equipment

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: BASIC CULINARY PREPARATIONS

DURATION: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

SAUCES

- | | |
|---|---|
| - Plan the work. | - Correct interpretation of instructions |
| | - Appropriate selection and proper preparation of tools and equipment |
| | - Proper quantities of ingredients |
| - Prepare the thickening agent, if necessary. | - Mastery of techniques for preparing thickening agents |
| - Make the sauce. | - Mastery of techniques for making thickened and emulsified sauces |
| | - Observance of hygiene and safety rules |
| - Finish the sauce. | - Appropriate selection of finishing elements |
| | - Appropriate finishing technique |
| | - Sauce possessing desired characteristics |
| - Store the sauce. | - Appropriate preservation method |
| | - Strict adherence to hygiene rules |
| - Clean and tidy up the work station. | - Clean tools and equipment |
| | - Safe, orderly storage of tools and equipment |

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: BASIC CULINARY PREPARATIONS

DURATION: 90 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

STUFFING AND PANADA

- | | |
|--|---|
| - Determine the type of stuffing to prepare. | - Appropriate selection, based on instructions received |
| - Plan the work. | - Correct interpretation of recipes |
| | - Methodical work plan |
| - Prepare the panada, if necessary. | - Mastery of preparation technique |
| | - Observance of hygiene and safety rules |
| - Make the stuffing. | - Mastery of production technique |
| | - Observance of hygiene rules |
| | - Safe, efficient use of tools and equipment |
| | - Stuffing possessing desired characteristics |
| - Store the stuffing. | - Appropriate preservation method |
| | - Strict adherence to hygiene rules |
| - Clean and tidy up the work station. | - Clean tools and equipment |
| | - Safe, orderly storage of tools and equipment |

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: BASIC CULINARY PREPARATIONS

DURATION: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

MARINADES AND BRINE

- Determine the type of marinade or brine to prepare.
- Plan the work.
- Prepare the marinade or brine.
- Clean and tidy up the work station.

- Appropriate selection, based on instructions received
- Correct interpretation of recipes
- Appropriate selection of tools and equipment
- Proper quantities of ingredients
- Mastery of preparation technique
- Observance of hygiene and safety rules
- Clean tools and equipment
- Safe, orderly storage of tools and equipment

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: BASIC CULINARY PREPARATIONS

DURATION: 90 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

COMPOUND BUTTERS

- | | |
|---|---|
| - Determine the type of compound butter to prepare. | - Appropriate selection, based on instructions received |
| - Plan the work. | - Correct interpretation of recipes |
| | - Appropriate selection of tools and equipment |
| | - Proper selection of ingredients |
| - Prepare the compound butter. | - Mastery of preparation method |
| | - Observance of hygiene rules |
| | - Safe, efficient use of tools and equipment |
| | - Compound butter possessing desired characteristics |
| - Store the compound butter. | - Appropriate preservation method |
| | - Observance of hygiene rules |
| - Clean and tidy up the work station. | - Clean tools and equipment |
| | - Safe, orderly storage of tools and equipment |

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: BASIC CULINARY PREPARATIONS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

STOCKS

01. To define a stock.

02. To classify clear stocks.

03. To describe their components.

04. To indicate the main uses of clear stocks.

05. To define the culinary terms associated with the preparation of clear stocks and glazes.

06. To interpret recipes for clear stocks.

07. To prepare the tools and equipment.

08. To select the ingredients.

Plan the work.

09. To explain how each type of clear stock is prepared.

10. To apply each of the above methods.

11. To assess the quality of each stock.

12. To demonstrate the procedure for using concentrates.

Prepare clear stocks.

13. To name the main types of glazes.

14. To indicate the uses of glazes.

15. To explain how glazes are prepared.

16. To apply the above preparation method.

17. To list the criteria for judging the quality of glazes.

Prepare glazes.

18. To state the hygiene rules to observe when preserving stocks and glazes.

19. To select a method of preserving stocks and glazes that is appropriate to their intended use.

Store the stocks and glazes.

20. To observe hygiene and safety rules when cleaning and tidying up.

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: BASIC CULINARY PREPARATIONS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

JELLIES

21. To define a jelly.
22. To name the jellies commonly used in cooking.
23. To describe their components.
24. To indicate the main uses of jellies.
25. To define the culinary terms associated with the preparation of jellies.
26. To interpret recipes for jellies.
27. To prepare the tools and equipment.
28. To select the ingredients.
- Plan the work.
29. To apply the technique for preparing basic stocks.
30. To assess the quality of the stock.
- Prepare the basic stock.
31. To check the consistency of the jellied stock.
32. To explain and apply the procedure for solidifying the jelly.
- Modify the consistency of the jellied stock, if necessary.
33. To explain the principle of clarifying stock.
34. To explain and apply the technique for clarifying stocks.
35. To assess the quality of the jelly.
36. To make the necessary corrections.
- Clarify the stock.
37. To prepare a jelly using dried ingredients.
38. To state the hygiene rules to observe when preserving jellies.
39. To select a method of preserving jellies that is appropriate to their intended use.
- Store the jelly.
40. To observe hygiene and safety rules when cleaning and tidying up.
- Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: BASIC CULINARY PREPARATIONS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

SAUCES

- | | |
|---|--|
| 41. To classify basic sauces and their derivatives. | Prepare the thickening agent, if necessary. |
| 42. To describe the components of basic sauces and their derivatives. | 54. To explain the technique for preparing each basic thickened sauce. |
| 43. To indicate the main uses of basic sauces and their derivatives. | 55. To apply the above techniques. |
| 44. To define the culinary terms associated with the preparation of sauces. | 56. To prepare basic sauces using dried ingredients. |
| 45. To interpret recipes for basic sauces. | 57. To prepare derivatives of thickened sauces. |
| 46. To interpret recipes for the most common types of derived sauces. | 58. To explain the underlying principles of emulsions. |
| 47. To prepare the tools and equipment. | 59. To explain and apply the techniques for preparing basic emulsified sauces. |
| 48. To weigh and measure the ingredients. | 60. To list the reasons why emulsified sauces separate. |
| Plan the work. | 61. To explain how to salvage a sauce that has separated. |
| 49. To classify thickening agents. | 62. To prepare derivatives of emulsified sauces. |
| 50. To indicate the use of each thickening agent. | Make the sauce. |
| 51. To explain how each thickening agent is prepared. | 63. To name the finishing elements for each sauce. |
| 52. To list the factors that affect the quality of a thickening agent. | 64. To explain and apply the techniques for preparing and adding finishing elements. |
| 53. To apply each of the above methods. | |

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: BASIC CULINARY PREPARATIONS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

SAUCES (Cont'd)

65. To assess the quality of each sauce and make the necessary corrections.

Finish the sauce.

66. To dot the sauce with butter.

67. To state the hygiene rules to observe when preserving sauces.

68. To select a method of preserving the sauces that is appropriate to their intended use.

Store the sauce.

69. To observe hygiene and safety rules when cleaning and tidying up.

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: BASIC CULINARY PREPARATIONS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

STUFFING AND PANADA

70. To classify stuffings.

80. To apply each of the above methods.

71. To name the main types of panada.

Prepare the panada, if necessary.

72. To list the ingredients of the most common types of stuffing and panada.

81. To explain how each type of stuffing is prepared.

73. To indicate the main uses of stuffing and panada.

82. To apply each of the above methods.

Determine the type of stuffing to prepare.

83. To assess the quality of the stuffing and make the necessary corrections.

74. To define the culinary terms associated with the preparation of stuffing and panada.

Make the stuffing.

75. To interpret recipes for various types of stuffing, with and without panada.

84. To state the hygiene rules to observe when preserving stuffing.

76. To interpret recipes for various types of panada.

85. To select a method of preserving the stuffing that is appropriate to its intended use.

77. To prepare the tools and equipment.

Store the stuffing.

78. To weigh and measure the ingredients.

86. To observe hygiene and safety rules when cleaning and tidying up.

Plan the work.

Clean and tidy up the work station.

79. To explain how each type of panada is prepared.

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: **BASIC CULINARY PREPARATIONS**

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

MARINADES AND BRINE

87. To identify various types of marinades.

88. To list their components.

89. To indicate the uses of marinades.

90. To explain various purposes of marinades in cooking.

91. To identify the main types of brine.

92. To describe their components.

93. To indicate the main uses of brine.

Determine the type of marinade or brine to prepare.

94. To interpret marinade recipes.

95. To interpret recipes for liquid brine.

96. To prepare the tools and equipment.

97. To weigh and measure the ingredients.

Plan the work.

98. To explain how each marinade is prepared.

99. To apply each of the above methods.

100. To explain the procedure for using dry brine.

101. To explain and apply the method for preparing liquid brine.

Prepare the marinade or brine.

102. To observe hygiene and safety rules when cleaning and tidying up.

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 09

CODE: 901456

TITLE: BASIC CULINARY PREPARATIONS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

COMPOUND BUTTERS

103. To define compound butter.

113. To explain how hot compound butters are prepared.

104. To classify compound butters.

114. To explain each of the above methods.

105. To describe the components of common compound butters.

115. To assess the quality of compound butters and make the necessary corrections.

106. To indicate the main uses of compound butters.

Prepare the compound butter.

Determine the type of compound butter to prepare.

116. To explain various ways of presenting compound butters served with certain dishes.

107. To define the culinary terms associated with the preparation of compound butters.

117. To state the hygiene and safety rules to observe when preserving compound butters.

108. To interpret recipes for compound butters.

118. To select a method of preserving compound butters that is appropriate to their intended use.

109. To prepare the tools and equipment.

110. To weigh and measure the ingredients.

Store the compound butter.

Plan the work.

119. To observe hygiene and safety rules when cleaning and tidying up.

111. To explain how cold compound butters are prepared using raw ingredients.

Clean and tidy up the work station.

112. To explain how cold compound butters are prepared using cooked ingredients.

PROFESSIONAL COOKING

MODULE 10

TITLE: **SOUPS**

CODE: 901463

DURATION: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
make soups
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the ingredients required to make a consommé and two of the following soups: cream soups, thick (puréed) soups, soups with cut vegetables and "soupes"
- Using the required basic stock
- Using cooking tools and equipment
- Without any help

GENERAL PERFORMANCE CRITERIA

- Observance of hygiene and safety rules
- Methodical work plan
- Mastery of appropriate soup-making technique
- Economical use of materials
- Quality of finished product
- Appropriate method of preserving the product

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Interpret the recipe for the soup to be prepared.
- Prepare the tools and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of recipe
- Appropriate selection
- Proper preparation

PROFESSIONAL COOKING

MODULE 10

TITLE: SOUPS

CODE: 901463

DURATION: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Do the mise en place for the soup.
- Make the soup.
- Store the soup.
- Clean and tidy up the work station.

SPECIFIC PERFORMANCE CRITERIA

- Proper quantities of ingredients
- Proper preparation of ingredients
- Appropriate selection of stock
- Observance of hygiene and safety rules
- Mastery of techniques for making clear broths, thick soups, cream and velouté soups, soups with cut vegetables, "soupes" and bisques
- Observance of hygiene and safety rules
- Appropriate thickening and cooking methods
- Appropriate garnish, if applicable
- Soup possessing desired characteristics
- Appropriate preservation method
- Strict adherence to hygiene rules
- Clean tools and equipment
- Safe, orderly storage of tools and equipment

PROFESSIONAL COOKING

MODULE 10
TITLE: SOUPS

CODE: 901463

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

01. To define soup.

02. To classify soups.

03. To distinguish their different components.

04. To describe the components of various soups.

05. To name the main derivatives of soups.

06. To name the garnishes used for soups.

07. To define the culinary terms associated with soup-making.

08. To interpret the standard recipe for broth and consommé.

09. To interpret recipes for thick (puréed) soups.

10. To interpret recipes for cream and velouté soups.

11. To interpret recipes for soups with cut vegetables.

12. To interpret recipes for "soupes."

13. To interpret the standard recipe for bisque.

Interpret the recipe for the soup to be prepared.

14. To select the tools and equipment.

15. To check the condition of the tools and equipment.

Prepare the tools and equipment.

16. To describe the vegetable cuts associated with soup-making.

17. To weigh and measure the ingredients.

18. To perform the preliminary operations for each of the above soups.

Do the mise en place for the soup.

19. To describe the methods used to thicken soups.

20. To explain the procedure to follow to make each of the above soups.

21. To apply each of these procedures.

22. To finish the soups using the appropriate finishing elements.

23. To prepare soups using dried ingredients.

24. To assess the quality of soups prepared using fresh or dried ingredients.

25. To make the necessary corrections.

Make the soup.

PROFESSIONAL COOKING

MODULE 10

CODE: 901463

TITLE: SOUPS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

26. To state the hygiene rules to observe when preserving soups.

27. To select the appropriate method of preserving soups.

Store the soup.

28. To observe hygiene and safety rules when cleaning and tidying up.

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 11

CODE: 901474

TITLE: **BASIC DOUGH, PASTRY AND BATTER**

DURATION: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must make basic dough, pastry and batter in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the ingredients required to make one of the following types of unleavened dough, pastry or batter: short crust pastry (pie pastry), pâté dough, puff pastry, choux pastry, crêpe batter; and one of the following types of leavened dough or batter: frying batter or pizza dough
- Using the tools and equipment commonly found in commercial kitchens
- Without any help

GENERAL PERFORMANCE CRITERIA

- Observance of hygiene and safety rules
- Methodical work plan
- Mastery of appropriate preparation and finishing techniques
- Proper verification during baking
- Quality of finished product

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Become familiar with the recipe and instructions.
- Prepare the tools and equipment.
- Weigh and measure the ingredients.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of recipe and instructions
- Appropriate selection of tools and equipment
- Proper preparation of equipment
- Proper selection of ingredients
- Precise adjustment of scales
- Accurate weights and measurements

PROFESSIONAL COOKING

MODULE 11

CODE: 901474

TITLE: BASIC DOUGH, PASTRY AND BATTER

DURATION: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| <ul style="list-style-type: none">- Apply the technique for making dough, pastry or batter.
- Prepare the dough, pastry or batter for baking.
- Bake the dough, pastry or batter.
- Evaluate the quality of the finished product.
- Store the finished product.
- Clean and tidy up the work station. | <ul style="list-style-type: none">- Mastery of technique for making each type of dough, pastry or batter- Observance of hygiene rules- Safe, efficient use of tools and equipment
- Mastery of appropriate techniques- Sufficient quantity of dough, pastry or batter- Uniform sizes and shapes
- Oven temperature according to recipe when dough, pastry or batter is put in oven- Proper verification during baking
- Justification of evaluation, based on at least three quality standards
- Proper packaging and appropriate storage location
- Clean tools and equipment- Safe, orderly storage |
|--|--|

PROFESSIONAL COOKING

MODULE 11

CODE: 901474

TITLE: BASIC DOUGH, PASTRY AND BATTER

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|---|--|
| 01. To describe the characteristics of the following basic ingredients: sugar, flour, fat, milk, salt, yeast, eggs. | 13. To attach the appropriate accessories to various pieces of equipment. |
| 02. To list the signs of freshness of basic ingredients. | 14. To turn on the oven. |
| 03. To describe the methods of preserving these basic ingredients. | Prepare the tools and equipment. |
| 04. To indicate their main uses in cooking. | 15. To select the ingredients. |
| 05. To state the main functions of these basic ingredients in culinary preparations. | 16. To check and adjust the scales. |
| 06. To describe the characteristics of various types of dough, pastry and batter. | 17. To prepare the ingredients. |
| 07. To indicate their main uses in cooking. | Weigh and measure the ingredients. |
| 08. To interpret recipes for dough, pastry and batter. | 18. To state the hygiene rules to observe when making dough, pastry or batter. |
| 09. To determine the major steps in making each type of dough, pastry and batter mentioned above. | 19. To explain and apply the techniques for making various types of unleavened dough. |
| 10. To define the technical terms that appear in recipes for dough, pastry or batter. | 20. To explain and apply the techniques for making various types of leavened dough. |
| Become familiar with the recipe and instructions. | 21. To explain what happens if any one of these techniques is improperly applied. |
| 11. To select the tools and equipment. | 22. To store the dough, if necessary. |
| 12. To check the operating condition of the equipment. | Apply the technique for making dough, pastry or batter. |
| | 23. To describe the operations involved in preparing dough, pastry or batter for baking. |

PROFESSIONAL COOKING

MODULE 11

CODE: 901474

TITLE: BASIC DOUGH, PASTRY AND BATTER

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

24. To explain, for each operation, what happens if a technique is improperly applied.
25. To recognize the importance of uniformity of size and shape.
26. To perform the operations appropriate to each type of dough (e.g. roll out, line, prick, drop).
27. To store the dough, pastry or batter, if necessary, according to the appropriate method.
28. To fill the dough, pastry or batter, if necessary.
29. To cover the filling with another layer of dough or pastry, if necessary.
30. To perform the necessary operations prior to baking (e.g. wash with egg yolk, mark, crimp or flute).
31. To understand the purpose of these operations.
32. To explain the effects of heat on dough during baking.
33. To list the factors that affect baking time.
34. To describe the signs indicating that dough, pastry or batter is baked.
35. To check the oven temperature prior to baking.
36. To bake the dough, pastry or batter.
37. To check the dough, pastry or batter during baking.
38. To describe the criteria for assessing each type of dough, pastry or batter.
39. To determine the potential causes of failure.
40. To assess the quality of each product.
41. To select a method of preserving the finished products that is appropriate to their use.
42. To state the hygiene rules to observe when preserving these products.
43. To observe hygiene and safety rules when cleaning and tidying up.

Prepare the dough, pastry or batter for baking.

Bake the dough, pastry or batter.

Evaluate the quality of the finished product.

Store the finished product.

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 12

CODE: 901483

TITLE: FRUITS AND VEGETABLES

DURATION: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
prepare fruit and vegetable dishes
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes or instructions
- Using the ingredients required to make 2 simple fruit dishes (one served hot, the other, cold) as well as two simple vegetable dishes (one served hot, the other, cold)
- Using cooking tools and equipment
- Without any help

GENERAL PERFORMANCE CRITERIA

- Correct interpretation of recipes or instructions
- Observance of hygiene and safety regulations
- Methodical work plan
- Mastery of techniques for preparing, cutting, and cooking fruits and vegetables
- Economical use of materials
- Quality of dishes prepared
- Appropriate method of preserving dishes prepared

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Select the fruits or vegetables.
- Prepare the fruits or vegetables.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate selection, based on the instructions received and the dish to be prepared
- Observance of selection criteria
- Proper preparation of tools and equipment
- Observance of hygiene and safety standards
- Appropriate preliminary operations

PROFESSIONAL COOKING

MODULE 12

CODE: 901483

TITLE: FRUITS AND VEGETABLES

DURATION: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| <ul style="list-style-type: none">- Make hot and cold fruit dishes.- Make hot and cold vegetable dishes.- Prepare the dishes for serving.- Arrange the fruit or vegetable dishes on plates.- Clean and tidy up the work station. | <ul style="list-style-type: none">- Mastery of cutting techniques<ul style="list-style-type: none">- Cut appropriate to the dish to be prepared and in conformity to set dimensions- Economical use of materials- Observance of hygiene and safety rules- Correct application of appropriate cooking techniques- Dishes possessing desired characteristics- Appropriate preservation method- Observance of hygiene and safety rules- Correct application of appropriate cooking techniques- Dishes possessing desired characteristics- Appropriate preservation method- Appropriate selection of garnishes and decorative elements, if applicable- Attractive presentation- Clean tools and equipment- Safe, orderly storage of tools and equipment |
|--|--|

PROFESSIONAL COOKING

MODULE 12

CODE: 901483

TITLE: FRUITS AND VEGETABLES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|---|---|
| 01. To classify fruits. | 14. To determine which type of fruit and vegetable to use (e.g. fresh, frozen, dried), depending on the recipe. |
| 02. To classify vegetables. | |
| 03. To identify different varieties of fruits and vegetables. | Select the fruits or vegetables. |
| 04. To list their main components. | 15. To explain the preliminary operations specific to each type of fruit or vegetable. |
| 05. To discuss the nutritional value of fruits and vegetables. | 16. To describe various vegetable cuts. |
| 06. To list the criteria for selecting fresh fruits and vegetables. | 17. To specify the main purpose of each type of cut. |
| 07. To explain the various methods of preserving and marketing fruits and vegetables. | 18. To name the cuts that generally apply to fruits. |
| 08. To indicate the category and quality of various processed foods. | 19. To explain the methods used to prevent oxidation (browning) in certain fruits and vegetables. |
| 09. To discuss the advantages and disadvantages of freezing, deep-freezing, drying and sterilizing fruits and vegetables. | 20. To indicate how to avoid waste when preparing fruits and vegetables. |
| 10. To indicate the main uses of raw and cooked fruits and vegetables. | 21. To select the tools and equipment. |
| 11. To define the culinary terms associated with the preparation and cooking of fruits and vegetables. | 22. To prepare the tools and equipment. |
| 12. To interpret fruit recipes. | 23. To perform the preliminary operations appropriate to each fruit and vegetable. |
| 13. To interpret vegetable recipes. | 24. To cut vegetables in various ways. |
| | 25. To cut fruits in the appropriate manner. |

PROFESSIONAL COOKING

MODULE 12

CODE: 901483

TITLE: FRUITS AND VEGETABLES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Prepare the fruits or vegetables.

26. To describe the cooking techniques that apply to fruits and vegetables.

27. To name the factors that affect the choice of cooking technique.

28. To explain how each cooking technique is applied.

29. To determine which cooking technique is appropriate to the intended use of each fruit and vegetable.

30. To apply each of the above techniques.

31. To finish the dishes, according to the instructions in the recipe.

32. To assess the quality of each dish and make the necessary corrections.

33. To select a method of preserving each of the dishes prepared.

34. To state the hygiene rules to observe to ensure proper preservation.

35. To preserve the dishes prepared.

Make hot and cold fruit dishes.

Make hot and cold vegetable dishes.

36. To name garnishes to each of the dishes, if applicable.

37. To explain how these garnishes are prepared.

38. To prepare these garnishes and assess their quality.

Prepare the dishes for serving.

39. To explain how each dish can be presented.

40. To prepare the garnishes.

41. To present each dish.

Arrange the fruit or vegetable dishes on plates.

42. To observe hygiene and safety rules when cleaning and tidying up.

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 13

CODE: 901498

TITLE: MEAT, POULTRY AND GAME

DURATION: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
prepare meat, poultry and game dishes
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the ingredients required to prepare a dish of butcher's meat (using a hotel or retail cut), of poultry, of game and of variety meats
- Using various cooking techniques
- Using cooking tools and equipment
- Without any help

GENERAL PERFORMANCE CRITERIA

- Correct interpretation of recipes or instructions
- Observance of hygiene and safety rules
- Methodical work plan
- Mastery of preparation and cooking techniques
- Economical use of materials
- Quality of dishes prepared
- Appropriate method of preserving dishes prepared

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

MEAT, POULTRY AND GAME

- Select a piece of butcher's meat, poultry or game.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate selection, based on the intended use and instructions received

PROFESSIONAL COOKING

MODULE 13

CODE: 901498

TITLE: MEAT, POULTRY AND GAME

DURATION: 120 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

MEAT, POULTRY AND GAME (Cont'd)

- | | |
|--|---|
| <ul style="list-style-type: none">- Perform the preliminary operations.

- Apply the cooking technique.

- Prepare the dish for serving.

- Arrange the meat, poultry or game on a plate.

- Clean and tidy up the work station. | <ul style="list-style-type: none">- Appropriate choice of preliminary operations- Proper preparation of tools and equipment- Observance of hygiene and safety rules- Mastery of preparation techniques- Proper cutting- Economical use of materials
- Correct choice of cooking technique- Mastery of cooking techniques (using dry heat, moist heat or both methods)- Proper degree of doneness, in conformity to instructions received
- Proper thickening method, if applicable- Proper preparation of garnish, if applicable- Quality of dish prepared
- Observance of presentation standards- Attractive presentation
- Clean tools and equipment- Safe, orderly storage of tools and equipment |
|--|---|

PROFESSIONAL COOKING

MODULE 13

CODE: 901498

TITLE: MEAT, POULTRY AND GAME

DURATION: 120 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

VARIETY MEATS

- | | |
|--|--|
| - Select the offal or giblets. | - Appropriate selection, based on the intended use and instructions received |
| - Perform the preliminary operations. | - Appropriate choice of preliminary operations |
| | - Proper preparation of tools |
| | - Observance of hygiene and safety rules |
| | - Mastery of preparation techniques |
| - Apply the cooking technique. | - Correct choice of cooking technique |
| | - Mastery of cooking techniques |
| | - Proper degree of doneness |
| - Prepare the dish for serving. | - Proper thickening method, if applicable |
| | - Proper preparation of garnish, if applicable |
| | - Quality of dish prepared |
| - Arrange the offal or giblets on a plate. | - Attractive presentation |
| - Clean and tidy up the work station. | - Clean tools and equipment |
| | - Safe, orderly storage of tools and equipment |

PROFESSIONAL COOKING

MODULE 13

CODE: 901498

TITLE: MEATS, POULTRY AND GAME

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

MEATS, POULTRY AND GAME

01. To differentiate meat from poultry and game.
02. To classify butcher's meat, poultry and game.
03. To describe the various types of butcher's meat, poultry and game used in cooking.
04. To name the types of game raised and marketed in Québec.
05. To describe the components of meat.
06. To discuss the nutritional value of butcher's meat, poultry and game.
07. To describe how butcher's meat and poultry are graded.
08. To describe the different quality grades associated with each type of meat and poultry.
09. To identify and locate government inspection stamps and grading stamps on meat and poultry.
10. To explain the aging process of meat and game.
11. To list the forms in which butcher's meat, poultry and game are marketed.
12. To name the main types of cured and smoked meat on the market.
13. To list the characteristics of fresh meat.
14. To explain how meat is preserved.
15. To discuss ways of thawing meat.
16. To differentiate the types of bones in a meat carcass.
17. To name and locate the main bones in butcher's meat and furred game, using beef as a reference.
18. To name and locate the main bones in poultry and feathered game.
19. To locate the major joints.
20. To name and locate primary and hotel cuts for each type of butcher's meat, using Canadian and French terminology.
21. To specify the degree of tenderness of each cut.
22. To explain how to divide each hotel cut of butcher's meat, poultry and game into retail cuts.

PROFESSIONAL COOKING

MODULE 13

CODE: 901498

TITLE: MEAT, POULTRY AND GAME

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

MEATS, POULTRY AND GAME (Cont'd)

23. To associate cooking techniques with each cut butcher's meat, poultry and game.
24. To define the culinary terms associated with the preparation and cooking of meat, poultry and game.
25. To interpret recipes for meat, poultry and game.
- Select a piece of butcher's meat, poultry or game.
26. To determine which preliminary operations to perform on the piece of meat, poultry or game, based on its quality and its intended use.
27. To describe the procedure for dividing the most common primary cuts of meat into hotel and retail cuts.
28. To describe the procedure for cutting poultry and game into pieces.
29. To explain the technique for boning meat.
30. To describe the safety measures to observe when boning meat.
31. To determine the quantity of meat to allot per serving, based on the cut and cooking technique used.
32. To explain how to carry out other preliminary operations, such as denervating, larding, barding, sticking, tying, trussing, etc.
33. To explain the procedure for stuffing meats, poultry and game.
34. To explain how marinating affects meat and game.
35. To explain how dry brine and liquid brine are used.
36. To state the hygiene rules to observe when stuffing, marinating or brining meat.
37. To explain the procedure for breading meat.
38. To select and prepare the tools and equipment.
39. To cut the most common primary cuts of beef, veal, pork and lamb into hotel and retail cuts.
40. To cut poultry and game into pieces.
41. To apply the techniques for preparing meat, poultry and game.
42. To stuff, bread and marinate meat, poultry and game.

PROFESSIONAL COOKING

MODULE 13

CODE: 901498

TITLE: MEAT, POULTRY AND GAME

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

MEAT, POULTRY AND GAME (Cont'd)

43. To brine pork meat.

Perform the preliminary operations.

44. To list the cooking techniques for meat, poultry and game.

45. To associate various cooking techniques with specific dishes.

46. To list the factors that affect the cooking time of meat.

47. To describe the degree(s) of doneness appropriate to each type of meat.

48. To apply cooking techniques (e.g. using dry heat, moist heat or both methods) to various cuts of meat, poultry and game.

49. To cook certain meats to various degrees of doneness.

Apply the cooking technique.

50. To discuss the importance of allowing a roast to rest after it has been cooked.

51. To explain and apply the technique for making gravy.

52. To name the sauces or flavoured butters served with various grilled or sautéed meats.

53. To explain and apply the technique for making a quick sauce served with sautéed meats.

54. To thicken the sauce of meat cooked using both moist and dry heat, if applicable.

55. To assess the quality of the sauce and make the necessary corrections.

56. To prepare and add the appropriate garnishes to braised or sautéed meat served in a sauce.

57. To determine how to preserve meat cooked ahead of time.

58. To state the hygiene rules to observe to ensure proper preservation.

59. To preserve meats.

60. To describe various ways of preparing leftover meat.

61. To prepare leftover meat.

Prepare the dish for serving.

62. To discuss the conventions associated with presenting meat.

63. To cut and present roast meat.

PROFESSIONAL COOKING

MODULE 13

CODE: 901498

TITLE: MEAT, POULTRY AND GAME

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

MEAT, POULTRY AND GAME (Cont'd)

64. To present grilled meat, sautéed meat and meat cooked using moist heat or both dry and moist heat.

Arrange the meat, poultry or game on a plate.

65. To observe hygiene and safety rules when cleaning and tidying up.

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 13

CODE: 901498

TITLE: MEAT, POULTRY AND GAME

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

VARIETY MEATS

66. To differentiate between offal and giblets.

67. To describe the main characteristics of offal.

68. To identify the offal of various animals.

69. To identify giblets.

70. To discuss the nutritional value of variety meats.

71. To list the ways in which variety meats are marketed and preserved.

72. To list the characteristics of fresh variety meats.

73. To indicate different uses of variety meats.

Select the offal or giblets.

74. To define the culinary terms associated with the preparation and cooking of variety meats.

75. To describe the preliminary operations to perform before cooking each type of variety meat.

76. To perform each of these operations.

Perform the preliminary operations.

77. To list the cooking techniques that apply to each variety meat.

78. To explain how each technique is applied.

79. To apply different cooking techniques to variety meats.

Apply the cooking technique.

80. To name the sauces or flavoured butters served with certain variety meats.

81. To explain and apply the method of preparing these flavoured butters.

82. To thicken the sauce of braised variety meats, if applicable.

83. To assess the quality of the sauce and make the necessary corrections.

84. To prepare and add the appropriate garnishes to certain braised variety meats.

Prepare the dish for serving.

85. To consider different ways of presenting variety meats.

86. To present variety meats.

Arrange the offal or giblets on a plate.

PROFESSIONAL COOKING

MODULE 13

CODE: 901498

TITLE: MEAT, POULTRY AND GAME

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

VARIETY MEATS (Cont'd)

**87. To apply hygiene and safety rules when
cleaning and tidying up.**

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 14

CODE: 901505

TITLE: FISH AND SEAFOOD

DURATION: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must prepare fish and seafood dishes in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes or instructions
- Using the ingredients required to prepare a fish dish (using flat and round fish) and a seafood dish (using crustaceans and mollusks)
- Using various cooking techniques
- Using cooking tools and equipment
- Without any help

GENERAL PERFORMANCE CRITERIA

- Correct interpretation of recipes or instructions
- Observance of hygiene and safety rules
- Methodical work plan
- Mastery of preparation and cooking techniques
- Economical use of materials
- Quality of dishes prepared
- Appropriate method of preserving prepared dishes

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

FISH

- Select the fish.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate selection, based on the recipe or instructions

PROFESSIONAL COOKING

MODULE 14

CODE: 901505

TITLE: FISH AND SEAFOOD

DURATION: 75 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

FISH (Cont'd)

- | | |
|---------------------------------------|--|
| - Perform the preliminary operations. | - Appropriate choice of preliminary operations |
| | - Proper preparation of tools |
| | - Observance of hygiene and safety rules |
| | - Mastery of preparation techniques |
| | - Proper dressing |
| | - Proper cuts, if applicable |
| - Apply the cooking technique. | - Appropriate selection of cooking technique |
| | - Mastery of cooking technique |
| - Prepare the dish for serving. | - Proper thickening method, if applicable |
| | - Proper preparation of garnish, if applicable |
| | - Quality of dish prepared |
| - Arrange the fish on a plate. | - Observance of presentation standards |
| | - Attractive presentation |
| - Clean and tidy up the work station. | - Clean tools and equipment |

PROFESSIONAL COOKING

MODULE 14

CODE: 901505

TITLE: FISH AND SEAFOOD

DURATION: 75 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

MOLLUSKS AND CRUSTACEANS

- | | |
|---|--|
| - Select the mollusks or crustaceans. | - Appropriate selection, based on the recipe or instructions |
| - Perform the preliminary operations. | - Appropriate choice of preliminary operations |
| | - Proper preparation of tools |
| | - Observance of hygiene and safety rules |
| | - Mastery of preparation techniques |
| - Apply the cooking technique. | - Appropriate selection of cooking technique |
| | - Mastery of cooking technique |
| - Prepare the dish for serving. | - Proper thickening method, if applicable |
| | - Proper preparation of garnish, if applicable |
| | - Quality of dish prepared |
| - Arrange the mollusks or crustaceans on a plate. | - Observance of presentation standards |
| | - Attractive presentation |
| - Clean and tidy up the work station. | - Clean tools and equipment |
| | - Safe, orderly storage |

PROFESSIONAL COOKING

MODULE 14

CODE: 901505

TITLE: FISH AND SEAFOOD

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

FISH

01. To classify the types of fish available on the Canadian market.
02. To differentiate among the different species of fish commonly used in cooking.
03. To describe the anatomy of a fish.
04. To discuss the nutritional value of fish.
05. To list the forms in which fish is marketed.
06. To list the characteristics of fresh fish.
07. To explain how fish is preserved.
08. To indicate the various uses of fish.
09. To define the culinary terms associated with the preparation and cooking of fish.
10. To interpret recipes for fish.
14. To dress flat and round fish.
15. To explain various ways of cutting fish.
16. To list the cooking techniques for fish.
17. To associate cooking techniques with fish, based on the size of the pieces.
18. To score fish.
19. To fillet flat and round fish.
20. To cut fish into darnes or steaks.
21. To bone fish.
22. To stuff various types of fish.
23. To marinate fish to be grilled.
24. To explain and apply the techniques for coating fish.

Select the fish.

11. To select and prepare the tools and equipment.
12. To describe the operations associated with dressing fish.
13. To indicate the operations to be performed on common types of fish.

Perform the preliminary operations.

25. To explain and apply the cooking techniques that are appropriate to fish.
26. To list the factors that affect the cooking time of fish.

Apply the cooking technique.

PROFESSIONAL COOKING

MODULE 14

CODE: 901505

TITLE: FISH AND SEAFOOD

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

FISH (Cont'd)

- | | |
|---|--|
| 27. Name the sauces or flavoured butters served with fish dishes. | 33. To explain how to arrange fish on a plate, based on the type of fish and cooking technique selected. |
| 28. To make a sauce for braised fish or fish in a sauce, using cooking stock. | 34. To indicate the garnishes used in each dish. |
| 29. To assess the quality of the sauce and make the necessary corrections. | 35. To glaze the fish served in a sauce, if applicable. |
| 30. To prepare and add the garnishes, if applicable. | 36. To present each dish. |
| 31. To list various ways of preparing leftover fish. | Arrange the fish on a plate. |
| 32. To prepare leftover fish. | 37. To observe hygiene and safety rules when cleaning and tidying up. |
| Prepare the dish for serving. | Clean and tidy up the work station. |

PROFESSIONAL COOKING

MODULE 14

CODE: 901505

TITLE: FISH AND SEAFOOD

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

MOLLUSKS AND CRUSTACEANS

38. To define the following: seafood, mollusk, shellfish, crustacean and batrachian.
39. To classify the main types of mollusks and crustaceans.
40. To identify the mollusks and crustaceans commonly used in cooking.
41. To discuss the nutritional value of various types of seafood.
42. To list the forms in which mollusks, crustaceans and frogs' legs are marketed.
43. To list the characteristics of fresh mollusks and crustaceans.
44. To explain how they are preserved.
45. To describe the characteristics of the products sold as substitutes for certain types of mollusks and crustaceans.
46. To indicate various ways in which mollusks, crustaceans and frogs' legs are eaten.
47. To define the culinary terms associated with the preparation and cooking of mollusks, crustaceans and frogs' legs.
48. To interpret recipes for mollusks, crustaceans and frogs' legs.
49. To select and prepare the tools and equipment.
50. To describe the preliminary operations to perform on the frogs' legs and on each type of mollusk.
51. To perform the preliminary operations appropriate to frogs' legs and the most common types of mollusks used in cooking.
52. To describe the preliminary operations to perform on crustaceans, based on their intended use.
53. To perform each of these operations.
- Perform the preliminary operations.
54. To list and explain the cooking techniques that apply to frogs' legs, mollusks and crustaceans.
55. To apply each of these techniques.
56. To preserve the mollusks and crustaceans, if applicable.
- Apply the cooking technique.
57. To name the sauces or flavoured butters served with various mollusk or crustacean dishes.

Select the mollusks or crustaceans.

PROFESSIONAL COOKING

MODULE 14

CODE: 901505

TITLE: FISH AND SEAFOOD

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

MOLLUSKS AND CRUSTACEANS (Cont'd)

58. To make a sauce for the mollusks and crustaceans using cooking stock, if applicable.

59. To assess the quality of the sauce and make the necessary corrections.

60. To prepare and add the garnishes, if applicable.

Prepare the dish for serving.

61. To explain how raw mollusks are presented.

62. To explain how frogs' legs, mollusks and crustaceans are presented, based on the cooking technique used.

63. To indicate the garnishes for these dishes, if applicable.

64. To cook au gratin mollusks and crustaceans served in a sauce, if applicable.

65. To present each dish.

Arrange the mollusks or crustaceans on a plate.

66. To observe the hygiene and safety rules when cleaning and tidying up.

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 15

CODE: 901515

TITLE: HORS D'OEUVRES AND ENTRÉES

DURATION: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must prepare hors d'oeuvres and entrées in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes or instructions
- Using the ingredients required to prepare a cold hors d'oeuvre and a hot entrée
- Using cooking tools and equipment
- Without any help

GENERAL PERFORMANCE CRITERIA

- Correct interpretation of recipes or instructions
- Observance of hygiene and safety rules
- Methodical work plan
- Mastery of preparation and cooking techniques
- Economical use of materials
- Quality of finished product
- Attractive presentation
- Appropriate preservation method

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

PASTA AND FARINACEOUS FOODS

- | | |
|--|---|
| <ul style="list-style-type: none">- Plan the work. | <ul style="list-style-type: none">- Correct interpretation of recipes and instructions- Appropriate selection of tools and equipment- Appropriate selection of ingredients- Methodical work plan |
|--|---|

PROFESSIONAL COOKING

MODULE 15

CODE: 901515

TITLE: HORS D'OEUVRES AND ENTRÉES

DURATION: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

PASTA AND FARINACEOUS FOODS (Cont'd)

- | | |
|---|--|
| <ul style="list-style-type: none">- Make fresh pasta and farinaceous foods.
- Cook the pasta and farinaceous food.
- Prepare the pasta and farinaceous food for serving and arrange it on a plate.
- Clean and tidy up the work station. | <ul style="list-style-type: none">- Observance of hygiene and safety rules- Mastery of preparation techniques- Proper sizes and shapes
- Mastery of cooking technique- Appropriate cooking time and temperature
- Appropriate selection of garnishes or sauces for the dish- Quality of dish prepared- Attractive presentation
- Clean tools and equipment- Safe, orderly storage |
|---|--|

PROFESSIONAL COOKING

MODULE 15

TITLE: HORS D'OEUVRES AND ENTRÉES

CODE: 901515

DURATION: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

SANDWICHES AND CANAPÉS

- Determine the types of sandwiches and canapés to prepare.

- Appropriate selection, based on instructions received

- Plan the work.

- Appropriate selection of ingredients
- Methodical work plan

- Do the mise en place.

- Observance of hygiene and safety rules
- Proper preparation of ingredients
- Prepared ingredients possessing desired characteristics

- Prepare the hot and cold sandwiches and canapés.

- Reasonable quantity of filling per sandwich or canapé
- Attractive finished product

- Store the sandwiches and canapés.

- Appropriate preservation method

- Arrange the sandwiches and canapés on a plate.

- Sandwiches properly cut
- Attractive presentation

- Clean and tidy up the work station.

- Clean tools and equipment
- Safe, orderly storage

PROFESSIONAL COOKING

MODULE 15

CODE: 901515

TITLE: HORS D'OEUVRES AND ENTRÉES

DURATION: 75 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

HORS D'OEUVRES AND ENTRÉES

- | | |
|---|--|
| <ul style="list-style-type: none">- Plan the work.

- Prepare cold hors d'oeuvres and entrées.

- Prepare hot hors d'oeuvres and entrées.

- Present the hors d'oeuvres and entrées.

- Clean and tidy up the work station. | <ul style="list-style-type: none">- Correct interpretation of recipes or instructions- Appropriate selection of tools and equipment- Appropriate selection of ingredients- Methodical work plan

- Observance of hygiene and safety rules- Mastery of preparation techniques- Mastery of cooking techniques, if applicable- Quality of finished product

- Observance of hygiene and safety rules- Mastery of preparation and cooking techniques- Quality of finished product

- Appropriate selection of decorative elements- Appropriate selection of garnishes, if applicable- Attractive presentation

- Clean tools and equipment- Safe, orderly storage |
|---|--|

PROFESSIONAL COOKING

MODULE 15

CODE: 901515

TITLE: HORS D'OEUVRES AND ENTRÉES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

PASTA AND FARINACEOUS FOODS

01. To classify cheeses.

02. To describe and distinguish the main types of cheese.

03. To discuss the nutritional value of cheese.

04. To describe the methods of preserving cheese.

05. To indicate various uses of cheese in cooking.

06. To classify various types of pasta, based on their shapes.

07. To name the main farinaceous foods.

08. To indicate the main uses of pasta and farinaceous foods.

09. To define the culinary terms associated with the preparation and cooking of pasta and farinaceous foods.

10. To determine the quantity of uncooked pasta to allot per serving.

11. To interpret recipes for pasta and farinaceous foods.

12. To prepare the tools and equipment.

13. To select and weigh the ingredients.

Plan the work.

14. To describe the main steps involved in making fresh pasta and farinaceous foods.

15. To indicate the appropriate size and shape for each type of fresh pasta.

16. To name the fillings used in certain types of fresh pasta.

17. To prepare fresh pasta and farinaceous foods.

Make fresh pasta and farinaceous foods.

18. To explain and apply the technique for cooking pasta and farinaceous foods.

19. To explain the factors that affect cooking time.

20. To describe the characteristics of cooked pasta.

21. To explain the procedure to follow once the pasta is cooked.

22. To explain how cooked pasta is preserved.

Cook the pasta and farinaceous food.

23. To indicate various ways of serving pasta.

PROFESSIONAL COOKING

MODULE 15

CODE: 901515

TITLE: HORS D'OEUVRES AND ENTRÉES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

PASTA AND FARINACEOUS FOODS (Cont'd)

- | | |
|---|--|
| 24. To interpret recipes for pasta dishes and their sauces. | 30. To arrange on a plate and cook au gratin, if applicable. |
| 25. To make pasta sauces. | 31. To assess the quality of the dishes prepared and make the necessary corrections. |
| 26. To prepare pasta in various ways. | |
| 27. To arrange in a dish and cook au gratin, if applicable. | Prepare the pasta and farinaceous food for serving and arrange it on a plate. |
| 28. To name the sauces served with farinaceous foods. | 32. To apply hygiene and safety rules when cleaning and tidying up. |
| 29. To prepare dishes of farinaceous foods. | Clean and tidy up the work station. |

PROFESSIONAL COOKING

MODULE 15

CODE: 901515

TITLE: HORS D'OEUVRES AND ENTRÉES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

SANDWICHES AND CANAPÉS

- | | |
|--|--|
| 33. To classify sandwiches and canapés, according to type. | 44. To determine the quantity of filling to prepare for each type of sandwich and canapé. |
| 34. To associate types of sandwiches and canapés with various occasions. | 45. To distinguish the different cooking techniques for meats used in hot sandwiches. |
| Determine the types of sandwiches and canapés to prepare. | 46. To name the sauces served with these sandwiches, if applicable. |
| 35. To name the types of bread used to make sandwiches and canapés. | 47. To select the tools and equipment. |
| 36. To explain why butter is used in sandwiches. | 48. To select the ingredients, and weigh them if necessary. |
| 37. To describe the filling used in various compound sandwiches. | Plan the work. |
| 38. To name various condiments used to enhance the flavour of sandwiches. | 49. To prepare and bake the pastry dough for the canapés. |
| 39. To name different fillings used in canapés. | 50. To cook the basic ingredients for the canapés (e.g. meat, poultry, eggs, crustaceans). |
| 40. To differentiate caviar from other fish roe. | 51. To cut the ingredients properly. |
| 41. To name various decorative elements for cold canapés. | 52. To mix and season the fillings, if necessary. |
| 42. To interpret recipes for sandwich and canapé fillings. | 53. To taste the dishes and correct the seasoning, if necessary. |
| 43. To calculate the number of sandwiches and canapés to prepare, based on the number of persons to be served. | 54. To soften butter. |

PROFESSIONAL COOKING

MODULE 15

CODE: 901515

TITLE: HORS D'OEUVRES AND ENTRÉES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

SANDWICHES AND CANAPÉS (Cont'd)

55. To toast and butter the bread for canapés.

56. To prepare the fillings and decorative elements for canapés.

57. To prepare the sauces served with certain hot sandwiches.

Do the mise en place.

58. To prepare hot and cold, simple and compound sandwiches.

59. To prepare hot and cold canapés.

60. To glaze canapés with jelly.

Prepare the hot and cold sandwiches and canapés.

61. To select a method of preserving sandwiches and canapés.

62. To state the hygiene rules to observe when preserving sandwiches and canapés.

63. To specify the shelf life of sandwiches and canapés.

Store the sandwiches and canapés.

64. To list various ways of cutting sandwiches.

65. To list various decorative elements for sandwich platters.

66. To present the sandwiches and canapés in an attractive manner.

Arrange the sandwiches and canapés on a plate.

67. To observe hygiene and safety rules when cleaning and tidying up.

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 15

CODE: 901515

TITLE: HORS D'OEUVRES AND ENTRÉES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

HORS D'OEUVRES AND ENTRÉES

- | | |
|---|---|
| 68. To define the terms "hors d'oeuvre" and "entrée" as they are used in North America. | 79. To discuss the type of oil or vinegar to use in a vinaigrette. |
| 69. To classify hors d'oeuvres and entrées according to their basic ingredients. | 80. To identify types of rice. |
| 70. To name various hors d'oeuvres and entrées in each category. | 81. To indicate various uses of rice. |
| 71. To differentiate raw delicatessen meats from cooked delicatessen meats. | 82. To list the commercial products that are used to make hors d'oeuvres and entrées. |
| 72. To name types of cooked delicatessen meats that are commonly prepared in hotel and restaurant kitchens. | 83. To interpret various recipes for hors d'oeuvres and entrées. |
| 73. To distinguish simple salads from compound salads. | 84. To select ingredients and weigh them, if applicable. |
| 74. To name compound salads that are commonly prepared in commercial kitchens. | 85. To explain how to prepare the moulds used to cook pâtés and terrines. |
| 75. To list their main components. | 86. To explain how to cook pâtés and terrines and check for doneness. |
| 76. To identify salads that are generally served as an entrée and those that are generally served as a main course. | 87. To explain how to prepare the moulds used for jellied dishes. |
| 77. To name the dressings normally used on salads. | 88. To prepare the tools and equipment. |
| 78. To list the main components of a vinaigrette. | Plan the work. |
| | 89. To explain and apply various techniques for cooking rice. |
| | 90. To describe the characteristics of properly cooked rice. |

PROFESSIONAL COOKING

MODULE 15

CODE: 901515

TITLE: HORS D'OEUVRES AND ENTRÉES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

HORS D'OEUVRES AND ENTRÉES (Cont'd)

- | | |
|---|---|
| 91. To reheat or finish the rice after it has been cooked. | 102. To describe briefly the main varieties of hors d'oeuvres and entrées prepared with pastry dough (e.g. allumettes, bouchées, pannequets, fritters). |
| 92. To define crudités. | |
| 93. To name various ways of cutting the ingredients for salads. | 103. To list the fillings used in making d'oeuvres and entrées. |
| 94. To prepare simple and compound salads. | 104. To name hors d'oeuvres and entrées not made with pastry dough. |
| 95. To prepare cold sauces, such as vinaigrettes, salad dressings, dips, etc. | 105. To prepare different varieties of hot hors d'oeuvres and entrées. |
| 96. To assess the quality of the sauces and make the necessary corrections. | 106. To prepare sauces or flavoured butters served with hot hors d'oeuvres and entrées, if applicable. |
| 97. To prepare cooked delicatessen meats (e.g. pâtés, terrines, galantines) commonly prepared in hotel and restaurant kitchens. | 107. To assess the quality of the dishes prepared and make the necessary corrections. |
| 98. To prepare other varieties of cold hors d'oeuvres and entrées. | Prépare hot hors d'oeuvres and entrées. |
| 99. To season the hors d'oeuvres and entrées, if necessary. | 108. To describe the procedure for unmoulding jellied dishes. |
| 100. To assess the quality of the dishes prepared. | 109. To describe how to arrange various types of hors d'oeuvres and entrées on a plate. |
| Prépare cold hors d'oeuvres and entrées. | |
| 101. To associate hot hors d'oeuvres and entrées with various types of pastry dough. | 110. To name the decorative elements and garnishes that are appropriate to various types of hors d'oeuvres and entrées, if applicable. |

PROFESSIONAL COOKING

MODULE 15

CODE: 901515

TITLE: HORS D'OEUVRES AND ENTRÉES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

HORS D'OEUVRES AND ENTRÉES (Cont'd)

- 111. To prepare the decorative elements and garnishes.**
- 112. To arrange each hors d'oeuvre and entrée on a dish.**
- 113. To season them, if necessary.**
- 114. To explain and apply the technique for glazing hors d'oeuvres and entrées.**
- 115. To glaze hors d'oeuvres and entrées or cook them au gratin.**

Present the hors d'oeuvres and entrées.

- 116. To observe hygiene and safety rules when cleaning or tidying up.**

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 16

TITLE: PASTRIES

CODE: 901524

DURATION: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
make pastries
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- following recipes and instructions
- Using previously prepared puff pastry and the ingredients required to make twelve tartlets of sweet pastry and twelve pastries of puff or choux pastry
- Using common cooking tools and equipment
- Without any help

GENERAL PERFORMANCE CRITERIA

- Observance of hygiene and safety rules
- Mastery of preparation and finishing techniques
- Methodical work plan
- Proper verification during baking
- Quality of finished product

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Plan the work.
- Prepare the pastry dough.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of recipes and instructions
- Proper preparation of equipment
- Appropriate selection of ingredients
- Accurate weights and measurements
- Mastery of preparation techniques

PROFESSIONAL COOKING

MODULE 16

TITLE: PASTRIES

CODE: 901524

DURATION: 60 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Prepare the filling.
- Prepare the pastry dough for baking.
- Bake the pastry dough.
- Apply the finishing technique.
- Present the pastry.
- Clean and tidy up the work station.

SPECIFIC PERFORMANCE CRITERIA

- Mastery of preparation techniques
- Observance of preservation standards
- Mastery of appropriate techniques
- Sufficient quantity of pastry dough
- Uniform size and shape
- Proper assessment and verification during baking
- Appropriate finishing technique
- Attractive presentation
- Clean equipment and work station
- Safe, orderly storage

PROFESSIONAL COOKING

MODULE 16

CODE: 901524

TITLE: PASTRIES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

01. To list the types of pastry dough used in pastry-making.
02. To associate pastries with different types of pastry dough.
03. To study models and illustrations of pastries.
04. To determine which pastries to make.
05. To interpret the recipes for these pastries.
06. To define the pastry terms in each of these recipes.
07. To determine the steps involved in making each type of pastry.
08. To select and prepare the tools and equipment.
09. To describe the characteristics of the basic ingredients used specifically in pastry-making.
10. To select the ingredients.
11. To weigh and measure the ingredients.
- Plan the work.
12. To describe the technique for preparing sweet pastry.
13. To describe what happens if the technique is applied improperly.
14. To prepare the sweet pastry.
15. To store the sweet pastry.
16. To prepare other types of pastry dough required to make the pastries selected.
17. To store the pastry dough, if necessary.
- Prepare the pastry dough.
18. To explain the techniques for preparing creams and fillings.
19. To explain what happens if these techniques are applied improperly.
20. To prepare creams and fillings.
21. To assess the quality of these creams and fillings, and make the necessary corrections.
22. To store the creams and fillings.
- Prepare the filling.
23. To describe the operations to perform to prepare each type of pastry dough for baking.
24. To perform the operations appropriate to each type of pastry dough (e.g. rolling out, lining, dropping).

PROFESSIONAL COOKING

MODULE 16

CODE: 901524

TITLE: PASTRIES

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

25. To store the pastry dough, if necessary, according to the appropriate preservation method.

26. To fill, if necessary.

27. To cover the filling with another layer of pastry dough, if applicable.

28. To perform the necessary operations prior to baking (e.g. glaze with egg yolk, mark, crimp or flute).

Prepare the pastry dough for baking.

29. To explain the effects of heat on each of the products to be baked.

30. To list the factors that affect the baking time of each of these products.

31. To bake these products.

32. To check the products during baking.

Bake the pastry dough.

33. To plan the steps involved in finishing each product.

34. To prepare the necessary finishing elements.

35. To explain how the various finishing elements are applied.

36. To explain what happens if the finishing elements are improperly applied.

37. To finish each product.

38. To make sure the product conforms to the model selected or the presentation standards for the product.

39. To explain how pastries are preserved.

40. To indicate their shelf life.

41. To store pastries.

Apply the finishing technique.

42. To indicate various ways of presenting pastries.

43. To present pastries.

Present the pastry.

44. To observe hygiene and safety rules when cleaning and tidying up.

Clean and tidy up.

PROFESSIONAL COOKING

MODULE 17

CODE: 901533

TITLE: ENTRENETS

DURATION: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must prepare entremets (cream- and egg-based desserts) in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following a specification sheet, recipes and instructions
- Using the ingredients required to make a hot entremets, a cold entremets and a frozen entremets
- Using common cooking tools and equipment
- Without any help

GENERAL PERFORMANCE CRITERIA

- Observance of hygiene and safety rules
- Methodical work plan
- Mastery of appropriate techniques
- Appropriate preservation method
- Quality of finished product

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Plan the work.
- Do the mise en place.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of recipes and instructions
- Proper preparation of tools and equipment
- Appropriate selection of basic ingredients
- Accurate weights and measurements
- Mastery of techniques for preparing mixtures
- Observance of instructions and cooking time
- Orderliness and methodical work plan
- Preparation possessing the desired characteristics

PROFESSIONAL COOKING

MODULE 17

CODE: 901533

TITLE: **ENTREMETS**

DURATION: 45 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| <ul style="list-style-type: none">- Make the entremets.
- Present the entremets.
- Clean and tidy up the work station. | <ul style="list-style-type: none">- Mastery of techniques for making entremets- Entremets possessing the desired characteristics
- Attractive presentation
- Clean equipment and work station- Safe, orderly storage |
|--|--|

PROFESSIONAL COOKING

MODULE 17

CODE: 901533

TITLE: ENTREMETS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|---|--|
| 01. To define entremets. | 14. To explain the technique for preparing each mixture. |
| 02. To classify the main types of entremets. | 15. To explain the cooking technique, if applicable. |
| 03. To describe certain traditional entremets. | 16. To describe the characteristics of a mixture that is cooked. |
| 04. To describe certain modern entremets. | 17. To apply the techniques for preparing each mixture. |
| 05. To identify the entremets to be prepared. | 18. To cook the mixture, if necessary. |
| 06. To name the main components of each type of entremets. | 19. To assess the quality of each preparation. |
| 07. To interpret the recipe(s) for each type of entremets. | 20. To select a preservation method. |
| 08. To define the pastry terms used in each of the recipes. | 21. To store the various preparations. |
| 09. To determine steps involved in making each entremets. | Do the mise en place. |
| 10. To select and prepare the tools and equipment. | 22. To determine steps involved in making each entremets. |
| 11. To select the ingredients. | 23. To apply the appropriate techniques. |
| 12. To weigh and measure the ingredients. | 24. To name the various finishing elements and garnishes. |
| Plan the work. | 25. To finish the entremets. |
| 13. To describe the components required for the mise en place of each entremets (e.g. G noise batter, cookie batter, meringue, cream, mousse, frozen preparations). | 26. To prepare the garnishes, if applicable. |
| | 27. To assess the quality of the entremets and garnishes. |

PROFESSIONAL COOKING

MODULE 18

TITLE: MISE EN PLACE AND SERVICE: SIMPLE MENUS

CODE: 901546

DURATION: 90 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 use knowledge and skills when preparing and serving simple menus.

SPECIFIC OUTCOMES

During this module, the students will:

- Occupy various positions in a commercial kitchen team
- Make progress in doing the mise en place and in serving
- Become accustomed to working in a team without direct supervision

LEARNING CONTEXT

Outline of student activities:

PHASE I: Information

- Identifying various positions in a commercial kitchen team.
- Learning the duties and responsibilities of each position.
- Recognizing the importance of cooperation and teamwork when preparing and serving meals.

PHASE II: Implementation

- Occupying every position in a commercial kitchen team.
- Developing their planning abilities.

PARTICIPATION CRITERIA

The students must:

PHASE I

- Summarize in a written report the activities associated with each position and their relationship to other activities in the food-service industry.

PHASE II

- Carry out efficiently the activities associated with each position.
- Improve speed and accuracy during their training.

PROFESSIONAL COOKING

MODULE 18

TITLE: MISE EN PLACE AND SERVICE: SIMPLE MENUS

CODE: 901546

DURATION: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

Outline of student activities:

- Doing the mise en place and serving simple menus.

PARTICIPATION CRITERIA

The students must:

- Strive for improvement.
- Work calmly and methodically and maintain good relations with their colleagues.

PHASE III: Evaluation

- Assessing their work and work methods in the mise en place and service.
- Evaluating their ability to work in a team.
- Discussing their views on work in a commercial kitchen team with their colleagues and their supervisor.

PHASE III

- React positively to criticism from the supervisor.
- Assess their own strengths and weaknesses realistically in discussion with their supervisor.

INSTRUCTIONAL GUIDELINES

The teacher will:

- Plan a simple menu consisting of a hot or cold hors d'oeuvre, a soup, a main dish, a starchy food, two vegetables and a dessert.
- Plan the mise en place and service for 30 to 75 place settings.
- Increase the difficulty of the mise en place and service by increasing the number of dishes or increasing the difficulty of their production.
- Foster the students' sense of responsibility.
- Encourage the students to organize their work in an orderly, methodical and efficient manner.
- Ensure that the students observe hygiene and safety rules.
- Foster team spirit and striving for excellence.
- Provide the students with models to follow.
- Provide students with the means to act calmly and efficiently and to cope effectively with the stress of serving.

PROFESSIONAL COOKING

MODULE 18

CODE: 901546

TITLE: MISE EN PLACE AND SERVICE: SIMPLE MENUS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|--|--|
| 01. To describe the organizational chart of a commercial kitchen team. | 14. To prepare the garnishes and finishing elements. |
| 02. To describe the various positions in a commercial kitchen team. | 15. To make sure the work area is clean. |
| 03. To describe the responsibilities associated with each position in a commercial kitchen team. | 16. To make sure the mise en place is complete. |
| 04. To associate menu items with the positions that are responsible for their production. | 17. To select and prepare the equipment needed for serving. |
| 05. To discuss the importance of teamwork in a commercial kitchen team. | 18. To find out how the dishes are to be presented. |
| | 19. To read a dining-room order. |
| Phase 1: Information | 20. To cook foods to order. |
| 06. To interpret the recipe(s) associated with a particular position in the team. | 21. To make quick sauces, if applicable. |
| 07. To obtain the basic ingredients. | 22. To finish the sauces by thickening them. |
| 08. To select the tools and equipment. | 23. To add the garnishes. |
| 09. To check the operating condition of the equipment. | 24. To arrange a dish according to a suggested model. |
| 10. To perform the preliminary operations. | 25. To store reusable foods in accordance with hygiene and safety rules. |
| 11. To use the appropriate cutting techniques. | 26. To clean up the work station. |
| 12. To use the cooking techniques that are appropriate to the mise en place. | 27. To store the tools and equipment. |
| 13. To carry out the necessary verifications during cooking. | |
- Phase II: Implementation**

PROFESSIONAL COOKING

CODE: 901546

MODULE 18

TITLE: MISE EN PLACE AND SERVICE: SIMPLE MENUS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- 28. To evaluate the quality of their work.
- 29. To evaluate their work methods.
- 30. To evaluate their productivity in the mise en place and service.
- 31. To evaluate their attitudes toward teamwork.

Phase III: Evaluation

PROFESSIONAL COOKING

MODULE 19

TITLE: MISE EN PLACE AND SERVICE: BREAKFAST

CODE: 901554

DURATION: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
prepare and serve breakfast
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following a breakfast menu
- For 8 to 10 customers
- Using the necessary tools, equipment and basic ingredients
- According to the customers' orders
- Without any help

GENERAL PERFORMANCE CRITERIA

- Observance of hygiene and safety rules
- Methodical work plan
- Proper application of preparation and cooking techniques
- Observance of customers' orders
- Methodical, efficient technique
- Quality of dishes prepared
- Professional attitudes and behaviour

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Become familiar with the breakfast menu.
- Plan the work.

SPECIFIC PERFORMANCE CRITERIA

- General description of menu items
- Appropriate selection of tools and equipment
- Proper selection of basic ingredients

PROFESSIONAL COOKING

MODULE 19

CODE: 901554

TITLE: MISE EN PLACE AND SERVICE: BREAKFAST

DURATION: 60 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Do the mise en place.
- Serve breakfast.
- Clean and tidy up the work station.

SPECIFIC PERFORMANCE CRITERIA

- Observance of hygiene and safety rules
- Mastery of preparation techniques
- Complete, orderly mise en place
- Mastery of cooking techniques
- Efficient coordination of work
- Conformity to customers' orders
- Prompt service
- Attractive presentation
- Proper storage of foods, tools and equipment
- Clean work area

PROFESSIONAL COOKING

MODULE 19

CODE: 901554

TITLE: MISE EN PLACE AND SERVICE: BREAKFAST

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

01. To differentiate among various types of breakfast.
02. To list the courses making up each type of breakfast.
03. To name fruits commonly served at breakfast.
04. To name hot and cold cereals that appear on breakfast menus.
05. To associate techniques for cooking eggs with the appropriate categories.
06. To describe the composition of common egg dishes, such as eggs benedict, eggs à la Henri IV, Spanish omelet, etc.
07. To name common breakfast meats.
08. To name various baked products and types of crêpes served at breakfast.
09. To name the cheeses, beverages and side dishes served at breakfast.
10. To interpret recipes for breakfast menus.
11. To obtain the basic ingredients.
12. To select and prepare the tools and equipment.
13. To prepare the fruits and fruit juices.
14. To prepare crêpe and French toast batter.
15. To use the appropriate cutting techniques.
16. To use the techniques that are appropriate to the mise en place.
17. To prepare the garnishes and decorative elements.
18. To make the coffee.
19. To explain the technique for preparing hot cereals.
20. To describe techniques for cooking eggs.
21. To specify the time required to boil eggs in their shell.
22. To describe the characteristics of cooked eggs, based on the cooking technique used.
23. To describe the cooking techniques that apply to breakfast meats.
24. To explain how to cook crêpes and French toast.
25. To plan the sequence in which to serve various types of breakfasts.

Become familiar with the breakfast menu.

Plan the work to be done.

PROFESSIONAL COOKING

CODE: 901554

MODULE 19

TITLE: MISE EN PLACE AND SERVICE: BREAKFAST

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- 26. To read a dining-room order.
- 27. To cook the food according to the customer's standards or order.
- 28. To reheat baked products, if requested.
- 29. To arrange dishes in an attractive manner.

Serve breakfast.

- 30. To store reusable foods in accordance with hygiene and safety rules.
- 31. To clean up the work station.
- 32. To store the tools and equipment.

Clean and tidy up the work station.

PROFESSIONAL COOKING

MODULE 20

TITLE: MISE EN PLACE AND SERVICE: TABLE D'HÔTE MENUS

CODE: 901566

DURATION: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must prepare and serve table d'hôte menus in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- In one of the following positions:
 - Garde Manger (cold hors d'oeuvres, cold entrées and salads)
 - Soup and Vegetable Chef (hot hors d'oeuvres, soups and vegetables)
 - Sauce, Roast and Fish Chef (hot entrées and main dishes)
 - Pastry Chef (pastries and desserts)
- For a menu consisting of:
 - 2 cold hors d'oeuvres
 - 3 soups
 - 2 hot entrées
 - 3 to 5 main dishes
 - 2 starchy foods, 2 vegetables
 - 1 salad
 - 2 to 3 desserts
- Following recipes and instructions
- Using the necessary ingredients
- Using the tools and equipment commonly used in hotel and restaurant kitchens
- Under the supervision of a production coordinator
- For 30 to 75 place settings

GENERAL PERFORMANCE CRITERIA

- Observance of hygiene and safety rules
- Methodical work plan
- Correct application of appropriate techniques
- Observance of instructions for the particular position
- Quality of the finished product
- Professional attitudes and behaviour

PROFESSIONAL COOKING

MODULE 20

TITLE: MISE EN PLACE AND SERVICE: TABLE D'HÔTE MENUS

CODE: 901566

DURATION: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Plan the work.
- Do the mise en place.
- Plan the service.
- Serve the dishes.
- Clean and tidy up the work station.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of the function and duties
- Correct interpretation of recipes and instructions
- Appropriate selection of tools and equipment
- Proper quantity and quality of basic ingredients
- Efficient organization
- Proper preparation methods and observance of standards
- Correct application of cutting and cooking techniques
- Observance of hygiene and safety rules
- Observance of time limit
- Complete, proper verification that the mise en place conforms to the recipes and instructions
- Efficient, methodical planning
- Correct interpretation of the instructions and order
- Observance of hygiene and safety rules
- Observance of presentation standards
- Attractive presentation
- Quality of dish(es) served
- Efficient service
- Observance of time limit
- Proper storage of foods, tools and equipment
- Clean work area

PROFESSIONAL COOKING

MODULE 20

CODE: 901566

TITLE: MISE EN PLACE AND SERVICE: TABLE D'HÔTE MENUS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|--|--|
| 01. To name the various positions in a commercial kitchen team. | 14. To select and prepare the material needed for serving. |
| 02. To associate menu items with the positions responsible for their production. | 15. To determine how the dishes are to be presented. |
| 03. To interpret recipe(s) associated with a particular position. | Plan the service. |
| 04. To obtain the basic ingredients. | 16. To read the dining-room order. |
| 05. To select the tools and equipment. | 17. To cook foods to order. |
| 06. To check the operating condition of the equipment. | 18. To make quick sauces, if applicable. |
| Plan the work. | 19. To finish the sauces by thickening them. |
| 07. To perform the preliminary operations. | 20. To add the garnishes. |
| 08. To use the appropriate cutting techniques. | 21. To arrange the dishes in an attractive manner. |
| 09. To apply the cooking techniques that are appropriate to the mise en place. | Serve the dishes. |
| 10. To make the necessary verifications during cooking. | 22. To store reusable foods in accordance with hygiene and safety rules. |
| 11. To prepare the garnishes and finishing elements. | 23. To clean up the work station. |
| 12. To make sure the work area is clean. | 24. To store the tools and equipment. |
| Do the mise en place. | Clean and tidy up the work station. |
| 13. To make sure the mise en place is complete. | |

PROFESSIONAL COOKING

MODULE 21

CODE: 901576

TITLE: MISE EN PLACE AND SERVICE: À LA CARTE MENUS

DURATION: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
prepare and serve à la carte menus
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- In one of the following positions:
 - Garde Manger (cold hors d'oeuvres, cold entrées and salads)
 - Soup and Vegetable Chef (hot hors d'oeuvres, soups and vegetables)
 - Sauce, Roast and Fish Chef (hot entrées and main dishes)
 - Pastry Chef (pastries and desserts)
- For a menu consisting of:
 - 2 or 3 cold hors d'oeuvres
 - 3 soups
 - 3 hot entrées
 - 5 to 8 main dishes
 - A wide variety of vegetables and starchy foods
 - A variety of salads
 - A cheese selection
 - A variety of desserts
- Following recipes and instructions
- Using the necessary ingredients
- Using tools and equipment commonly used in hotel and restaurant kitchens
- Under the supervision of a production coordinator
- For 30 to 75 place settings

GENERAL PERFORMANCE CRITERIA

- Observance of hygiene and safety rules
- Methodical work plan
- Correct application of appropriate techniques
- Precise technical movements
- Observance of instructions for the particular position
- Quality of the finished product
- Professional attitudes and behaviour

PROFESSIONAL COOKING

MODULE 21

CODE: 901576

TITLE: MISE EN PLACE AND SERVICE: À LA CARTE MENUS

DURATION: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| <ul style="list-style-type: none">- Plan the work.

- Do the mise en place.

- Plan the service.

- Serve the dishes. | <ul style="list-style-type: none">- Correct interpretation of the function and duties- Correct interpretation of recipes and instructions- Appropriate selection of tools and equipment- Proper quantity and quality of basic ingredients- Efficient organization
- Proper preparation techniques and observance of standards- Correct application of cutting and cooking techniques- Observance of hygiene and safety rules- Observance of time limit- Efficiency- Sense of organization- Complete, appropriate mise en place, according to the recipes and instructions- Economical use of materials
- Complete, proper verification that the mise en place conforms to the recipes and instructions- Efficient, methodical planning
- Correct interpretation of the instructions and order- Observance of hygiene and safety rules- Observance of presentation standards- Attractive presentation- Quality of dish(es) served- Efficient service- Observance of time limit |
|--|--|

PROFESSIONAL COOKING

MODULE 21

CODE: 901576

TITLE: MISE EN PLACE AND SERVICE: À LA CARTE MENUS

DURATION: 90 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- Clean and tidy up the work station.

- Proper storage of foods, tools and equipment
- Clean work area

PROFESSIONAL COOKING

MODULE 21

CODE: 901576

TITLE: MISE EN PLACE AND SERVICE: A LA CARTE MENUS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|--|--|
| 01. To describe the responsibilities of each position in a commercial kitchen team. | 14. To select and prepare the material needed for serving. |
| 02. To associate menu items with the positions responsible for their production. | 15. To determine how the dishes are to be presented. |
| 03. To interpret the recipes and instructions associated with a particular position. | Plan the service. |
| 04. To obtain the appropriate quantity and quality of basic ingredients. | 16. To read the dining-room order. |
| 05. To select the tools and equipment. | 17. To cook the food to order. |
| 06. To check the operating condition of the equipment. | 18. To make quick sauces, if applicable. |
| Plan the work. | 19. To finish the sauces by thickening them. |
| 07. To perform the preliminary operations. | 20. To add the garnishes. |
| 08. To use the appropriate cutting techniques. | 21. To arrange the dishes in an attractive manner. |
| 09. To apply the cooking methods that are appropriate to the mise en place. | Serve the dishes. |
| 10. To make the necessary verifications during cooking. | 22. To store reusable foods in accordance with hygiene and safety rules. |
| 11. To prepare the garnishes and finishing elements. | 23. To clean up the work station. |
| 12. To make sure the work area is clean. | 24. To store the tools and equipment. |
| Do the mise en place. | Clean and tidy up the work station. |
| 13. To make sure the mise en place is complete. | |

PROFESSIONAL COOKING

MODULE 22

TITLE: CULINARY DECORATION

CODE: 901583

DURATION: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
create decorative pieces for cold buffets
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the ingredients required to make a small decorative piece
- Using cooking tools and equipment
- Using class notes, illustrations or photographs

GENERAL PERFORMANCE CRITERIA

- Methodical work plan
- Complete mise en place, appropriate to the pieces and their garnishes
- Correct use of decorating techniques
- Observance of basic principles of culinary design
- Observance of hygiene and safety rules
- Attractive presentation

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Plan the work.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of recipes and instructions
- Methodical work plan
- Appropriate selection of ingredients
- Appropriate selection of tools and equipment

PROFESSIONAL COOKING

MODULE 22

CODE: 901583

TITLE: CULINARY DECORATION

DURATION: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- Do the mise en place.
- Decorate the piece.
- Arrange the piece.
- Store the piece.
- Clean and tidy up the work station.

SPECIFIC PERFORMANCE CRITERIA

- Mastery of techniques for preparing pieces and garnishes
- Mastery of appropriate cooking techniques
- Proper cooling method
- Appropriate selection and proper preparation of decorative elements
- Observance of hygiene and safety rules
- Mastery of technique for preparing a piece for decoration
- Correct use of decorating techniques
- Observance of basic principles of culinary design
- Appropriate selection of presentation material
- Clean presentation material
- Attractive presentation
- Appropriate preservation method
- Strict adherence to hygiene rules
- Clean tools and equipment
- Safe, orderly storage

PROFESSIONAL COOKING

MODULE 22

CODE: 901583

TITLE: CULINARY DECORATION

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|---|---|
| 01. To define culinary decoration. | 14. To identify tools and equipment used in culinary decoration. |
| 02. To name dishes served in cold buffets. | 15. To name the elements used to mask and glaze the pieces. |
| 03. To define the term "showpiece." | 16. To name the ingredients of a white chaud-froid and a brown chaud-froid sauce. |
| 04. To study models of showpieces and other decorative pieces. | 17. To explain the use of each sauce. |
| 05. To name the types of meat, poultry, fish and crustaceans commonly used in showpieces. | 18. To name the elements used to colour and flavour jellies. |
| 06. To define the basic principles of culinary design. | 19. To select an appropriate model for decorating the piece (e.g. illustration, photo, sketch, etc.) |
| 07. To state the basic rules of culinary decoration. | 20. To draw a sketch of each piece to be produced. |
| 08. To differentiate flat decoration from relief (three-dimensional) decoration. | 21. To select the necessary ingredients. |
| 09. To identify the shapes used in flat and relief decoration. | 22. To prepare the tools and equipment. |
| 10. To list the elements commonly used in flat and relief decoration. | Plan the work. |
| 11. To interpret recipes for decorative pieces. | 23. To describe the steps involved in doing the mise en place: preliminary operations, cooking, cooling, preparing the decorative elements. |
| 12. To determine the steps involved in preparing each decorative piece. | 24. To carry out the preliminary operations appropriate to each piece. |
| 13. To name the garnishes appropriate to each decorative piece. | |

PROFESSIONAL COOKING

MODULE 22

CODE: 901583

TITLE: CULINARY DECORATION

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|---|---|
| 25. To cook the pieces and allow them to cool. | 38. To identify the material needed to arrange each piece on a plate. |
| 26. To carry out the operations preparatory to baking (e.g. dressing, modelling, etc.). | 39. To state the basic rules for presenting decorative pieces. |
| 27. To describe how a chaud-froid sauce is prepared. | 40. To prepare the material needed to present the pieces. |
| 28. To prepare the required chaud-froid sauces. | 41. To arrange the pieces in an attractive manner, in accordance with presentation standards. |
| 29. To colour and flavour the jellies, as required. | 42. To evaluate the aesthetic qualities of various presentations. |
| 30. To prepare the appropriate garnishes. | 43. To identify the condiments and sauces to be served with the pieces, if applicable. |
| 31. To describe how various elements of flat and relief decoration are prepared. | Arrange the piece. |
| 32. To prepare these decorative elements for each piece. | 44. To select a method of preserving the pieces. |
| Do the mise en place. | 45. To state the hygiene rules to observe when preserving the pieces. |
| 33. To explain how chaud-froid sauce and glaze are applied. | 46. To preserve the pieces. |
| 34. To apply chaud-froid sauce and glaze. | Store the piece. |
| 35. To describe how various decorative elements are applied. | 47. To observe hygiene and safety rules when cleaning and tidying up. |
| 36. To become skilled at applying decorative elements. | Clean and tidy up the work station. |
| 37. To develop a sense of aesthetics. | |

Decorate the piece.

PROFESSIONAL COOKING

MODULE 23

CODE: 901593

TITLE: **MISE EN PLACE AND SERVICE: BUFFETS**

DURATION: 45 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 prepare and serve buffets.

SPECIFIC OUTCOMES

During this module, the students will:

- Prepare and present buffet items.
- Become accustomed to serving buffet items to customers.
- Develop their judgment.

LEARNING CONTEXT

Outline of student activities:

PHASE I: Information

- Learning about various types of buffets.
- Studying various ways of arranging buffet items.
- Becoming familiar with various ways of presenting cheese.

PHASE II: Mise en Place

- Preparing the buffet items.
- Arranging the buffet items.
- Setting up the buffet table.

PARTICIPATION CRITERIA

The students must:

PHASE I

- Summarize, in a written report of about half a page, the characteristics of a buffet appearing in an illustration.
- Prepare a cheese plate containing five types of cheese for a given number of guests.

PHASE II

- Prepare and present certain buffet items properly and efficiently.

PROFESSIONAL COOKING

MODULE 23

CODE: 901593

TITLE: MISE EN PLACE AND SERVICE: BUFFETS

DURATION: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

Outline of student activities:

PHASE III: Buffet Service

- Taking their places at their appointed work stations.
- Offering the items to the customers.
- Serving the items.

PHASE IV: Cleaning up

- Clearing the buffet table.
- Cleaning and tidying up.

PARTICIPATION CRITERIA

The students must:

PHASE III

- Address customers in a courteous manner and provide accurate information.
- Serve the items skilfully and with ease.

PHASE IV

- Observe hygiene and safety rules throughout this phase.

INSTRUCTIONAL GUIDELINES

The teacher will:

- Plan two buffets (one of which could be a brunch) to enable the students to practise doing the mise en place and serving twice.
- Plan a mise en place for approximately 75 customers.
- Encourage teamwork.
- Help the students organize their work.
- Make sure the hygiene and safety rules are observed.
- Supervise the quality of the preparations and presentations.
- Encourage artistic expression and foster a sense of aesthetics.
- Encourage individual and group efforts.
- See that each student serves some items.
- Help make the service efficient.
- Suggest tips on how to be more at ease in front of customers.
- Expect the students to behave in a professional manner, to use appropriate language and to be courteous.

PROFESSIONAL COOKING

MODULE 23

CODE: 901593

TITLE: MISE EN PLACE AND SERVICE: BUFFETS

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

01. To study various types of buffets.
02. To list the categories of dishes usually served in each type of buffet.
03. To identify dishes in each category for each type of buffet.
04. To study various ways of arranging buffet items.
05. To evaluate the quality of the presentations.
06. To justify their evaluations.
07. To explain the rules to observe when cutting and presenting cheese.
08. To specify the amount of cheese to allot per serving for various occasions.
09. To name the garnishes served with cheese.
10. To identify the material used to present cheese.
11. To cut and present cheese.
12. To preserve cheese.
13. To recognize the importance of planning a buffet.
14. To list the factors to consider when planning a buffet.
15. To list the main tasks involved in preparing a particular type of buffet.
16. To estimate the time required to prepare and arrange various buffet items.
17. To plan the tasks within a given period of time.
18. To prepare and present hot and cold buffet items, according to the type of buffet.
19. To state the rules to follow when arranging a buffet table.
20. To select the tools for cutting and serving the dishes.
21. To discuss how to select decorative accessories for a buffet table.
22. To arrange the items on the table in an attractive fashion and in logical order.
23. To put the serving utensils and decorative accessories in the appropriate places.

Phase II: Mise en place

24. To identify the various work stations at a buffet table.

PROFESSIONAL COOKING

CODE: 901593

MODULE 23

TITLE: **WISE EN PLACE AND SERVICE: BUFFETS**

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

- | | |
|--|---|
| 25. To list the responsibilities of the buffet chef with respect to each station. | 36. To clean the buffet table. |
| 26. To explain how various pieces in the buffet should be cut up. | 37. To list the factors to consider when determining which foods can be reused. |
| 27. To discuss how to act in front of customers and how to communicate with them when serving. | 38. To select the foods that can be reused. |
| 28. To explain the importance of knowing the ingredients of the dishes served. | 39. To justify their decision. |
| 29. To anticipate solutions to problems that may arise when a buffet is served. | 40. To preserve these foods properly. |
| 30. To take their place at their respective stations. | 41. To describe how buffet leftovers can be prepared. |
| 31. To make the necessary verifications. | 42. To clean the work station. |
| 32. To offer dishes to customers. | 43. To observe the appropriate hygiene and safety rules. |
| 33. To cut up showpieces and other dishes. | |
| 34. To demonstrate how various serving utensils are used. | |
| 35. To take responsibility for the tasks assigned to them. | |

Phase III: Buffet Service

Phase IV: Cleaning Up

PROFESSIONAL COOKING

MODULE 24

CODE: 901607

TITLE: INTRODUCTION TO THE WORK ENVIRONMENT

DURATION: 105 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 use knowledge and skills in a work environment.

SPECIFIC OUTCOMES

During this module, the students will:

- Look for a practicum position.
- Practise the trade of professional cook outside the school context.
- Continue their personal and professional development in a work environment.

LEARNING CONTEXT

PARTICIPATION CRITERIA

Outline of student activities:

The students must:

PHASE I: Looking for a Practicum Position

PHASE I

- Identifying the establishments that are likely to accept trainees.
- Selecting an establishment and asking for an interview.
- Presenting their résumés.
- Applying for a position and requesting an answer.

- Prepare for their interviews and write their résumés according to set rules.
- Carry out all the steps involved in looking for a practicum position.
- Be able to explain why they have chosen a particular establishment and present the results of their search to the teacher.

PHASE II: Practising the Trade

PHASE II

- Becoming familiar with the organization and operation of the establishment.

- Carry out the tasks assigned to them, according to their agreement with the establishment and the supervisor of the practicum.

PROFESSIONAL COOKING

MODULE 24

CODE: 901607

TITLE: INTRODUCTION TO THE WORK ENVIRONMENT

DURATION: 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

Outline of student activities:

- Becoming familiar with the position to be filled and the tasks to be carried out.
- Carrying out the tasks according to the supervisor's standards.
- Asking for feedback from the supervisor.
- Keeping a daily journal.

PHASE III: Evaluation

- Presenting a report on their practicum.
- Discussing their experiences with others in the class.
- Assessing their career choice and clarifying their career objectives.
- Participating in a joint evaluation of their practicum.

PARTICIPATION CRITERIA

The students must:

- Be open to and participate actively in meetings with the supervisor of the practicum.
- Write in their journals on a daily basis.
- Demonstrate, throughout the practicum, the attitudes and behaviour expected of a professional cook.

PHASE III

- Write and present a report on their practicum according to the instructions received.
- Describe specific aspects of their practicum.
- Participate actively in the joint evaluation of their practicum.

INSTRUCTIONAL GUIDELINES

The teacher will:

- Contact various establishments and make a list of the establishments in the area that might be willing to accept trainees.
- Make formal arrangements for the support and supervision of the trainees.
- Encourage cooperation between the establishments and the school.
- Help the students look for a practicum position.
- Visit the trainees at work on a regular basis.
- Help the students solve problems that may arise during their practicum.

PROFESSIONAL COOKING

MODULE 24

CODE: 901607

TITLE: INTRODUCTION TO THE WORK ENVIRONMENT

DURATION: 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE

SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher will:

- Assess the establishments and their supervision of the students.
- Discuss the practicum regularly with each student, using the student's journal as the basis for discussion.
- Encourage the students to make a critical evaluation of their practicum.

PROFESSIONAL COOKING

MODULE 24

CODE: 901607

TITLE: INTRODUCTION TO THE WORK ENVIRONMENT

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

01. To list the steps involved in looking for a practicum position.
02. To gather information on the establishments authorized to accept trainees.
03. To describe their expectations of the practicum.
04. To assess, in terms of their own expectations, the opportunities offered by the various establishments authorized to accept trainees.
05. To identify the individuals who are responsible for granting interviews.
06. To practise requesting an interview.
07. To gather the information needed to write a résumé.
08. To become familiar with the rules for writing résumés.
09. To write a résumé.
10. To write a letter of application.
11. To set up an appointment with the employer.
12. To explain what they expect of the practicum.
13. To evaluate the employer's expectations.
14. To establish the terms of the agreement with the establishment and the supervisor of the practicum.
15. To become familiar with the information to be kept in the journal.
16. To become familiar with the way in which the journal is to be kept.
17. To identify the various sections of a practicum report.
18. To be familiar with the way in which the report is to be written.
19. To write a report on the practicum.
20. To explain the concept of joint evaluation.
21. To identify the role of each individual involved in the joint evaluation.
22. To list the criteria for evaluating the practicum.
23. To evaluate their practicum, using their journals and the established criteria as the basis for the evaluation.

Phase I: Looking for a Practicum Position

Phase II: Practising the Trade

Phase III: Evaluation

PROFESSIONAL COOKING

MODULE 25

CODE: 901611

TITLE: NEW DEVELOPMENTS IN THE TRADE

DURATION: 15 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
keep abreast of new developments in professional cooking.

SPECIFIC OUTCOMES

At the end of this module, the students will:

- Be aware of technological changes in professional cooking.
- Reflect on the impact of the most significant changes in the food-service industry.
- Know how to adapt to these changes.

LEARNING CONTEXT

Outline of student activities:

PHASE I: Technological Changes

- Considering the impact of new technology on the following: working conditions, the organization of work, the job market, working techniques, cooking tasks or any other aspect of professional cooking.

PHASE II: Other Changes in the Trade

- Discussing the most significant changes (other than technological changes) that have affected the food-service industry since 1970.

PARTICIPATION CRITERIA

The students must:

PHASE I

- Describe, in writing, new technologies introduced to cooking since 1970 and the impact of at least one of these technologies on the trade.
- Show their interest by:
 - asking questions
 - giving their opinions
 - listening attentively to explanations

PHASE II

- Participate actively in discussions by:
 - identifying changes in the trade
 - giving their opinion on one of these changes
 - asking pertinent questions

PROFESSIONAL COOKING

MODULE 25

CODE: 901611

TITLE: NEW DEVELOPMENTS IN THE TRADE

DURATION: 15 hours

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

LEARNING CONTEXT

Outline of student activities:

PHASE III: Personal Implications

- Describing some of the consequences of one of these changes on their own future careers.

PARTICIPATION CRITERIA

The students must:

PHASE III

- Describe, in a written report of about one page, at least one of the consequences of these changes on their own future careers.

INSTRUCTIONAL GUIDELINES

The teacher will:

- Provide the students with a variety of technical documents, articles and reference materials on new technology in the trade.
- Encourage fruitful discussion.
- Suggest a variety of topics for discussion.
- Check the quality and pertinence of small group discussions.
- Help the students reflect on changes in the trade.

PROFESSIONAL COOKING

MODULE 25

CODE: 901611

TITLE: NEW DEVELOPMENTS IN THE TRADE

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

01. To identify the new technologies that are most significant to the trade.

07. To discuss the role of women in professional cooking.

02. To define the general process of each new technology.

08. To describe the most significant changes in restaurant clientele.

03. To indicate the main applications of these technologies.

09. To name the major organizations and associations in professional cooking.

04. To indicate the effects of these technologies on food and on the work of professional cooks.

Phase II: Changes in the Trade

10. To explore in greater depth one of the changes in the trade.

Phase I: Technological Changes

05. To identify the most significant changes, other than technological changes, that have taken place in the food-service industry since 1970.

11. To understand how their own career objectives relate to one of the changes in professional cooking.

Phase III: Personal Implications

06. To discuss the role and activities of labour unions in the food-service industry.

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