



Grades 9 to 12 Culinary Arts

Manitoba Technical-Vocational
Curriculum Framework
of Outcomes



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Framework of Outcomes

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This resource is available on the Manitoba Education and Early Childhood
Learning website at
www.edu.gov.mb.ca/k12/cur/tech/sy_tech_program.html.

Available in alternate formats upon request.

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TECHNICAL-VOCATIONAL EDUCATION OVERVIEW

In 2013, Manitoba Education released the document *Technical-Vocational Education Overview* (see www.edu.gov.mb.ca/k12/cur/teched/sy_tech_program.html) to provide the philosophical and pedagogical underpinnings for curriculum development and the teaching of courses in the Senior Years Technology Education Program (SYTEP). This overview provides educators with the vision and goals of technical-vocational education (TVE) in Manitoba. Topics include the following:

- curriculum revitalization and renewal
- curriculum framework and implementation
- articulation of programming
- assessment and reporting
- safety
- employability/essential skills and career development
- sustainable development

TVE clusters of courses are designed to encourage students to explore career options and to address labour shortages in these vocational areas. The TVE curriculum includes course clusters for both trades (those designated for apprenticeship training and certification by Apprenticeship Manitoba) and non-trade occupations (those not designated as trades by Apprenticeship Manitoba). TVE curriculum is significantly different from other subject areas such as industrial arts. It has distinct qualities that, when respected, will provide

students with a uniquely valuable experience that they cannot receive from any other curriculum.

TVE gives students the opportunity to learn the theoretical and practical aspects of one trade or non-trade occupation in order to facilitate their transition from school to work or to post-secondary education in that occupation, or into an associated one. This transition is accomplished by having students complete an entire TVE cluster of courses, learning from industry-certified teachers with industry experience in a setting that, as much as possible, emulates an actual workplace. TVE curriculum includes Grades 9 to 12 courses in a variety of trades and non-trade occupations, including cook.

Senior Years Technology Education Program (SYTEP) Diploma

Students who complete eight required courses from one approved technical-vocational cluster are eligible to receive a Senior Years Technology Education Program (SYTEP) diploma. (The optional Grade 9 course is not required.) For more information about Technology Education Program graduation requirements, visit www.edu.gov.mb.ca/k12/policy/gradreq/docs/grad_req_te_new.pdf.

CULINARY ARTS OVERVIEW

Grades 9 to 12 Culinary Arts: Manitoba Technical-Vocational Curriculum Framework of Outcomes is a nine-course high school cluster of courses that teaches students all of the first of three levels of the Cook trade (as designated by Apprenticeship Manitoba). Students also learn selected content from the two other levels, thereby providing them with a complete overview of the culinary arts. Furthermore, students gain knowledge, skills, and attitudes that facilitate their transition to the workplace and prepare them for learning and life.

It identifies the goals, general learning outcomes (GLOs), and specific learning outcomes (SLOs) for the nine Culinary Arts courses. The department of Education and Early Childhood Learning developed this framework for use in all Manitoba schools teaching Culinary Arts as a Technical-Vocational Education (TVE) cluster. Like all other TVE clusters, schools need approval from the department to teach Culinary Arts courses and need to offer the complete cluster of eight required courses (The Grade 9 course is optional). These are some of the unique features of TVE.

2022 Revisions to This Curriculum

During the 2021/2022 school year, the department struck a committee of Culinary Arts educators to revise the high school curriculum in order to reflect the changes to the Level 1 technical training documents for Cook from Apprenticeship Manitoba. These documents had undergone

revisions as part of the National Red Seal Harmonization Initiative, which aligns trades training across Canada. This 2022 version of the curriculum reflects these changes to provide Culinary Arts students in Manitoba the opportunity to complete their Level 1 technical training in the Cook trade in high school.

Becoming a Professional or Red Seal Chef

This curriculum has been designed for high school students interested in becoming professional chefs by teaching them the entire Level 1 of the three levels of the theory (also called technical training) that they need to learn, and giving them hundreds of hours of practice in the profession.

In Manitoba, professional chefs are one of about 50 occupations that the government has designated as trades. (The trade name for professional chefs is cook. In this document, the term professional chef or Red Seal chef is used in place of cook.) For more information about Manitoba trades, visit www.gov.mb.ca/wd/apprenticeship/discover/mbtrades/index.html.

In Canada, trades are occupations that have been designated as such by the government of each province or territory. One of the unique features regarding trades is that governments work closely with industry representatives to determine which occupations become trades, and then to determine which skills workers need to learn. Governments organize training, and then license those workers who have successfully completed their training. Before becoming professional or Red Seal chefs, they have to work as apprentice cooks.

Apprenticeship Cooks

All Red Seal chefs spend at least three years working as apprentices. This means that they have to be hired as apprentice cooks, and work under the supervision of a Red Seal Chef, who mentors them and helps them learn. They must also be registered with Apprenticeship Manitoba. The technical training can be taken at a high school (where this curriculum is used), community college, or private vocational institution (PVI).

Once apprentices have completed their three levels of technical training and their Red Seal Exam, they are called journeypersons, or, in the case of the cook trade, *Journeyman Cooks*, *Red Seal Cooks*, *Red Seal Chefs*, or *Professional Chefs*.

To learn more about apprenticeship and trades, visit the Canadian Apprenticeship Forum's website at <https://caf-fca.org/>. For more information on the Red Seal Journeyman, visit the website at www.gov.mb.ca/wd/apprenticeship/discover/index.html.

Completing Level 1 Apprenticeship Technical Training in High School

Under the following conditions, students have the opportunity to complete their Level 1 apprenticeship **technical training** in the Cook trade:

1. Apprenticeship Manitoba must have accredited the high school's program. The high schools whose programs are accredited are listed at the bottom of the following webpage: www.gov.mb.ca/wd/apprenticeship/discover/mbtrades/cook.html.
2. Students need to complete the **eight required courses** – those in Grades 10 to 12 – with a cumulative mark of 70% or higher. (The Grade 9 course is optional.)

Specialized (S) or EAL (E) Designation Required for Level 1 Accreditation

All courses in this cluster are designated as S (Specialized), E (EAL), or M (Modified). Students who successfully complete the eight required courses with all of them designated S or E may be eligible for Level 1 technical training accreditation from Apprenticeship Manitoba. This is because the S and E designated courses contain **the entire Level 1 technical training curriculum** prescribed by Apprenticeship Manitoba. However, students who complete the cluster with one or more M designated courses are **not** eligible for Level 1 accreditation.

Unit to Course Comparison (UCC) Form

Teachers requesting accreditation for their program should refer to the completed Unit to Course Comparison (UCC) Form – Culinary Arts Level 1, available at www.edu.gov.mb.ca/k12/cur/tech/sytec/culinary_arts/index.html.

This form lists where each Apprenticeship Manitoba Level 1 outcome is taught in the eight required courses. This information is essential for accreditation. For more information on accreditation, see “Information for Instructors and Educators” on the Apprenticeship Manitoba website at www.gov.mb.ca/wd/apprenticeship/generalinfo/instructoreducators.html.

Career Opportunities for Culinary Arts Graduates

Graduates of this cluster are often employed in the hospitality and tourism sector (e.g., hotels, restaurants, summer camps, cruise ships, country clubs, tourism facilities, resorts, catering firms, etc.) or in institutions (e.g., hospitals, personal care homes, educational institutions, military installations, penal institutions, the military, etc.) and also work in food development and research, as well as in positions such as personal chefs and food inspectors. They are also involved in the gig economy as food critics, bloggers, restaurant reviewers, and so forth.

Culinary Arts Teacher Qualifications

Only vocationally certified teachers are allowed to teach TVE courses, including the ones in this cluster. Vocational certification for Culinary Arts includes three components:

1. **Journey person Certification** in the Cook trade. Culinary Arts teachers need to have personally achieved certification as journey person cooks so that they can share that experience with their students.
2. **Industry Experience:** Culinary Arts teachers need to have been employed in the industry for at least six years (including the time that they spent as apprentices). This will enable them to share their experience with students to prepare them for working in the industry.
3. **Technical Vocational Teaching Certificate:** All TVE teachers need to earn their technical vocational teaching certificate, obtained by completing Red River College’s Technical-Vocational Teacher Education Diploma program. For information about this program, see <https://catalogue.rrc.ca/Programs/WPG/FullTime/TECVF-DP>.

Employing only vocationally certified teachers to teach TVE courses preserves the integrity of TVE programming by ensuring that teachers are able to share their first-hand experience, as well as their familiarity with industry certification. Students receive instruction from somebody who has been involved in that industry. School boards risk significant liability if they employ non-vocationally certified teachers to teach TVE courses. Vocational certification confirms that a teacher has the requisite skills and

knowledge to teach the health, safety, and security concerns. For further information, see “Professional Certification: Technical Vocational Teacher” on the the department’s website at www.edu.gov.mb.ca/k12/cur/teched/docs/teacher-cert.pdf.

Comparison of TVE Culinary Arts with Human Ecology Food and Nutrition

Like all TVE curricula, *Grades 9 to 12 Culinary Arts: Manitoba Technical-Vocational Framework of Outcomes* has been developed to prepare high school students for a career in a trade. In this case, the curriculum prepares students to work as a chef. Students will learn the knowledge, skills, and attitudes required to work as chefs. It has not been developed as a general interest cluster of courses in food and nutrition. Schools interested in teaching such a course are invited to teach the Human Ecology Food and Nutrition Curricula, which can be found on the department’s website at www.edu.gov.mb.ca/k12/cur/teched/home_ec.html.

Although Culinary Arts and Human Ecology Food and Nutrition curricula share some common content, they have been developed for completely different purposes and have significant differences. The chart on the following page summarizes some of the differences between Culinary Arts (as a TVE cluster) and Food and Nutrition (as part of Human Ecology).

TVE Culinary Arts and Human Ecology Food and Nutrition Comparison Chart

Frequently Asked Questions	TVE Culinary Arts	Human Ecology Food and Nutrition
1. Is the purpose to facilitate students' transition to the Cook trade?	Yes	No
2. Does the instruction try to emulate, as much as possible, a regular workplace?	Yes	No
3. Does the curriculum emphasize nutrition and healthy eating?	No	Yes
4. Does the curriculum focus on preparing food for oneself and one's family?	No	Yes
5. Do students learn how to manage a restaurant or catering business?	Yes	No
6. Does the curriculum mandate employability skills such as punctuality and time management?	Yes	No
7. Is the teacher required to be a journeyperson Cook?	Yes	No
8. Is the teacher required to have experience working as a chef?	Yes	No
9. Does the cluster prepare students for certification as a journeyperson Cook?	Yes	No
10. Does the cluster focus on preparing students for entry-level employment in the culinary industry after high school?	Yes	No
11. Is the teacher required to have a Manitoba General Teacher Certificate?	No	Yes
12. Is the teacher required to have a Manitoba Vocational Teacher Certificate?	Yes	No
13. Do schools require special permission from Manitoba Education and Early Childhood Learning to offer the cluster of courses?	Yes	No
14. Do schools have to offer all of the courses in the cluster?	Yes	No
15. Can schools offer hybrid clusters, made up of courses from several clusters?	No	Yes
16. Will students receive a Senior Years Technology Education Program (SYTEP) Diploma when they complete a cluster of courses?	Yes	No

Curricular Competencies

Transition statement

Manitoba Education and Early Childhood Learning is developing The Framework for Learning (see www.edu.gov.mb.ca/k12/cur/framework/index.html) that is inclusive of the four Kindergarten to Grade 12 programs offered in Manitoba: English Program, French Immersion Program, Français Program, and Senior Years Technology Education Program (see www.edu.gov.mb.ca/k12/cur/programs.html). Each program maintains the same solid foundation of goals, global competencies, learning experiences and assessment, and evaluation and reporting, as well as a consistent curriculum structure.

This interim document *Grades 9 to 12 Culinary Arts: Manitoba Technical-Vocational Curriculum Framework of Outcomes* has been developed for implementation in classrooms, and its structure will be revised once the Framework is finalized.

Collaboration

Collaboration is taught mainly in GLO 9.1, (fundamental employability skills). This curriculum emphasizes collaboration because chefs

- Establish and maintain healthy working relationships with customers and coworkers, including subordinates.
- Create and maintain a positive and productive work environment.
- Respect the opinions of others, including those from different cultures.
- Manage conflict.

Communication

Communication is central to the work of chefs because they communicate through the dishes they prepare. Communication is taught mainly in GLO 6.1 (transferrable literacy cross-curricular knowledge and skills) and under GLO 9.1 (fundamental employability skills). This curriculum emphasizes communication because chefs

- Read, interpret, communicate, and apply information.
- Design menus that clearly communicate the chef's intentions.
- Identify relevant service information and apply that information to solve workplace problems.

Creativity

As its name implies, the Culinary Arts focuses on the sensual pleasures associated with food. This includes the anticipation of eating associated with the sights, sounds, and smells of food being cooked, and the taste of good food.

Creativity is taught mainly in GLO 6.4, (transferrable cross-curricular knowledge and skills from the arts). This curriculum emphasizes creativity because chefs

- Explore how new foods, recipes, menus, processes, and equipment can be used to solve problems, create efficiencies, and benefit the community.
- Value and explore their own, and other's sense of curiosity.
- Take risks in expressing their curiosity and proposing new ideas, even when the feedback is negative.
- Discuss and propose creative solutions to problems.

- Apply a variety of platter presentation techniques.
- Design menus for a variety of meals and events.

Connection to Self

Connection to Self is taught in GLO 8.1 (ethical and legal standards), GLO 9.1, (fundamental employability skills), GLO 10.1 (scope of the culinary arts), and GLO 10.2 (career and training opportunities). This curriculum emphasizes connection to self because chefs

- Initiate tasks.
- Adapt to different situations.
- Understand themselves and the chef profession, in order to make good decisions about their careers.
- Understand how their profession contributes to human health and well-being.
- Make ethical decisions.
- Understand opposing ethical points of view.

Citizenship

Citizenship is central to the Culinary Arts because food, and its preparation, is one of the main characteristics of culture. Parts of citizenship are taught under GLOs 7.1 (sustainability) and GLO 9.4 (culture and diversity). This curriculum emphasizes citizenship because chefs

- Understand, appreciate, and interact with people from cultures or belief systems different from their own, especially Indigenous cultures.

- Acknowledge and respect diverse cultures.
- Make the most of their workplace's culture to improve its working conditions.
- Understand the cultural perspectives surrounding food and its preparation.
- Modify their facility's sustainability practices to minimize its impacts on the environment.
- Follow sustainable business practices so that their business thrives in order to continue to employ staff and produce valuable services for their customers.

Critical Thinking

Chefs need to be able to think critically in order to solve complex problems with solutions that take several steps, and might need input from several people, as well as additional resources. The process is unbiased and rational. It is taught under GLO 9.3 (thinking critically). This curriculum emphasizes critical thinking because chefs must be able to

- Select the steps required to diagnose problems.
- Solve problems by focusing only on the facts, and not allowing any biases to interfere with that process.
- Solve complex problems that require additional assistance and resources, and multiple steps.

How This Culinary Arts Framework Is Organized

The TVE frameworks, including this one, are organized into course goals, general learning outcomes (GLOs), and specific learning outcomes (SLOs).

Culinary Arts Course Goals

The goals for all TVE curricula represent the broadest aims of that cluster of courses.

As is stated in the *Technical-Vocational Education Overview* document, “Course goals are broken down into general learning outcomes, which are broken down into specific learning outcomes” (7). Goals consist of one or more GLOs. If there are only a few SLOs under that goal, then there is only one GLO, which is identical to the goal. When there are a large number of SLOs, they are usually organized logically under two or more GLOs.

General Learning Outcomes (GLOs)

As per the *Technical-Vocational Education Overview* document, “General learning outcomes (GLOs) are overarching statements about what students are expected to learn in each course. They identify the broad categories of knowledge, skills, and attitudes that students are expected to learn and are able to demonstrate in a subject area or course” (8).

GLOs are used to organize SLOs. In certain courses, some GLOs are not listed because there are no SLOs under that GLO.

Curriculum Goals and General Learning Outcomes

Goal 1: Demonstrate an understanding of, and adherence to, **safety, personal hygiene, sanitation, and food safety procedures.**

GLO 1.1: Demonstrate an understanding of, and adherence to, **safety, personal hygiene, and sanitation practices.**

GLO 1.2: Demonstrate an understanding of, and adherence to, **food safety** procedures.

Goal 2: Demonstrate understanding of kitchen **tools and equipment**, along with their **use, cleaning, and maintenance.**

GLO 2.1: Demonstrate an understanding of kitchen **tools and equipment**, along with their **use, cleaning, and maintenance.**

Goal 3: Demonstrate the **receiving, handling, quality assurance, and storage** of different types of food and beverages.

GLO 3.1: Demonstrate the **receiving, handling, quality assurance, and storage** of different types of food and beverages.

Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation, and presentation** of different types of food and beverage.

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation, and presentation** of different types of food and beverage.

Goal 5: Demonstrate an understanding of **food, ingredients, recipes, menus, food costing, and nutrition.**

GLO 5.1: Demonstrate an understanding of the **characteristics of foods and ingredients**, and how knowledge of these characteristics is taken into consideration in preparing food, and designing recipes and menus.

GLO 5.2: Demonstrate an understanding of **recipes, menus, and food costing.**

GLO 5.3: Demonstrate an understanding of **nutrition.**

Goal 6: Apply the transferable, **cross-curricular** knowledge and skills, as they relate to the culinary arts (literacy, numeracy, the arts, the sciences, etc.)

GLO 6.1: Apply the transferrable **literacy** cross-curricular knowledge and skills to the culinary arts.

GLO 6.2: Apply the transferrable **numeracy** cross-curricular knowledge and skills to the culinary arts.

GLO 6.3: Apply the transferrable cross-curricular knowledge and skills from **the arts** to the culinary arts.

GLO 6.4: Apply the transferrable cross-curricular knowledge and skills from **the sciences** to the culinary arts.

Goal 7: Demonstrate an awareness of **sustainability** as it pertains to the culinary arts.

GLO 7.1: Demonstrate an awareness of **sustainability** as it pertains to the culinary arts.

Goal 8: Demonstrate an awareness of the **ethical and legal standards** that pertain to the culinary arts.

GLO 8.1: Identify and follow the **ethical and legal standards** that pertain to the culinary arts.

Goal 9: Demonstrate the **employability skills** required in the culinary arts.

GLO 9.1: Demonstrate fundamental **employability skills.**

GLO 9.2: Demonstrate an understanding of the **business operation** of a culinary establishment.

GLO 9.3: Demonstrate the knowledge, skills, and attitudes required to **think critically** in order to **solve complex problems.**

GLO 9.4: Demonstrate an awareness of **culture and diversity**, and its importance in the workplace.

Goal 10: Demonstrate an understanding of the **scope** of the culinary arts (along with associated professions), including **working conditions**, and **training and career opportunities.**

GLO 10.1: Demonstrate an understanding of the **scope** of the culinary arts (along with associated professions), including **working conditions.**

GLO 10.2: Demonstrate an understanding of **career and training opportunities** in the culinary arts and associated professions.

Goal 11: Demonstrate an understanding of the **evolution** of, and the **innovations** and **new trends** in, the culinary arts.

GLO 11.1: Demonstrate an understanding of the **evolution** of, and the **innovations** and **new trends** in, the culinary arts.

Culinary Arts Specific Learning Outcomes (SLOs)

Specific learning outcomes (SLOs) define what students are expected to achieve by the end of a course. Teachers are required to teach and assess each SLO. Students' final grades are based only on the course's SLOs.

Most SLOs are found in only one course; however, the committee repeated some SLOs in several courses, especially those dealing with safety practices and employability skills, in order to emphasize their importance.

In order to emphasize and simplify the correlation between this document and the technical training from Apprenticeship Manitoba, this document has, as much as is practical, kept all of the objectives from each unit together under one GLO, even when some of the objectives might be more logically placed under a different GLO.

For example, all of the objectives under Apprenticeship Manitoba's Unit **A11 Pastas and Noodles** have been placed under GLO 4.1 in course 8794 *Vegetables and Starches*. Logically, objective A11.1 (Define terminology associated with dry pastas and noodles.) could also be placed under GLO 6.1, which focuses on literacy; however, the committee felt that teachers would prefer to have all of the objectives in unit A11 together, in order, under the same GLO, because they would not have to search the entire curriculum to find the SLOs.

When all objectives from one Apprenticeship Manitoba Level 1 Unit are listed together in one course, a heading has been placed above that list, along with the total number of hours allocated by Apprenticeship Manitoba, for example, **A11 Pastas and Noodles (7 hours)**.

Apprenticeship Manitoba Objectives as SLOs

To align the high school curriculum with the Apprenticeship Manitoba technical training, the **Apprenticeship Manitoba objectives** are included in the high school curriculum verbatim. These objectives become some of the **high school curriculum's specific learning outcomes** (SLOs). An **alphanumeric code** (for example, A1.1) is included at the end of the SLO, which indicates the unit and objective from which it was taken. Other SLOs related to the culinary arts trade that are not from Apprenticeship Manitoba do not have the alphanumeric code. For example, SLO 12D.9.1.1 from 8798 Culinary Management and Menu Design:

12D.9.1.1 Describe the structure and scope of the Cook trade. **(A1.1)**

A1.1 indicates that the SLO is **Objective 1** from **Unit A1 Learning about Work**, from page 1 of the 2021 version of *Cook Level 1*, available online at www.gov.mb.ca/wd/apprenticeship/discover/mbtrades/cook.html.

The Level 1 document also includes the following **essential content under A1.1**:

1. Describe the structure and scope of the Cook trade.
 - a. The Apprenticeship and Certification Act
 - Apprenticeship and Certification Board and Provincial Advisory Committees
 - General and specific trade regulation
 - Policies regarding attendance, evaluation procedures, conduct, and progression requirements (Apprenticeship Manitoba, Training provider)
 - b. Uses of the Red Seal Occupational Standard (RSOS)
 - Technical training in-school curriculum
 - On-the-job record book of hours (Manitoba Blue Book)
 - Examinations (level placement tests, final certification examinations)
 - c. Opportunities and future career options
 - Generalists and specialists. The move toward specialization is well known to modern tradespeople. Some prefer to specialize and others want to do it all.
 - Supervisory positions require a broad scope.

- Lead hands and other immediate supervisors. Apprentices need to know how to become a lead-hand as much as they need to know the benefits and pit-falls of leadership between management and workers.
- Geographic mobility. What does it mean to a cook to have to travel to find work? Are there more opportunities if they do? What are they? What are the drawbacks to being away from home for several weeks at a time?
- Job hierarchies and innovations. What trade-specific special training opportunities are available in a specific trade? Is there travel involved? Is there an opportunity to move up the ladder?

These details are a necessary part of this curriculum.

Therefore, when teaching this SLO, teachers must ensure that they are covering each point listed. Teachers also need to become familiar with the Level 1 documents for this trade, which provide invaluable background to this curriculum, and are posted at www.gov.mb.ca/wd/apprenticeship/discover/mbtrades/cook.html.

The Two Formats: Multi-course and Individual Course

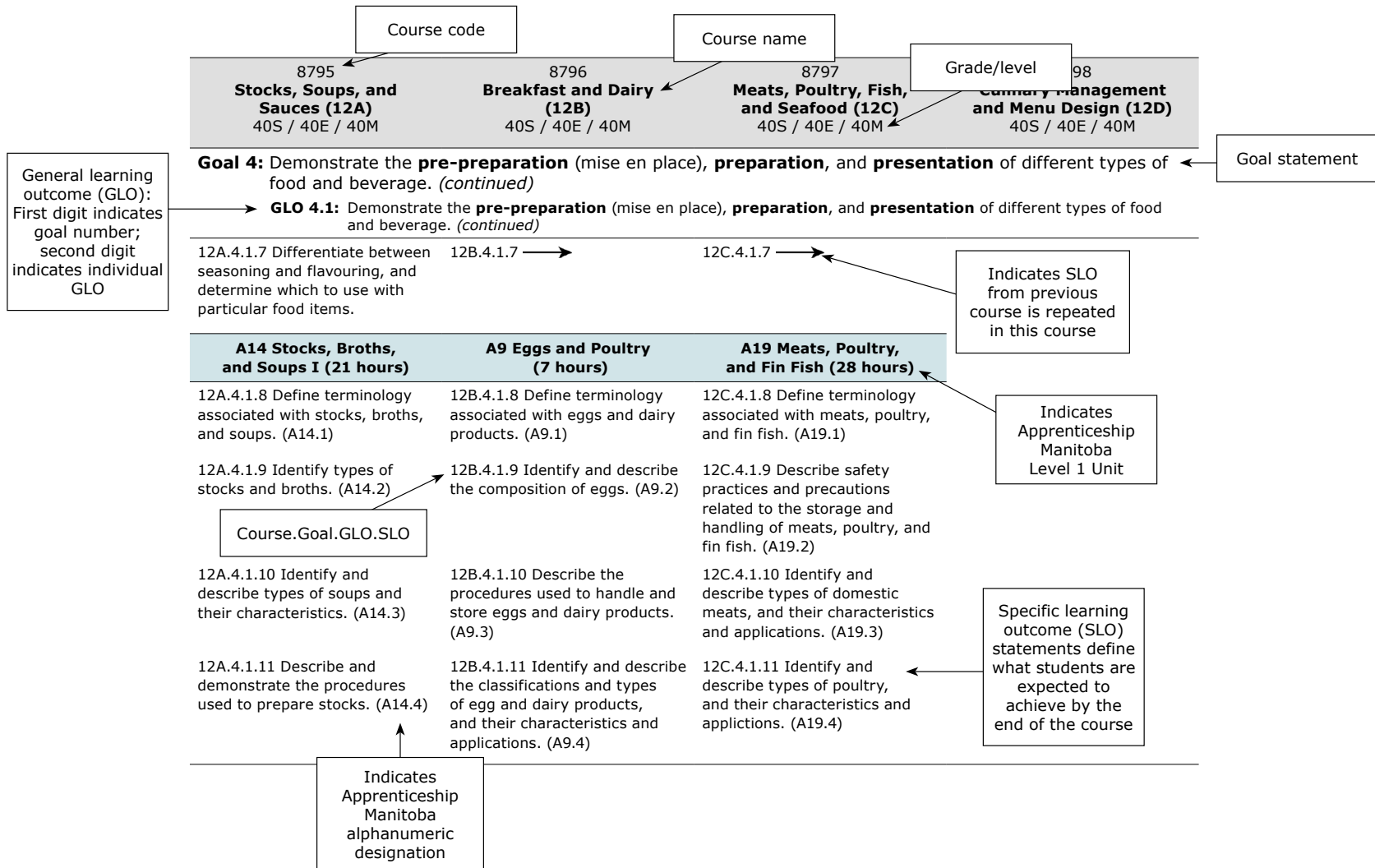
This curriculum is available in two formats:

- The **multi-course format** comprises either five columns (one course each in Grades 9 and 10, and three in Grade 11) or four columns (the four Grade 12 courses). It is found in this document, starting on page 23.
- The **individual-course files** are made up of one course per file. Those nine files can be found at www.edu.gov.mb.ca/k12/cur/teched/sytep/culinary_arts/index.html.

The most important difference is that the **multi-course files do not contain all of the content**. Specifically, while they contain all of the specific learning outcomes (SLOs), they **do not contain all of the detailed content** associated with each SLO. That detailed content is found only in the individual-course files. Therefore, **teachers need to use the individual-course files**.

The multi-course format does not contain all of the content simply because there is not enough room for it. If it were to contain all of the content, some individual SLOs and their content would fill a narrow column for several pages, making the document difficult to navigate. The multi-course format is very useful, nevertheless, because it allows teachers to compare the four or five courses listed, and to see how students progress from one course to the next within each goal and general learning outcome.

Guide to Reading Culinary Arts Goals and Learning Outcomes (Multi-course Format)



Implementation of Culinary Arts Courses— Additional Information

GLO 1.1: Building a Safer Workplace Workshop Manual

Apprenticeship Manitoba has also released *Building a Safer Workplace Workshop Manual* (2020), as a resource for teaching about safety. It is found at www.manitoba.ca/wd/apprenticeship/pdfpubs/pubs/general/trade_safety/building_a_safer_workplace_workshop_manual.pdf.

GLOs 1.1, 9.1, and 10.1: Young Worker Readiness Certificate Course

The government of Manitoba, in partnership with SAFE Work Manitoba, has launched a new Young Worker Readiness Certificate Course in order to “prepare young Manitobans for entering the workforce and help keep them safe.” Youth can complete the course online. Culinary Arts teachers might find this course helpful in teaching GLOs 1.1, 9.1, and 10.1. The course is posted at the bottom of the following webpage:
www.edu.gov.mb.ca/k12/cur/cardev/safety.html.

GLO 8.1: Teaching Ethics

Ethics can be defined as the **moral principles** that direct a person or group’s behaviour. Most people share similar ethics, even if they are from different backgrounds. For example, most people are in favour of the Golden Rule, “Do unto others as you would have them do unto you.” Examples of ethical characteristics include the following:

- caring for others
- awareness of others and their needs
- courage
- integrity
- honesty
- citizenship
- fairness
- responsibility
- transparency
- loyalty
- respect
- inclusiveness

The ultimate goal of TVE is to help students live a productive, fulfilling life while providing useful and valuable products and services, thereby contributing to the greater welfare of society. This can only be done if they act in an ethical manner. Since TVE curriculum focuses on preparing students for the workplace, students need to understand ethics and act ethically in order to coexist peacefully with others and achieve their full potential.

An individual's personal ethics are based on a number of factors, including the culture(s) to which they belong. In a pluralistic society like ours, different cultures have different ethical standards. Students need to understand that there are various points of view, and they should be encouraged to ask others for their points of view and to take those into consideration when formulating their own.

The following are some ethical issues that can surface in the workplace, including the cook industry:

- taking paid sick leave when it is not appropriate to do so
- stealing
- overcharging for hours, parts, services, etc.
- inappropriate use of electronic devices
- not putting in a full day's work
- shoddy work
- disrespecting or discriminating against others
- avoiding a situation out of fear
- using used parts when the customer assumes that new parts will be used
- inappropriately disclosing confidential information or gossiping
- dishonesty
- acting in an environmentally unethical manner (ignoring environmental regulations, illegal dumping, wasting resources, etc.)
- not demonstrating empathy when it would be appropriate to do so

GLO 9.4: Teaching about Culture and Diversity

Culture includes the customs, behaviours, norms, beliefs, art, and laws found within groups of people.

Cultures are determined by factors such as race, ethnicity, nationality, gender, sexual orientation, religion, and social class. Examples of social classes include: working class, middle-class, and upper-class. People typically belong to more than one culture.

In order to succeed at school and in the workplace, students must understand, appreciate, and interact with people from cultures or belief systems different from their own. That is cultural competence. Cultural competence is more than tolerance, which involves putting up with differences. Instead, cultural competence acknowledges and respects diverse cultures.

GLO 10.1: Teaching about the Scope of the Culinary Arts

The scope of the culinary arts includes general aspects that high school students are likely unaware of, and are unlikely to inquire about. Topics include

- What are the working conditions typically associated with this trade? Do apprentices and journeypersons often work outside? Do they work different shifts? Are they on call?
- What salaries are typical in this trade? Do they vary much? If so, under which conditions?

- Which types of organizations employ chefs? Where do they work?
- Are there specialists in this trade? If so, in what do they specialize? What are their working conditions and salaries?
- Do apprentices and journeypersons typically have to travel far to the workplace? If so, what are the consequences of being away from home for long periods of time?
- What are the opportunities for becoming a supervisor in this trade?
- Are apprentices and journeypersons typically unionized? How are the salaries and working conditions of unionized tradespersons different from the non-unionized?
- What are some of the organizations associated with the Culinary Arts (industry groups, trade associations, labour unions, etc.)? What roles do these organizations play?

GLO 10.1: Teaching about Working Conditions

The following are some suggested topics under this heading:

- Ergonomic issues related to standing for most of the working day over an entire career.
- Repetitive strain disorder associated with working all day with knives, etc.
- For chefs who own their own establishment (restaurant, catering service, etc.) the challenges of running a business, hiring and managing staff, financing, etc.
- Challenges of working various shifts, including weekends and evenings.

SLOs: Demonstrating an Awareness versus Demonstrating an Understanding

This curriculum often contains almost identical SLOs with only slight changes in the wording. For example, under GLO 10.2, the Grade 10 course includes this SLO: “Demonstrate an **awareness** of career opportunities in the Culinary Arts and associated professions.” A **corresponding SLO** is found in Grade 12, with only one word different. “Demonstrate an **understanding** of career opportunities in the Culinary Arts and associated professions.” This means that students are introduced to this topic in an earlier course and then learn about it in more detail in later courses.

“Demonstrate an *awareness* of . . .” is an entry-level SLO. It means that students need to become aware of the topic by exploring it. They do **not** need to have a comprehensive conceptual understanding of the topic. Students should end up with enough awareness of the topic to know the following:

- key information
- why it is interesting or relevant to them
- how to become better informed about it
- how it affects apprentices and journeypersons

“Demonstrate an *understanding* of . . .” is a higher-level SLO. Students need to have deeper conceptual understanding of this topic than of those SLOs that begin with “Demonstrate an awareness of . . .” For students to understand something, they need to be able to reflect on it, analyze it, and apply it in order to solve a problem.

Order of Teaching SLOs

This curriculum is not sequential. In other words, teachers might teach learning outcomes in an order different from how they appear in the document.

Culinary Arts Cross-Curricular Learning Outcomes

Cross-curricular learning outcomes include essential skills from subject areas including, but not limited to, English language arts, mathematics, and the sciences. Teachers should integrate these essential skills into the authentic experiences of the courses, along with learning outcomes dealing with the following topics:

- health and safety
- evolution, technological progression, and emerging trends
- sustainability
- ethical and legal standards
- employability skills
- the Culinary Arts industry

Learning Experiences

In most courses, the emphasis is for students to learn by completing tasks, as opposed to learning abstract concepts. For instructional purposes, the sequence of learning outcomes can vary based on the learning experiences within the course. Teachers should select learning experiences best suited for students to learn the SLOs, based on a variety of factors including access to resources or regional interests and needs. In light of rapid changes in technology, the committee encourages teachers to update learning experiences in order to meet the needs of students.

Additional Resources

Red Seal Cook Resources

Because the Cook trade is designated a Red Seal trade across Canada, the Apprenticeship Manitoba curriculum is aligned with the Canada-wide Red Seal curriculum. High school culinary arts teachers, as well as students working towards their Level 1 apprenticeship for culinary arts, can find valuable resources such as sample examination questions used on Red Seal examinations in the following sections of the Red Seal website:

- www.red-seal.ca/eng/trades/c.4.4k.shtml
- Red Seal Cook Examination Breakdown
www.red-seal.ca/eng/trades/54_cook/.2x.1m_cs.shtml

Canadian Apprenticeship Forum

The Canadian Apprenticeship Forum / Le Forum canadien sur l'apprentissage (CAF-FCA) is “a non-profit organization that connects Canada’s apprenticeship community” (<https://caf-fca.org/about-caf-fca/>). Information about CAF-FCA is provided in this document because it contains current, valuable resources for teachers and students regarding trades and apprenticeship.

- Canadian Apprenticeship Forum:
<https://caf-fca.org/>
- Careers in Trades:
<https://careersintrades.ca/>
- Trades Explorer Tool:
<https://careersintrades.ca/what-are-the-skilled-trades/discover-and-explore-the-trades/>
- *Talk to a Trade* videos:
<https://careersintrades.ca/resources/videos/>
- *Apprenticeship: Post-Secondary Education That Matters! An Educator’s Guide to Careers in the Skilled Trades:*
https://careersintrades.ca/wp-content/uploads/2018/10/CAF_Educator_Guide-EN.pdf
- *Apprenticeship: Your Career Starts Now! A Guide to Careers in the Skilled Trades and Apprenticeship and Careers in the Skilled Trades: A Guide for Educators:*
<https://careersintrades.ca/resources/career-influencers/>

Government of Canada Skills for Success

The government of Canada has identified nine skills as their Skills for Success – the ones that are needed for work, learning, and life. In order to help students thrive, each of these skills have been included in some of the SLOs for this curriculum.

The nine skills are listed below, along with the GLOs in which they are taught:

- Adaptability: GLO 9.1
- Collaboration GLO 9.1. It is also one of the department’s six global competencies.
- Communication: GLO 6.1. It is also one of the department’s six global competencies.
- Creativity and Innovation: GLOs 6.4 and 11.1. It is also one of the department’s six global competencies.
- Digital Technology: GLO 11.1
- Numeracy: GLO 6.2
- Problem Solving: GLO 9.3. Problem solving includes critical thinking, which is one of the department’s six global competencies.
- Reading: GLO 6.1
- Writing: GLO 6.1

Culinary Arts Course Descriptions

8790 Exploration of the Culinary Arts

15S/15E/15M
10S/10E/10M

This is an **optional** course intended for students wishing to explore the culinary arts. The emphasis is on hands-on activities. Students are introduced to sanitation and safety; tools and equipment; knife handling and safety; and general preparation procedures for different types of food and beverage.

8791 Cooking Principles

20S/20E/20M

This course focuses on an introduction to the Culinary Arts. The emphasis is on hands-on activities. Students learn the specifics of sanitation and safety in a commercial kitchen. They also learn about tools and equipment, knife handling and safety, and general preparation procedures for different types of food and beverage. The course provides information and practical experience on the effects of heat on food; setting up workstations; cooking terms and methods; principles for seasoning and flavouring; and how to read and follow recipes. Students will practice measurement and scaling techniques.

8792 Garde-Manger

30S/30E/30M

This course focuses on the cold kitchen. Students will learn to prepare salads and dressings, sandwiches, canapés, and hors d'oeuvres. Garnishing techniques will be emphasized with the presentation of completed products on platters and plates.

8793 Patisserie and Baking

30S/30E/30M

This course focuses on the theory behind and preparation of patisserie and baking products such as yeast and non-yeast doughs, pies, cakes, tortes, icings, pastries, shortbreads, cookies, custards, fillings, and so on.

8794 Vegetables and Starches

30S/30E/30M

This course focuses on the theory behind and preparation of vegetables, fruits, potatoes, pasta, rice, and other grains and farinaceous products.

8795 Stocks, Soups, and Sauces

40S/40E/40M

This course focuses on the theory behind, and preparation of, stocks, soups, and the five mother sauces and secondary sauces.

8796 Breakfast and Dairy 40S/40E/40M

This course focuses on the theory behind and preparation of a wide range of breakfast items such as egg-based dishes, pancakes, crepes, waffles, French toast, breakfast pastries, and breakfast meats. Students will also learn about the theory behind and preparation of dairy products and beverages.

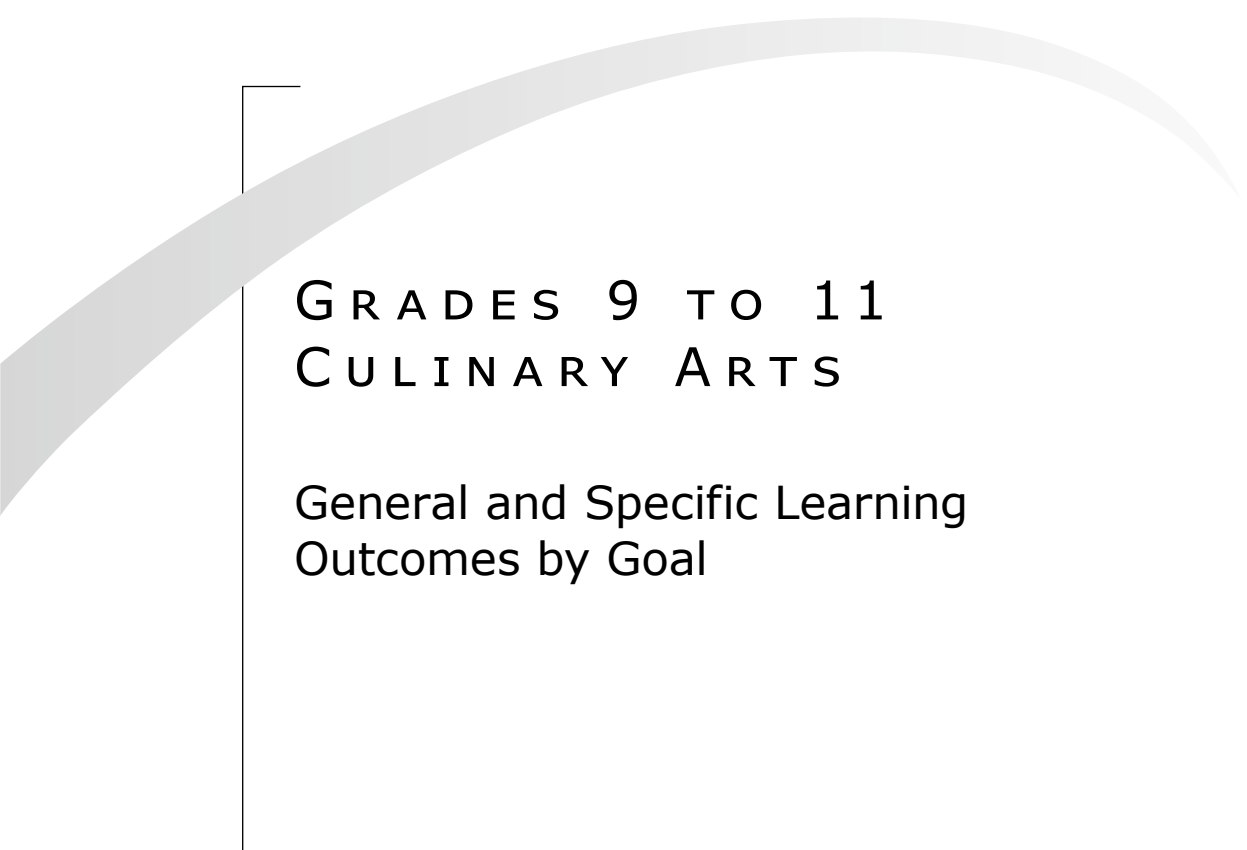
8797 Meats, Poultry, Fish, and Seafood 40S/40E/40M

This course focuses on the theory behind and preparation of a variety of meats, poultry, fish, and seafood. Students will also learn about the composition, structure, quality, grading, and basic cuts of meats, poultry, fish, and seafood.

8798 Culinary Management and Menu Design 40S/40E/40M

This course focuses on the planning of classical and modern menus; food costing; controlling costs; price changes; receiving, storing, and ordering food; recording inventory; par levels; developing menu prices; determining yield factors; and setting food cost percentages. Students learn the basic principles of nutrition and Canada's Food Guide, as well as their use in planning healthy menus.

Students will learn about managing culinary facilities, such as restaurants, cafeterias and hotel banquet rooms, preparing them for further studies in management and enabling them to be better team members.



GRADES 9 TO 11 CULINARY ARTS

General and Specific Learning
Outcomes by Goal

GRADES 9 TO 11 CULINARY ARTS: GENERAL AND SPECIFIC LEARNING OUTCOMES BY GOAL

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
Goal 1: Demonstrate an understanding of, and adherence to, safety, personal hygiene, sanitation, and food safety procedures.				
GLO 1.1: Demonstrate an understanding of, and adherence to, safety, personal hygiene, and sanitation practices.				
9.1.1.1 Describe and adhere to professional standards of dress, personal hygiene, and grooming.	10.1.1.1 →	11A.1.1.1 →	11B.1.1.1 →	11C.1.1.1 →
9.1.1.2 Create and maintain a safe and sanitary work environment.	10.1.1.2 →	11A.1.1.2 →	11B.1.1.2 →	11C.1.1.2 →
9.1.1.3 Demonstrate an understanding of emergency procedures.	10.1.1.3 →	11A.1.1.3 →	11B.1.1.3 →	11C.1.1.3 →
9.1.1.4 Identify personal protective equipment (PPE) and procedures. (A2.2)	10.1.1.4 →	11A.1.1.4 Demonstrate an understanding of, and comply with, personal protective equipment (PPE) and procedures.	11B.1.1.4 →	11C.1.1.4 →

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 1: Demonstrate an understanding of, and adherence to, **safety, personal hygiene, sanitation, and food safety procedures.** *(continued)*

GLO 1.1: Demonstrate an understanding of, and adherence to, **safety, personal hygiene, and sanitation** practices. *(continued)*

9.1.1.5 Identify ergonomics. (A2.5)	10.1.1.5 →	11A.1.1.5 Demonstrate an adherence to ergonomic principles.	11B.1.1.5 →	11C.1.1.5 →
9.1.1.6 Recognize and control hazards. (A2.6)	10.1.1.6 →	11A.1.1.6 Demonstrate an understanding of, and comply with, WHMIS guidelines.	11B.1.1.6 →	11C.1.1.6 →
9.1.1.7 Identify the safety requirements as they apply to WHMIS. (A2.9)	10.1.1.7 →			
9.1.1.8 Identify and control hazards. (A2.10)	10.1.1.8 →			

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 1: Demonstrate an understanding of, and adherence to, **safety, personal hygiene, sanitation, and food safety procedures.** *(continued)*

GLO 1.2: Demonstrate an understanding of, and adherence to, **food safety** procedures.

A3 Food Safety Procedures (7 hours)	A3 Food Safety Procedures (7 hours)	
9.1.2.1 Define terminology associated with personal hygiene and hygienic practices. (A3.1)	10.1.2.1 →	
9.1.2.2 Identify and interpret codes, public health regulations, and jurisdictional requirements pertaining to kitchen sanitation and safe food handling practices. (A3.2)	10.1.2.2 →	
9.1.2.3 Identify sanitizing products and describe their applications and procedures for use. (A3.3)	10.1.2.3 →	

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 1: Demonstrate an understanding of, and adherence to, **safety, personal hygiene, sanitation, and food safety procedures.** *(continued)*

GLO 1.2: Demonstrate an understanding of, and adherence to, **food safety** procedures. *(continued)*

A3 Food Safety Procedures (7 hours)	A3 Food Safety Procedures (7 hours)			
9.1.2.4 Describe the procedures used to disassemble and assemble kitchen tools, equipment, and their accessories for sanitizing purposes. (A3.4)	10.1.2.4 →	11A.1.2.1 →	11B.1.2.1 →	11C.1.2.1 →
9.1.2.5 Describe the procedures used to maintain a sanitary food service operation. (A3.5)	10.1.2.5 →			
9.1.2.6 Interpret jurisdictional regulations and company guidelines associated with wearing personal items. (A3.6)	10.1.2.6 →			
9.1.2.7 Identify proper food handling and storage techniques. (A3.7)	10.1.2.7 →			

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 1: Demonstrate an understanding of, and adherence to, **safety, personal hygiene, sanitation, and food safety procedures.** *(continued)*

GLO 1.2: Demonstrate an understanding of, and adherence to, **food safety** procedures. *(continued)*

A3 Food Safety Procedures (7 hours)	A3 Food Safety Procedures (7 hours)			
9.1.2.8 Demonstrate proper kitchen sanitation, personal hygiene, and food handling and storage practices. (A3.8)	10.1.2.8 →	11A.1.2.2 →	11B.1.2.2 →	11C.1.2.2 →
9.1.2.9 Demonstrate an awareness of food allergies and intolerances.	10.1.2.9 Demonstrate an understanding of food allergies and intolerances.	11A.1.2.3 →	11B.1.2.3 →	11C.1.2.3 →
9.1.2.10 Identify and eliminate hazards associated with food allergies and intolerances.	10.1.2.10 →	11A.1.2.4 →	11B.1.2.4 →	11C.1.2.4 →

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 2: Demonstrate an understanding of kitchen **tools** and **equipment**, along with their **use, cleaning,** and **maintenance.**

GLO 2.1: Demonstrate an understanding of kitchen **tools** and **equipment**, along with their **use, cleaning,** and **maintenance.**

9.2.1.1 Demonstrate an awareness of kitchen tools and equipment.	10.2.1.1 Demonstrate an understanding of kitchen tools and equipment.	11A.2.1.1 →	11B.2.1.1 →	11C.2.1.1 →
9.2.1.2 Demonstrate the use, cleaning, and maintenance of kitchen tools and equipment.	10.2.1.2 →	11A.2.1.2 →	11B.2.1.2 →	11C.2.1.2 →
	10.2.1.3 Demonstrate the knowledge and skills required to make a variety of classical knife cuts.	11A.2.1.3 →	11B.2.1.3 →	11C.2.1.3 →
	A5 Tools and Equipment (14 hours)			
	10.2.1.4 Define terminology associated with kitchen tools and equipment. (A5.1)			
	10.2.1.5 Describe safety practices and precautions related to the use of kitchen tools and equipment. (A5.2)			

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 2: Demonstrate an understanding of kitchen **tools** and **equipment**, along with their **use, cleaning**, and **maintenance**. *(continued)*

GLO 2.1: Demonstrate an understanding of kitchen **tools** and **equipment**, along with their **use, cleaning**, and **maintenance**. *(continued)*

A5 Tools and Equipment (14 hours)

10.2.1.6 Describe and identify knives and their functions, care, and use. (A5.3)

10.2.1.7 Describe and identify pots and pans and their function, care, and use. (A5.4)

10.2.1.8 Describe and identify equipment and utensils and their function, care, and use. (A5.5)

10.2.1.9 Demonstrate the proper use of kitchen tools and equipment and their maintenance and procedures for use. (A5.6)

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 3: Demonstrate the **receiving, handling, quality assurance,** and **storage** of different types of food and beverages.

GLO 3.1: Demonstrate the **receiving, handling, quality assurance,** and **storage** of different types of food and beverages.

9.3.1.1 Demonstrate the receiving, handling, quality assurance, and storage of different types of food and beverages.	10.3.1.1 →	11A.3.1.1 →	11B.3.1.1 →	11C.3.1.1 →
	10.3.1.2 Define terminology associated with receipt, inspection, and storage of goods. (A7.1)			
	10.3.1.3 Describe the procedures used to confirm information contained on invoices. (A7.2)			
	10.3.1.4 Describe and demonstrate food storage procedures and their applications. (A7.3)			

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 3: Demonstrate the **receiving, handling, quality assurance,** and **storage** of different types of food and beverages. *(continued)*

GLO 3.1: Demonstrate the **receiving, handling, quality assurance,** and **storage** of different types of food and beverages. *(continued)*

	10.3.1.5 Identify and describe types of goods and the procedures used to receive, inspect, and store them. (A7.4)			
9.3.1.2 Perform the procedures used to receive, inspect, and store goods. (A7.6)	10.3.1.6 →	11A.3.1.2 →	11B.3.1.2 →	11C.3.1.2 →

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage.

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage.

	10.4.1.1 Define terminology associated with basic planning principles for cooking. (A8.1)				
9.4.1.1 Explain the principles of heat transfer. (A8.2)	10.4.1.2 →	11A.4.1.1 →	11B.4.1.1 →	11C.4.1.1 →	
9.4.1.2 Describe and demonstrate methods used to cook foods and describe their associated procedures. (A8.3)	10.4.1.3 →	11A.4.1.2 →	11B.4.1.2 →	11C.4.1.2 →	
9.4.1.3 Describe and demonstrate methods used to check for doneness of foods and describe their associated procedures. (A8.4)	10.4.1.4 →	11A.4.1.3 →	11B.4.1.3 →	11C.4.1.3 →	
9.4.1.4 Identify methods of flavour enhancement and their applications. (A8.5)	10.4.1.5 →	11A.4.1.4 →	11B.4.1.4 →	11C.4.1.4 →	

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

9.4.1.5 Identify basic kitchen practices, food quality indicators, and finishing techniques. (A8.6)	10.4.1.6 →	11A.4.1.5 →	11B.4.1.5 →	11C.4.1.5 →
9.4.1.6 Demonstrate the skills required to evaluate the doneness of food items.	10.4.1.7 →	11A.4.1.6 →	11B.4.1.6 →	11C.4.1.6 →
	10.4.1.8 Differentiate between seasoning and flavouring, and determine which to use with particular food items.	11A.4.1.7 →	11B.4.1.7 →	11C.4.1.7 →
9.4.1.7 Demonstrate an awareness of culinary terms.	10.4.1.9 Demonstrate an understanding of culinary terms.	11A.4.1.8 Demonstrate the knowledge and skills required to retain the colour, texture, and nutritional value of fruits.	11B.4.1.8 Demonstrate the knowledge and skills required to bake and decorate cakes.	11C.4.1.8 Demonstrate the knowledge and skills required to retain the colour, texture, and nutritional value of vegetables during cooking.

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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

10.4.1.10 Demonstrate an understanding of presentation procedures for different types of food.	11A.4.1.9 Demonstrate an understanding of basic garnishes.	11B.4.1.9 Demonstrate the knowledge and skills required to bake yeast dough products.	
	11A.4.1.10 Demonstrate the knowledge and skills required to create and apply garnishing techniques.	11B.4.1.10 Demonstrate the knowledge and skills required to bake pies.	A11 Pastas and Noodles (7 hours)
	11A.4.1.11 Demonstrate the knowledge and skills required to create and apply a variety of garde-manger platters.	11B.4.1.11 Demonstrate an understanding of the purpose of convenience foods (e.g. individually quick frozen (IQF) products, unbaked pies, etc.).	11C.4.1.9 Define terminology associated with dry pastas and noodles. (A11.1)
			11C.4.1.10 Identify and describe classifications and types of dry pastas and noodles, and their characteristics and applications. (A11.2)
			11C.4.1.11 Describe the procedures used to handle and store dry pastas and noodles. (A11.3)

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

	A12 Salads and Dressings (14 hours)	A20 Baking I: Cookies and Quick Breads (28 hours)	A11 Pastas and Noodles (7 hours)
	11A.4.1.12 Define terminology associated with salads and dressings. (A12.1)	11B.4.1.12 Define terminology associated with bakeshop ingredients. (A20.1)	11C.4.1.12 Describe and demonstrate the procedures used to prepare dry pastas and noodles. (A11.4)
	11A.4.1.13 Identify and describe types of hot/cold salads and dressings, and their characteristics. (A12.2)	11B.4.1.13 Identify bakeshop tools and equipment and describe their applications. (A20.2)	11C.4.1.13 Perform the procedures used to prepare dry pastas and noodles. (A11.5)
	11A.4.1.14 Identify and describe the components of salads and dressings, and factors to consider when selecting their ingredients. (A12.3)	11B.4.1.14 Identify and describe bakeshop ingredients and their characteristics, applications, and factors to consider when selecting ingredients. (A20.3)	

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

	A12 Salads and Dressings (14 hours)	A20 Baking: Cookies and Quick Breads (28 hours)	A16 Fruits and Vegetables I (21 hours)
	11A.4.1.15 Describe the procedures used to handle and store salads and dressings. (A12.4)	11B.4.1.15 Describe the procedures used to handle and store bakeshop ingredients and products. (A20.4)	11C.4.1.14 Define terminology associated with vegetables. (A16.1)
	11A.4.1.16 Describe and demonstrate procedures used to prepare salads and dressings. (A12.5)	11B.4.1.16 Identify market forms (pre-prepared and packaged) of baking products and describe their characteristics and applications. (A20.5)	11C.4.1.15 Identify and describe the classifications of vegetables, and their characteristics and applications. (A16.2)
	11A.4.1.17 Perform the procedures used to prepare salads and salad dressings. (A12.6)	11B.4.1.17 Describe and demonstrate methods of mixing and make-up used to prepare cookies. (A20.6)	11C.4.1.16 Identify and describe the factors to consider when selecting vegetables. (A16.3)
			11C.4.1.17 Describe the procedures used to handle and store vegetables. (A16.4)

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

	A13 Sandwiches (14 hours)	A20 Baking: Cookies and Quick Breads (28 hours)	A16 Fruits and Vegetables I (21 hours)
	11A.4.1.18 Define terminology associated with sandwiches. (A13.1)	11B.4.1.18 Describe and demonstrate the types and characteristics of quick breads, and methods of mixing (creaming and one-staged) used to prepare them. (A20.7)	11C.4.1.18 Identify factors that affect flavour, colour, texture, and nutrients of vegetables. (A16.5)
	11A.4.1.19 Identify types of sandwiches and describe their characteristics. (A13.2)	11B.4.1.19 Perform the procedures used to prepare bakeshop products. (A20.8)	11C.4.1.19 Perform the procedures used to prepare potatoes. (A16.7)
	11A.4.1.20 Identify and describe the components of sandwiches and factors to consider when selecting sandwich ingredients. (A13.3)		11C.4.1.20 Identify and describe the market forms (pre-prepared and packaged) of vegetables, and describe their characteristics and applications. (A16.8)

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

	A13 Sandwiches (14 hours)	A16 Fruits and Vegetables I (21 hours)
	11A.4.1.21 Describe and demonstrate the procedures used to handle and store sandwiches and fillings. (A13.4)	11C.4.1.21 Perform the procedures used to prepare vegetables. (A16.10)
		A17 Potatoes (14 hours)
	11A.4.1.22 Describe and demonstrate the procedures used to prepare sandwich ingredients. (A13.5)	11C.4.1.22 Define terminology associated with potatoes. (A17.1)
	11A.4.1.23 Perform the procedures used to prepare sandwiches. (A13.6)	11C.4.1.23 Identify and describe the classifications and types of potatoes and their characteristics and applications. (A17.2)

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. (*continued*)

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. (*continued*)

	A16 Fruits and Vegetables I (21 hours)	A17 Potatoes (14 hours)
	11A.4.1.24 Define terminology associated with fruits. (A16.1)	11C.4.1.24 Describe the procedures used to handle and store potatoes. (A17.3)
	11A.4.1.25 Identify and describe the classifications of fruit, and their characteristics and applications. (A16.2)	11C.4.1.25 Identify market forms (pre-prepared and packaged) of potatoes. (A17.4)
	11A.4.1.26 Identify and describe the factors to consider when selecting fruit. (A16.3)	11C.4.1.26 Describe and demonstrate the procedures used to prepare potatoes. (A17.5)
	11A.4.1.27 Describe the procedures used to handle and store fruit. (A16.4)	11C.4.1.27 Perform the procedures used to prepare potatoes. (A17.6)

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. (*continued*)

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. (*continued*)

		A16 Fruits and Vegetables I (21 hours)	A18 Grains, Pulses, Seeds, and Nuts (14 hours)
		11A.4.1.28 Describe and demonstrate the procedures used to prepare fruit. (A16.6)	11C.4.1.28 Define terminology associated with grains, pulses, seeds, and nuts (A18.1)
		11A.4.1.29 Identify and describe the market forms (pre-prepared and packaged) of fruits, and describe their characteristics and applications. (A16.8)	11C.4.1.29 Identify and describe types of grains, pulses, seeds, and nuts, and their characteristics and applications. (A18.2)
		11A.4.1.30 Perform the procedures used to prepare fruit. (A16.9)	11C.4.1.30 Describe the procedures used to handle and store grains, pulses, seeds, and nuts. (A18.3)

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. (*continued*)

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. (*continued*)

A18 Grains, Pulses, Seeds, and Nuts (14 hours)

11C.4.1.31 Describe and demonstrate the procedures used to prepare grains, pulses, seeds, and nuts. (A18.4)

11C.4.1.32 Identify market forms (pre-prepared and packaged) of grains, pulses, seeds, and nuts (A18.5)

11C.4.1.33 Perform the procedures used to prepare grains, pulses, seeds, and nuts. (A18.6)

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

11C.4.1.34 Demonstrate an understanding of the terminology associated with fresh pastas and noodles.

11C.4.1.35 Demonstrate an understanding of the classifications and types of fresh pastas and noodles, and their characteristics and applications.

11C.4.1.36 Demonstrate the knowledge and skills required to prepare and process fresh pasta dough.

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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

11C.4.1.37 Demonstrate an understanding of the procedures used to handle and store fresh pastas and noodles.

11C.4.1.38 Demonstrate the ability to prepare fresh pastas and noodles.

11C.4.1.39 Demonstrate the ability to prepare vegetables using different cooking methods.

11C.4.1.40 Demonstrate the knowledge and skills required to reconstitute dry or dehydrated food products.

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Goal 5: Demonstrate an understanding of **food, ingredients, recipes, menus, food costing,** and **nutrition.**

GLO 5.1: Demonstrate an understanding of the **characteristics of foods and ingredients**, and how knowledge of these characteristics is taken into consideration in preparing food, and designing recipes and menus.

10.5.1.1 Demonstrate an awareness of the characteristics of various food items and ingredients.	11A.5.1.1 Demonstrate an understanding of the characteristics of various fruits and other garde-manger items.	11B.5.1.1 Demonstrate an understanding of the characteristics of baked goods and their ingredients, along with the factors underlying these characteristics.	11C.5.1.1 Demonstrate an understanding of the characteristics of vegetables and starch items.
10.5.1.2 Demonstrate an understanding of the factors to consider when identifying and selecting ingredients for various dishes.	11A.5.1.2 Demonstrate the ability to evaluate fruit for quality, and for various uses.	11B.5.1.2 Demonstrate an understanding of the factors to consider when identifying and selecting ingredients for baked items.	
10.5.1.3 Demonstrate an understanding of taste and the different flavours.			
10.5.1.4 Demonstrate an awareness of types of seasonings and flavourings, and describe their characteristics, applications, and procedures for use.			

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 5: Demonstrate an understanding of **food, ingredients, recipes, menus, food costing**, and **nutrition**.
(continued)

GLO 5.1: Demonstrate an understanding of the **characteristics of foods and ingredients**, and how knowledge of these characteristics is taken into consideration in preparing food, and designing recipes and menus. (continued)

10.5.1.5 Demonstrate an understanding of the most effectively used herbs and spices.

GLO 5.2: Demonstrate an understanding of **recipes, menus**, and **food costing**.

9.5.2.1 Demonstrate an awareness of recipes

11A.5.2.1 Demonstrate the ability to follow a recipe.

11B.5.2.1 →

11C.5.2.1 →

11B.5.2.2 Demonstrate an understanding of the advantages of weighting baked ingredients by weight instead of volume.

GLO 5.3: Demonstrate an understanding of **nutrition**.

10.5.3.1 Demonstrate an awareness of Canada's Food Guide and its place in menu planning.

11A.5.3.1 Demonstrate an understanding of the nutritional components of various foods.

11B.5.3.1 →

11C.5.3.1 →

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Goal 6: Apply the transferable, **cross-curricular** knowledge and skills, as they relate to the culinary arts (literacy, numeracy, the arts, the sciences, etc.).

GLO 6.1: Apply the transferrable **literacy** cross-curricular knowledge and skills to the culinary arts.

10.6.1.1 Demonstrate knowledge and skills in literacy by reading, interpreting, communicating, and applying information.	11A.6.1.1 →	11B.6.1.1 →	11C.6.1.1 →
10.6.1.2 Describe and demonstrate the importance of effective verbal, non-verbal, and written communication. (A4.3)			

GLO 6.2: Apply the transferrable **numeracy** cross-curricular knowledge and skills to the culinary arts.

10.6.2.1 Demonstrate numeracy knowledge and skills by solving mathematical problems.	11A.6.2.1 →	11B.6.2.1 →	11C.6.2.1 →
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8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 6: Apply the transferable, **cross-curricular** knowledge and skills, as they relate to the culinary arts (literacy, numeracy, the arts, the sciences, etc.). *(continued)*

GLO 6.2: Apply the transferrable **numeracy** cross-curricular knowledge and skills to the culinary arts. *(continued)*

10.6.2.2 Demonstrate the ability to work with fractions, ratios, decimals, and percentages, and to convert between units of measurement [such as metric and standard (imperial)].	11A.6.2.2 →	11B.6.2.2 →	11C.6.2.2 →
10.6.2.3 Define the terminology associated with systems of measurement and their abbreviations. (A6.1)			
10.6.2.4 Describe general math concepts and use of electronic calculators. (A6.2)			
10.6.2.5 Describe and demonstrate the procedures used to read and follow recipes. (Adjust recipe yields; Recipe conversions; Calculations and formulas) (A6.3)	11A.6.2.3 →	11B.6.2.3 →	11C.6.2.3 →

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 6: Apply the transferable, **cross-curricular** knowledge and skills, as they relate to the culinary arts (literacy, numeracy, the arts, the sciences, etc.). *(continued)*

GLO 6.3: Apply the transferrable cross-curricular knowledge and skills from **the arts** to the culinary arts.

10.6.3.1 Demonstrate knowledge of presentations for different types of food.	11A.6.3.1 Demonstrate an understanding of a variety of platter presentation techniques.
10.6.3.2 Demonstrate creativity while applying a variety of presentations for different types of food.	11A.6.3.2 Demonstrate creativity while applying a variety of platter presentation techniques.

GLO 6.4: Apply the transferrable cross-curricular knowledge and skills from **the sciences** to the culinary arts.

11A.6.4.1 Demonstrate an understanding of the use of acids and bases to manipulate the texture, colour, and nutritional levels of fruits or vegetables.	11B.6.4.1 Demonstrate an understanding of how baking powder, baking soda, and yeast are used to leaven baked products.	11C.6.4.1 Demonstrate an understanding of the use of acids and bases to manipulate the texture, colour, and nutritional levels of fruits or vegetables.
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8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 7: Demonstrate an awareness of **sustainability** as it pertains to the culinary arts.

GLO 7.1: Demonstrate an awareness of **sustainability** as it pertains to the culinary arts.

10.7.1.1 Demonstrate an awareness of the waste produced in a culinary arts facility, as well as processes for minimizing and managing the waste.	11A.7.1.1 Demonstrate the ability to minimize and manage waste.	11B.7.1.1 →	11C.7.1.1 →
10.7.1.2 Demonstrate an awareness of the disposal and recycling of waste.	11A.7.1.2 →	11B.7.1.2 →	11C.7.1.2 →
10.7.1.3 Demonstrate an understanding of the need to rotate stock in a way to minimize waste (e.g., the FIFO principle—the first one in is the first one out).			
10.7.1.4 Demonstrate the ability to rotate stock in a way to minimize waste.	11A.7.1.3 →	11B.7.1.3 →	11C.7.1.3 →

Goal 8: Demonstrate an awareness of the **ethical and legal standards** that pertain to the culinary arts.

GLO 8.1: Identify and follow the **ethical and legal standards** that pertain to the culinary arts.

10.8.1.1 Demonstrate an awareness of ethics.	11A8.1.1 →	11B.8.1.1 →	11C.8.1.1 →
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Goal 9: Demonstrate the **employability skills** required in the culinary arts.

GLO 9.1: Demonstrate fundamental **employability skills**.

9.9.1.1 Demonstrate employability skills (e.g., being prepared for work on time, setting up workstations, staying on task, working productively, accepting responsibility for one's actions, etc.).	10.9.1.1 →	11A9.1.1 →	11B.9.1.1 →	11C.9.1.1 →
9.9.1.2 Demonstrate adherence to a professional dress code.	10.9.1.2 →	11A9.1.2 →	11B.9.1.2 →	11C.9.1.2 →
9.9.1.3 Demonstrate the skills required to work as a member of a team.	10.9.1.3 →	11A9.1.3 →	11B.9.1.3 →	11C.9.1.3 →
9.9.1.4 Demonstrate initiative in performing tasks.	10.9.1.4 →	11A9.1.4 →	11B.9.1.4 →	11C.9.1.4 →

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 9: Demonstrate the **employability skills** required in the culinary arts. *(continued)*

GLO 9.2: Demonstrate an understanding of the **business operation** of a culinary establishment.

10.9.2.1 Demonstrate an awareness of the business characteristics of enterprises such as restaurants, catering establishments, hotels, etc., including the need to generate a profit.	11A.9.2.1 →	11B.9.2.1 →	11C.9.2.1 →
10.9.2.2 Demonstrate an awareness of the ways in which employees can contribute to the success of a business.	11A9.2.2 →	11B.9.2.2 →	11C.9.2.2 →

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 9: Demonstrate the **employability skills** required in the culinary arts. *(continued)*

GLO 9.3: Demonstrate the knowledge, skills, and attitudes required to **think critically** in order to solve complex problems.

10.9.3.1 Demonstrate an awareness of critical thinking and problem solving.	11A.9.3.1 Demonstrate the ability to solve problems by focusing only on facts, and not allowing biases to interfere with that process.	11B.9.3.1 →	11C.9.3.1 →
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GLO 9.4: Demonstrate an awareness of **culture** and **diversity**, and their importance in the workplace.

10.9.4.1 Demonstrate an awareness of culture and diversity.	11A.9.4.1 Demonstrate an awareness of culture and diversity and their place in the workplace.	11B.9.4.1 Demonstrate an awareness of some of the cultural perspectives surrounding baked goods.	11C.9.4.1 Demonstrate an awareness of some of the benefits, to themselves and to others, of being able to interact successfully with people of various cultures.
10.9.4.2 Demonstrate an awareness of some of the cultural perspectives surrounding food and its preparation.			11C.9.4.2 Demonstrate an awareness of some of the cultural perspectives surrounding vegetables and starches.

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 10: Demonstrate an understanding of the **scope** of the culinary arts (along with associated professions), including **working conditions**, and **training** and **career opportunities**.

GLO 10.1: Demonstrate an understanding of the **scope** of the culinary arts (along with associated professions), including **working conditions**.

10.10.1.1 Demonstrate an awareness of the scope of the culinary arts and associated professions.	11A.10.1.1 →	11B.10.1.1 Demonstrate an awareness of the scope of the patisserie and baking industry.	11C.10.1.1 Demonstrate an awareness of the working conditions typically found in the culinary arts and associated professions.
10.10.1.2 Demonstrate an awareness of the working conditions typically found in the culinary arts and associated professions.	11A.10.1.2 →	11B.10.1.2 Demonstrate an awareness of the working conditions typically found in the patisserie and baking industry.	
	11A.10.1.3 Demonstrate an awareness of business opportunities related to garde-manger, such as those related to catering.	11B.10.1.3 Demonstrate an awareness of business opportunities related to patisserie and baking.	

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 10: Demonstrate an understanding of the **scope** of the culinary arts (along with associated professions), including **working conditions**, and **training** and **career opportunities**. *(continued)*

GLO 10.2: Demonstrate an understanding of **career** and **training opportunities** in the culinary arts and associated professions.

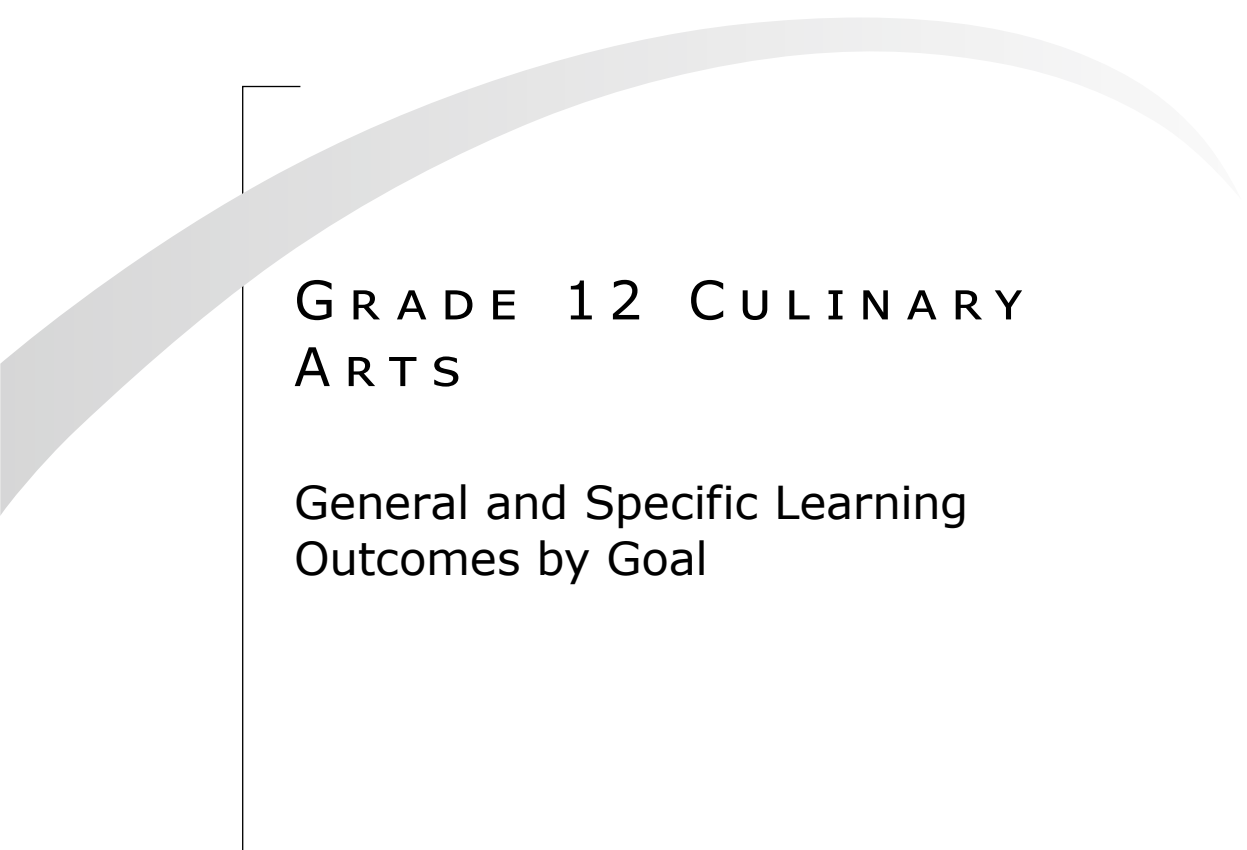
9.10.2.1 Demonstrate an awareness of career and training opportunities in the culinary arts and associated professions.	10.10.2.1 Demonstrate an awareness of the High School Apprenticeship Program (HSAP), and how it can help students reach their goals.	11A.10.2.1 Demonstrate an awareness of the High School Apprenticeship Program (HSAP), and how it can help students reach their goals.	11B.10.2.1 Demonstrate an awareness of career and training opportunities related to patisserie and baking.
	10.10.2.2 Demonstrate an awareness of career opportunities in the culinary arts and associated professions.		11B.10.2.2 Demonstrate an awareness of the process to become a Red Seal Baker.
	10.10.2.3 Demonstrate an awareness of apprenticeship, including how to become an apprentice and a certified chef.		

8790 Exploration of the Culinary Arts (9) 15S / 15E / 15M 10S / 10E / 10M	8791 Cooking Principles (10) 20S / 20E / 20M	8792 Garde-Manger (11A) 30S / 30E / 30M	8793 Patisserie and Baking (11B) 30S / 30E / 30M	8794 Vegetables and Starches (11C) 30S / 30E / 30M
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Goal 11: Demonstrate an understanding of the **evolution** of, and the **innovations and new trends** in, the culinary arts.

GLO 11.1: Demonstrate an understanding of the **evolution** of, and the **innovations and new trends** in, the culinary arts.

10.11.1.1 Demonstrate an awareness of traditional culinary arts processes and equipment.	11A.11.1.1 Demonstrate an understanding of the evolution of, and the innovations and new trends in, garde-manger.	11B.11.1.1 Demonstrate an understanding of the evolution of, and the innovations and new trends in, patisserie and baking.	11C.11.1.1 Demonstrate an understanding of the evolution of, and the innovations and new trends in, vegetables and starches.
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GRADE 12 CULINARY ARTS

General and Specific Learning
Outcomes by Goal

GRADE 12 CULINARY ARTS: GENERAL AND SPECIFIC LEARNING OUTCOMES BY GOAL

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
Goal 1: Demonstrate an understanding of, and adherence to, safety, personal hygiene, sanitation, and food safety procedures.			
GLO 1.1: Demonstrate an understanding of, and adherence to, safety, personal hygiene, and sanitation practices.			
12A.1.1.1 Adhere to professional standards of dress, personal hygiene, and grooming.	12B.1.1.1 →	12C.1.1.1 →	12D.1.1.1 →
12A.1.1.2 Create and maintain a safe and sanitary work environment.	12B.1.1.2 →	12C.1.1.2 →	12D.1.1.2 →
12A.1.1.3 Comply with personal protective equipment (PPE) and procedures.	12B.1.1.3 →	12C.1.1.3 →	12D.1.1.3 Demonstrate an understanding of, and adherence to, safety, personal hygiene, sanitation practices, and policies in culinary facilities.
12A.1.1.4 Demonstrate adherence to ergonomic principles.	12B.1.1.4 →	12C.1.1.4 →	
12A.1.1.5 Comply with WHMIS guidelines.	12B.1.1.5 →	12C.1.1.5 →	

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 1: Demonstrate an understanding of, and adherence to, **safety, personal hygiene, sanitation, and food safety procedures.** *(continued)*

GLO 1.1: Demonstrate an understanding of, and adherence to, **safety, personal hygiene, and sanitation** practices.
(continued)

12C.1.1.6 Identify safety and health requirements. (A2.1)

12C.1.1.7 Identify regulations pertinent to care and cleanliness in the working area. (A2.3)

12C.1.1.8 Identify the regulations relevant to the safe use of chemicals. (A2.4)

12C.1.1.9 Identify hazards of confined space entry. (A2.7)

12C.1.1.10 Identify first aid/ CPR. (A2.8)

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 1: Demonstrate an understanding of, and adherence to, **safety, personal hygiene, sanitation, and food safety procedures.** *(continued)*

GLO 1.2: Demonstrate an understanding of, and adherence to, **food safety** procedures.

12A.1.2.1 Describe the procedures used to disassemble and assemble kitchen tools, equipment, and their accessories for sanitizing purposes. (A3.4)	12B.1.2.1 →	12C.1.2.1 →	12D.1.2.1 Demonstrate an understanding of food safety policies, including those associated with food allergies, required in culinary facilities.
12A.1.2.2 Demonstrate proper kitchen sanitation, personal hygiene, and food handling and storage practices. (A3.8)	12B.1.2.2 →	12C.1.2.2 →	12D.1.2.2 Demonstrate an understanding of the process for implementing food safety policies, including those associated with food allergies.
12A.1.2.3 Demonstrate an understanding of food allergies and intolerances.	12B.1.2.3 →	12C.1.2.3 →	12D.1.2.3 Identify and interpret codes, public health regulations, and jurisdictional requirements pertaining to kitchen sanitation and safe food handling practices. (A3.2)

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
Goal 1: Demonstrate an understanding of, and adherence to, safety, personal hygiene, sanitation, and food safety procedures. <i>(continued)</i>			
GLO 1.2: Demonstrate an understanding of, and adherence to, food safety procedures. <i>(continued)</i>			
12A.1.2.4 Demonstrate the knowledge and skills required to identify and eliminate hazards associated with food allergies and intolerances.	12B.1.2.4 →	12C.1.2.4 →	12D.1.2.4 Interpret jurisdictional regulations and company guidelines associated with wearing personal items. (A3.6)
	12B.1.2.5 Demonstrate an understanding of, and adherence to, safe handling procedures for breakfast and dairy.	12C.1.2.5 Demonstrate an understanding of, and adherence to, safe handling procedures for meats, poultry, fish, and seafood.	

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 2: Demonstrate an understanding of kitchen **tools** and **equipment**, along with their **use, cleaning,** and **maintenance.**

GLO 2.1: Demonstrate an understanding of kitchen **tools** and **equipment**, along with their **use, cleaning,** and **maintenance.**

12A.2.1.1 Demonstrate the use of kitchen tools and equipment used in stocks, soups, and sauces.	12B.2.1.1 Demonstrate the use of kitchen tools and equipment used in breakfast and dairy.	12C.2.1.1 Demonstrate the use of kitchen tools and equipment used in meats, poultry, fish, and seafood.	12D.2.1.1 Demonstrate an understanding of policies related to the cleaning, maintenance, and replacement, of tools and equipment required in culinary facilities.
12A.2.1.2 Demonstrate the use, cleaning, and maintenance of kitchen tools and equipment.	12B.2.1.2 →	12C.2.1.2 →	12D.2.1.2 Describe the safe storage of stock equipment in service vehicles. (A2.11)

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 3: Demonstrate the **receiving, handling, quality assurance**, and **storage** of different types of food and beverages.

GLO 3.1: Demonstrate the **receiving, handling, quality assurance**, and **storage** of different types of food and beverages.

12A.3.1.1 Demonstrate the receiving, handling, quality assurance, and storage of different types of food and beverages.	12B.3.1.1 →	12C.3.1.1 →	12D.3.1.1 Describe and demonstrate the use of documents relating to receiving, inspecting, and storing goods and their related procedures. (A7.5)
12A.3.1.2 Perform the procedures used to receive, inspect, and store goods. (A7.6)	12B.3.1.2 →	12C.3.1.2 →	12D.3.1.2 Demonstrate the knowledge and skills required to purchase food and beverages for a culinary facility.
			12D.3.1.3 Demonstrate an understanding of the inventory process, including par stock (par level) for culinary facilities.
			12D.3.1.4 Demonstrate the knowledge and skills required to perform an inventory, including par stock (par level) for a culinary facility.

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
Goal 4: Demonstrate the pre-preparation (mise en place), preparation , and presentation of different types of food and beverage.			
GLO 4.1: Demonstrate the pre-preparation (mise en place), preparation , and presentation of different types of food and beverage.			
12A.4.1.1 Explain the principles of heat transfer. (A8.2)	12B.4.1.1 →	12C.4.1.1 →	12D.4.1.1 Prepare a three-course meal for two people. (A8.8)
12A.4.1.2 Describe and demonstrate methods used to cook foods and describe their associated procedures. (A8.3)	12B.4.1.2 →	12C.4.1.2 →	
12A.4.1.3 Describe and demonstrate methods used to check for doneness of foods and describe their associated procedures. (A8.4)	12B.4.1.3 →	12C.4.1.3 →	
12A.4.1.4 Identify methods of flavour enhancement and their applications. (A8.5)	12B.4.1.4 →	12C.4.1.4 →	
12A.4.1.5 Identify basic kitchen practices, food quality indicators, and finishing techniques. (A8.6)	12B.4.1.5 →	12C.4.1.5 →	
12A.4.1.6 Demonstrate the skills required to evaluate the doneness of food items.	12B.4.1.6 →	12C.4.1.6 →	

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

12A.4.1.7 Differentiate between seasoning and flavouring, and determine which to use with particular food items.

12B.4.1.7 →

12C.4.1.7 →

A14 Stocks, Broths, and Soups I (21 hours)	A9 Eggs and Dairy Products (7 hours)	A19 Meats, Poultry, and Fin Fish (28 hours)
12A.4.1.8 Define terminology associated with stocks, broths, and soups. (A14.1)	12B.4.1.8 Define terminology associated with eggs and dairy products. (A9.1)	12C.4.1.8 Define terminology associated with meats, poultry, and fin fish. (A19.1)
12A.4.1.9 Identify types of stocks and broths. (A14.2)	12B.4.1.9 Identify and describe the composition of eggs. (A9.2)	12C.4.1.9 Describe safety practices and precautions related to the storage and handling of meats, poultry, and fin fish. (A19.2)
12A.4.1.10 Identify and describe types of soups and their characteristics. (A14.3)	12B.4.1.10 Describe the procedures used to handle and store eggs and dairy products. (A9.3)	12C.4.1.10 Identify and describe types of domestic meats, and their characteristics and applications. (A19.3)
12A.4.1.11 Describe and demonstrate the procedures used to prepare stocks. (A14.4)	12B.4.1.11 Identify and describe the classifications and types of egg and dairy products, and their characteristics and applications. (A9.4)	12C.4.1.11 Identify and describe types of poultry, and their characteristics and applications. (A19.4)

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

A14 Stocks, Broths, and Soups I (21 hours)	A9 Eggs and Dairy Products (7 hours)	A19 Meats, Poultry, and Fin Fish (28 hours)
12A.4.1.12 Describe the procedures used to cool and store stocks, broths, and soups. (A14.5)	12B.4.1.12 Identify market forms (pre-prepared and packaged) of eggs, cheese, milk, creams, and butters and describe their characteristics and applications. (A9.5)	12C.4.1.12 Identify and describe types of fin fish, and their characteristics and applications. (A19.5)
12A.4.1.13 Perform the procedures used to prepare stocks, broths, and soups. (A15.6)	12B.4.1.13 Identify and describe the types of egg and dairy substitutes and describe their characteristics and applications. (A9.6)	12C.4.1.13 Identify and describe market forms (pre-prepared and packaged) of meats, poultry, and fin fish, and their applications. (A19.6)
		12C.4.1.14 Describe and demonstrate the procedures used to prepare meats, poultry, and fish fish. (A19.7)

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

A15 Thickening and Binding Agents I (7 hours)	A10 Breakfast Cookery (14 hours)
12A.4.1.14 Define terminology associated with thickening and binding agents. (A15.1)	12B.4.1.14 Define terminology associated with breakfast cookery. (A10.1)
12A.4.1.15 Identify and describe types of thickening and binding agents, and factors to consider when selecting ingredients. (A15.2)	12B.4.1.15 Describe types of egg-related dishes used in breakfast cookery and demonstrate the procedures for preparing them. (A10.2)
12A.4.1.16 Describe and demonstrate applications of thickening and binding agents, and procedures for their use. (A15.3)	12B.4.1.16 Describe types of proteins used in breakfast cookery and demonstrate the procedures for preparing them. (A10.3)
12A.4.1.17 Identify and describe the mother sauces and their characteristics. (A15.4)	12B.4.1.17 Describe types of batters used in breakfast cookery and demonstrate the procedures for preparing them. (A10.4)

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

A15 Thickening and Binding Agents I (7 hours)	A10 Breakfast Cookery (14 hours)
12A.4.1.18 Perform the procedures used to prepare thickening and binding agents. (A15.5)	12B.4.1.18 Describe types of hot and cold cereals used in breakfast cookery and demonstrate the procedures for preparing them. (A10.5)
	12B.4.1.19 Identify types of hot and cold beverages and describe their applications. (A10.6)
	12B.4.1.20 Identify market forms (pre-prepared and packaged) of breakfast products and describe their applications. (A10.7)
	12B.4.1.21 Describe the procedures used to handle and store breakfast items. (A10.8)

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 4: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

GLO 4.1: Demonstrate the **pre-preparation** (mise en place), **preparation**, and **presentation** of different types of food and beverage. *(continued)*

A10 Breakfast Cookery (14 hours)

12B.4.1.22 Perform the procedures used to prepare breakfast dishes. (A10.9)

12B.4.1.23 Demonstrate the ability to select and mix ingredients to prepare and cook a dish that includes cheese.

12B.4.1.24 Demonstrate an understanding of the characteristics of quick breads.

12B.4.1.25 Demonstrate the knowledge and skills required to prepare, bake, and serve/store quick breads.

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 5: Demonstrate an understanding of **food, ingredients, recipes, menus, food costing, and nutrition.**

GLO 5.1: Demonstrate an understanding of the **characteristics of foods and ingredients**, and how knowledge of these characteristics is taken into consideration in preparing food, and designing recipes and menus.

12A.5.1.1 Demonstrate an understanding of the characteristics of various stocks, soups, and sauces and their ingredients.	12B.5.1.1 Demonstrate an understanding of the characteristics of various breakfast and dairy items and their ingredients.	12C.5.1.1 Demonstrate an understanding of the characteristics of various meats, poultry, fish, seafood, and their ingredients. 12C.5.1.2 Demonstrate an awareness of different aging processes for meat.	
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GLO 5.2: Demonstrate an understanding of **recipes, menus, and food costing.**

12A.5.2.1 Demonstrate the ability to follow a recipe.	12B.5.2.1 →	12C.5.2.1 →	12D.5.2.1 Demonstrate an understanding of menus and the principles of menu design.
12A.5.2.2 Demonstrate an understanding of the costs of the ingredients used in various recipes, including any related supplies.	12B.5.2.2 →	12C.5.2.2 →	12D.5.2.2 Identify the styles of menus and describe their characteristics. (A8.7) 12D.5.2.3 Demonstrate the knowledge, skills, and attitudes required to design menus for a variety of meals and events. 12D.5.2.4 Demonstrate an understanding of the factors that influence food prices.

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 5: Demonstrate an understanding of **food, ingredients, recipes, menus, food costing,** and **nutrition.**
(continued)

GLO 5.2: Demonstrate an understanding of **recipes, menus,** and **food costing.** (continued)

12D.5.2.5 Demonstrate the knowledge, skills and attitudes required to calculate the cost of recipes and the selling price of menu items.

GLO 5.3: Demonstrate an understanding of **nutrition.**

12A.5.3.1 Demonstrate an understanding of the nutritional components of stocks, soups, and sauces.

12B.5.3.1 Demonstrate an understanding of the nutritional components of breakfast and dairy foods.

12C.5.3.1 Demonstrate an understanding of the nutritional components of meats, poultry, fish, and seafood.

12D.5.3.1 Demonstrate the ability to incorporate the information from Canada's Food Guide when designing menus.

12D.5.3.2 Demonstrate an understanding of the principles of nutrition.

12D.5.3.3 Demonstrate an understanding of the importance of a balanced diet and a healthy lifestyle.

12D.5.3.4 Demonstrate an awareness of dietary requirements (gluten intolerance, diabetic diets, people on weight loss diets, kosher, halal, vegan, etc.) in menu planning.

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 6: Apply the transferable, **cross-curricular** knowledge and skills, as they relate to the culinary arts (literacy, numeracy, the arts, the sciences, etc.).

GLO 6.1: Apply the transferrable **literacy** cross-curricular knowledge and skills to the culinary arts.

12A.6.1.1 Demonstrate knowledge and skills in literacy by reading, interpreting, communicating, and applying information.

12B.6.1.1 →

12C.6.1.1 →

12D.6.1.1 Demonstrate the literacy knowledge and skills required to design menus.

12D.6.1.2 Identify the types of communication methods and equipment and describe their applications. (A4.1)

12D.6.1.3 Describe and identify types of trade-related documents, and their applications. (A4.2)

12D.6.1.4 Prepare and complete trade-related forms and documents. (A4.4)

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 6: Apply the transferable, **cross-curricular** knowledge and skills, as they relate to the culinary arts (literacy, numeracy, the arts, the sciences, etc.). *(continued)*

GLO 6.2: Apply the transferrable cross-curricular **numeracy** knowledge and skills to the culinary arts.

12A.6.2.1 Demonstrate numeracy knowledge and skills by solving mathematical problems.	12B.6.2.1 →	12C.6.2.1 →	12D.6.2.1 →
12A.6.2.2 Demonstrate the ability to work with fractions, ratios, decimals, and percentages, and to convert between units of measurement [such as metric and standard (imperial)].	12B.6.2.2 →	12C.6.2.2 →	12D.6.2.2 →
12A.6.2.3 Describe and demonstrate the procedures used to read and follow recipes. (Adjust recipe yields; Recipe conversions; Calculations and formulas) (A6.3)	12B.6.2.3 →	12C.6.2.3 →	12D.6.2.3 →
			12D.6.2.4 Demonstrate the numeracy knowledge and skills required to design menus.
			12D.6.2.5 Perform recipe conversions using systems of measurement with consideration to recipe yields and cost controls. (A6.4)

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Goal 6: Apply the transferable, **cross-curricular** knowledge and skills, as they relate to the culinary arts (literacy, numeracy, the arts, the sciences, etc.). *(continued)*

GLO 6.3: Apply the transferrable cross-curricular knowledge and skills from **the arts** to the culinary arts.

12A.6.3.1 Demonstrate creativity while applying a variety of presentation techniques.

12B.6.3.1 →

12C.6.3.1 →

12D.6.3.1 →

12D.6.3.2 Demonstrate creativity while designing menus for a variety of meals and events.

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Goal 7: Demonstrate an awareness of **sustainability** as it pertains to the culinary arts.

GLO 7.1: Demonstrate an awareness of **sustainability** as it pertains to the culinary arts.

12A.7.1.1 Demonstrate the ability to identify opportunities to minimize waste.	12B.7.1.1 →	12C.7.1.1 →	12D.7.1.1 Demonstrate an understanding of ways in which chefs can improve their sustainability practices. Topics include <ul style="list-style-type: none"> ■ reducing the use of energy, water, and waste ■ adjusting portion sizes ■ rotating stock ■ using sustainable food containers ■ composting ■ minimizing waste through menu management
12A.7.1.2 Demonstrate an understanding of, and compliance to, the disposal and recycling of waste.	12B.7.1.2 →	12C.7.1.2 →	12D.7.1.2 Demonstrate an understanding of processes and local facilities for recycling, composting, and waste disposal.
12A.7.1.3 Demonstrate the ability to rotate stock in a way to minimize waste (e.g., FIFO—the first one in is the first one out).	12B.7.1.3 →	12C.7.1.3 →	112D.7.1.3 Demonstrate an awareness of the steps to set up a composting program.

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Goal 8: Demonstrate an awareness of the **ethical and legal standards** that pertain to the culinary arts.

GLO 8.1: Identify and follow the **ethical and legal standards** that pertain to the culinary arts.

12A.8.1.1 Demonstrate an awareness of some of the ethical issues related to stocks, soups, and sauces.

12B.8.1.1 Demonstrate an awareness of some of the ethical issues related to breakfast and dairy.

12C.8.1.1 Demonstrate an awareness of ethical issues related to the misleading identification of meats, fish, and seafood species and cuts.

12D.8.1.1 Demonstrate an awareness of the need for ethics in a culinary establishment.

12D.8.1.2 Demonstrate an awareness of some of the ethical issues in the culinary industry, including

- misleading information in menus and food preparation
- deceitful substitution of inferior food products for superior ones
- unsanitary and unhealthy practices
- food processed in uninspected facilities
- food from unreliable or unknown vendors

112D.8.1.3 Demonstrate the ability to describe two opposing ethical points of view, including some of the benefits and disadvantages of each one.

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Goal 8: Demonstrate an awareness of the **ethical and legal standards** that pertain to the culinary arts.
(continued)

GLO 8.1: Identify and follow the **ethical and legal standards** that pertain to the culinary arts. (continued)

12D.8.1.4 Demonstrate the ability to select the more appropriate of two opposing ethical points of view, and explain why they chose it.

12D.8.1.5 Demonstrate an understanding of the legal issues found in culinary management (i.e. working conditions, hiring practices, serving alcohol to minors, gratuities, etc.).

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Goal 9: Demonstrate the **employability skills** required in the culinary arts.

GLO 9.1: Demonstrate fundamental **employability skills**.

12A.9.1.1 Demonstrate employability skills (e.g., being prepared for work on time, setting up workstations, staying on task, accepting responsibility for one's actions, and so on).	12B.9.1.1 →	12C.9.1.1 →	12D.9.1.1 Demonstrate an understanding of the skills required to manage a culinary establishment.
12A.9.1.2 Demonstrate adherence to a professional dress code.	12B.9.1.2 →	12C.9.1.2 →	12D.9.1.2 →
12A.9.1.3 Demonstrate the skills required to work as a member of a team.	12B.9.1.3 →	12C.9.1.3 →	12D.9.1.3 Demonstrate the skills required to manage a team of subordinates.
12A.9.1.4 Demonstrate initiative in performing tasks.	12B.9.1.4 →	12C.9.1.4 →	12D.9.1.4 →
12A.9.1.5 Demonstrate the ability to adapt to different situations.	12B.9.1.5 →	12C.9.1.5 →	12D.9.1.5 →

8795 Stocks, Soups, and Sauces (12A) 40S / 40E / 40M	8796 Breakfast and Dairy (12B) 40S / 40E / 40M	8797 Meats, Poultry, Fish, and Seafood (12C) 40S / 40E / 40M	8798 Culinary Management and Menu Design (12D) 40S / 40E / 40M
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Goal 9: Demonstrate the **employability skills** required in the culinary arts. *(continued)*

GLO 9.2: Demonstrate an understanding of the **business operation** of a culinary establishment.

12D.9.2.1 Demonstrate an understanding of the business operation of a culinary establishment.

12D.9.2.2 Demonstrate the skills required to operate a culinary establishment.

12D.9.2.3 Demonstrate an understanding of the need for keeping accurate inventories.

12D.9.2.4 Demonstrate an understanding of the differences between successful and unsuccessful culinary businesses.

12D.9.2.5 Demonstrate an understanding of the characteristics of businesses such as culinary arts facilities, including the need to generate a profit.

12D.9.2.6 Demonstrate an understanding of the ways in which owners and employees (including subordinates) can contribute to the success of a business.

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Goal 9: Demonstrate the **employability skills** required in the culinary arts. *(continued)*

GLO 9.3: Demonstrate the knowledge, skills, and attitudes required to think critically in order to solve complex problems.

12A.9.3.1 Demonstrate the ability to solve problems by focusing only on the facts, and not allowing any biases to interfere with that process.	12B.9.3.1 →	12C.9.3.1 →	12D.9.3.1 →
			12D.9.3.2 Demonstrate an awareness of some of the steps required to solve problems.

GLO 9.4: Demonstrate an awareness of **culture** and **diversity**, and its importance in the workplace.

12A.9.4.1 Demonstrate an awareness of workplace culture.	12B.9.4.1 Demonstrate an awareness of the need for diversity and cultural competence in the workplace.	12C.9.4.1 Demonstrate an awareness of the need for cultural competence in the culinary industry.	12D.9.4.1 Demonstrate an awareness of some of the culture-related issues and/or diversity-related issues in the culinary industry or in a typical workplace.
12A.9.4.2 Demonstrate an awareness of some of the cultural perspectives surrounding stocks, soups, and sauces.	12B.9.4.2 Demonstrate an awareness of some of the cultural perspectives surrounding breakfast and dairy.	12C.9.4.2 Demonstrate an awareness of some of the cultural perspectives surrounding meats, poultry, fish, and seafood.	12D.9.4.2 Demonstrate an understanding of the need to interact positively with people of different cultures, including in the workplace.
			12D.9.4.3 Demonstrate an understanding of some of the cultural perspectives surrounding food and its preparation.

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Goal 10: Demonstrate an understanding of the **scope** of the culinary arts (along with associated professions), including **working conditions**, and **training** and **career opportunities**.

GLO 10.1: Demonstrate an understanding of the **scope** of the culinary arts (along with associated professions), including **working conditions**.

12D.10.1.1 Demonstrate an awareness of how the culinary arts contribute to human health and well-being.

12D.10.1.2 Describe the structure and scope of the Cook trade. (A1.1)

12D.10.1.3 Describe two levels of workplace competency. (A1.2)

12D.10.1.4 Describe accommodation for apprentices with disabilities. (A1.3)

12D.10.1.5 Demonstrate an understanding of the scope of the culinary industry.

12D.10.1.6 Demonstrate an understanding of the working conditions typically found in the culinary industry.

12D.10.1.7 Demonstrate an understanding of the roles and responsibilities of chefs in various culinary establishments.

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Goal 10: Demonstrate an understanding of the **scope** of the culinary arts (along with associated professions), including **working conditions**, and **training** and **career opportunities**. *(continued)*

GLO 10.1: Demonstrate an understanding of the **scope** of the culinary arts (along with associated professions), including **working conditions**. *(continued)*

12D.10.1.8 Demonstrate an awareness of professional associations or industry groups in the culinary arts.

GLO 10.2: Demonstrate an understanding of **career** and **training opportunities** in the culinary arts and associated professions.

12D.10.2.1 Demonstrate an understanding of apprenticeship, including how to become an apprentice and how to become a journeyperson Red Seal Cook.

12D.10.2.2 Demonstrate an understanding of career opportunities in the culinary arts and associated professions.

12D.10.2.3 Demonstrate an understanding of the professional development opportunities in the culinary arts industry.

12D.10.2.4 Demonstrate the knowledge, skills, and attitudes required to create a resume, cover letter, and portfolio for gaining employment in the culinary arts.

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Goal 11: Demonstrate an understanding of the **evolution** of, and the **innovations and new trends** in, the culinary arts.

GLO 11.1: Demonstrate an understanding of the **evolution** of, and the **innovations and new trends** in, the culinary arts.

12A.11.1.1 Demonstrate an understanding of the evolution of, and the innovations and new trends in, stocks, soups, and sauces.

12B.11.1.1 Demonstrate an understanding of the evolution of, and the innovations and new trends in, breakfast and dairy.

12C.11.1.1 Demonstrate an understanding of the evolution of, and the innovations and new trends in, meats, poultry, fish, and seafood.

12D.11.1.1 Demonstrate an understanding of the evolution of, and the innovations and new trends in, culinary management and menu design.

12D.11.1.2 Demonstrate an understanding of the evolution of, and the innovations and new trends in, the culinary arts.

Topics may include

- local food
- slow food
- genetically modified food
- organic food

12D.11.1.3 Demonstrate an understanding of the use of digital technologies in the culinary arts.

12D.11.1.4 Describe the history and evolution of professional cooking.



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