

PROGRAM OUTLINE

Professional Cook 1
Indigenous Content



ita
YOUR TICKET.

June 2020



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www.itabc.ca

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PROFESSIONAL COOK 1

PROGRAM OUTLINE

INDIGENOUS CONTENT

APPROVED BY INDUSTRY
JANUARY 2011

BASED ON
NOA 2011

Developed by
Industry Training Authority
Province of British Columbia



Historically, food has been at the center of Indigenous culture not only for survival but during celebrations, festivals, powwows, potlaches, and all community events. Hunting, gathering and food preparation all evolves around our seasons, the land, waterways, and the sky. Indigenous Professional Cooking begins to bring back Indigenous traditional knowledge and a commitment toward reconciliation for all. What a better to way to understand culture, but through food.

Indigenous Professional Cooking Levels 1 and 2 have been enhanced to introduce Indigenous culture through food gathering and preparation. The program prepares apprentices to complete each level of the provincial exams and practical assessments while introducing apprentices to Indigenous culture from their specific area.

The Industry Training Authority (ITA) recognizes and appreciates the unique history of Indigenous peoples in British Columbia and across our Nation. As a Crown Corporation of dedicated professionals, ITA is mandated to actively play a role in reconciliation. As the governing body responsible for trades training and apprenticeship in British Columbia, we consider sharing Indigenous culture through the Professional Cook program a means toward reconciliation.

ITA will continue to foster an environment for trades training and apprenticeship that allows Indigenous people to grow while sharing their knowledge, perspectives and worldviews. We will work hard as Indigenous peoples and Canadians alike grow and understand the impacts of colonialism and assimilation as we partner to bring innovative trades training and apprenticeship opportunities to British Columbians.

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission of Canada: (TRC) Calls to Action, are key to guiding ITA's commitment to reconciliation and increasing Indigenous people's success in trades training and apprenticeships.

A Special Note to Instructors: This document is a *template* that can be modified to encompass the diverse Indigenous regions of our provinces and across the country. It is a guide to be adapted to specific regions and communities and is intended to introduce the Indigenous culture of hunting, gathering, and food preparation. As part of the program, it is equally important to bring in Traditional Knowledge Keepers (TKK) and Elders to share in storytelling about the rich Indigenous culture from the area. It allows for inclusion of regional Indigenous culture of where to gather and hunt, and how to prepare the rewards.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Cameron".

Michael Cameron
Director Indigenous Initiatives
Industry Training Authority



TABLE OF CONTENTS

| | |
|--|------------|
| Section 1 INTRODUCTION..... | 6 |
| Foreword..... | 7 |
| Acknowledgements..... | 8 |
| How to Use this Document..... | 10 |
| Section 2 PROGRAM OVERVIEW | 12 |
| Program Credentialing Model..... | 13 |
| INDEX: Professional Cook 1 Indigenous Content (PC1IC)..... | 15 |
| Occupational Analysis Chart..... | 16 |
| Training Topics and Suggested Time Allocation..... | 19 |
| Section 3 PROGRAM CONTENT | 21 |
| Professional Cook 1 Indigenous Content..... | 22 |
| Section 4 ASSESSMENT GUIDELINES..... | 108 |
| Assessment Guidelines..... | 109 |
| Section 5 TRAINING PROVIDER STANDARDS..... | 110 |
| Facility Requirements..... | 111 |
| Tools and Equipment..... | 112 |
| Reference Materials..... | 116 |
| Instructor Requirements..... | 120 |
| Appendices..... | 121 |
| Appendix A Assessor Requirements..... | 122 |
| Appendix B Indigenous Recipes..... | 123 |
| Appendix C Indigenous Projects and Field School..... | 127 |



Section 1

INTRODUCTION

Professional Cook 1

Indigenous Content



Foreword

This Program Outline was intended as a guide for instructors of the Professional Cook 1 program. Practical instruction by demonstration and student participation should be integrated with classroom sessions. Safe working practices, even though not always specified in each operation or topic, are an implied part of the program and should be stressed throughout the apprenticeship. It is the responsibility of employers to ensure safety training for the apprentices working on their worksites.

The Program Outline was prepared with the advice and assistance of the provincial Cook Advisory Committee and will form the basis for further updating of the British Columbia Professional Cook assessment tools and learning resources by the Industry Training Authority (ITA).

Each competency is to be evaluated through the use of written examinations in which the individual must achieve a minimum of 70% in order to receive a passing grade. The types of questions used on these exams must reflect the cognitive level indicated by the learning objectives and the learning tasks listed in the related competencies.

Achievement Criteria are included for those competencies that require a practical component. The intent of including Achievement Criteria in the program outline is to ensure consistency in training across the many training institutions in British Columbia. Their purpose is to reinforce the theory and to provide a mechanism for evaluation of the individual's ability to apply the theory to practice. It is important that these performances be observable and measurable and that they reflect the skills spelled out in the competency as those required of a competent Professional Cook 1. The conditions under which these performances will be observed and measured must be clear to the individual as well as the criteria by which the individual will be evaluated. The individual must also be given the level of expectation of success.

The performance spelled out in the Achievement Criteria is a suggested performance and is not meant to stifle flexibility of delivery. Training providers are welcome to substitute other practical performances that measure similar skills and attainment of the competency. Multiple performances may also be used to replace individual performances where appropriate.

SAFETY ADVISORY

Be advised that references to the WorkSafeBC safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website:

<http://www.worksafebc.com>). Please note that it is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulation pertaining to his/her work.



Acknowledgements

The Program Outline was prepared with the advice and direction of an industry steering committee convened initially by go2hr. Members include:

- Michael Allemeier – Mission Hill Winery
- Bernard Casavant – Burrowing Owl Winery
- Andrew George – Kila How Ya Culinary Arts Program
- James Kennedy – White Spot
- Christopher Klufftinger – Aramark Canada
- Bruno Marti – La Belle Auberge
- Daryle Nagata – Pan Pacific Vancouver
- Ian Riddick – Delta Hotel Sunpeaks
- Dino Renaerts – BC Chefs' Association; Metropolitan Hotel
- Heidi Romich – Heidi's Restaurant
- Settimio Sicoli – Vancouver Community College
- Terry Tanasiuk – Canadian Auto Workers; Fairmont Hotel Vancouver
- Steve Walker-Duncan – CCF Victoria; Ambrosia Catering

Industry Subject Matter Experts retained to assist in the development of Program Outline content:

- Bill Adams – Northwest Community College
- Xavier Bauby – Vancouver Island University, Powell River
- Ralph Graham – College of New Caledonia
- Kimberly Johnstone – Thompson Rivers University
- Christophe Kwiatkowsky – Northwest Culinary Academy of Vancouver
- Gilbert Noussitou – Camosun College
- Stephen Wade – Burnaby Central Secondary
- Michael French – Northern Lights College

Industry Subject Matter Experts retained as outline reviewers:

- Erik Anderson – Camosun College
- Tim Curnow – College of the Rockies
- Chris Hanson – North Island College
- Ron Matthews – Selkirk College
- Debbie Shore – Vancouver Island University

Facilitators:

- Dennis Green – go2hr

The Industry Training Authority would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Professional Cook 1 occupation.



Professional Cook 1 Indigenous Content

Industry Subject Matter Experts retained to assist in the development of the Professional Cook Level 1 Indigenous Content Program Outline:

- Karen Abramsen – Okanagan Training & Development Council
- Mike Barillaro – Okanagan College
- Debra Bob – Okanagan Training & Development Council
- Michael Cameron – Industry Training Authority
- Andrew George – Industry Training Authority
- Anthony Isaac – Okanagan College
- Jacob McKay – Industry Training Authority
- Daryle Nagata – Premium Brand Holdings
- Finbar O’Sullivan – Industry Training Authority
- Jonathan Rouse – Okanagan College
- Daryl Silva – Okanagan Training & Development Council
- Kim Wallace – Coast Capri Hotel

Facilitators:

- Colleen Rogan – Industry Training Authority
- Cher Steinke – Industry Training Authority

The Industry Training Authority would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Professional Cook 1 Indigenous Content occupation.



How to Use this Document

This Program Outline has been developed for the use of individuals from several different audiences. The table below describes how each section can be used by each intended audience.

| Section | Training Providers | Employers/ Sponsors | Apprentices | Challengers |
|--|---|--|--|--|
| Program Credentialing Model | Communicate program length and structure, and all pathways to completion | Understand the length and structure of the program | Understand the length and structure of the program, and pathway to completion | Understand challenger pathway to Certificate of Qualification |
| OAC | Communicate the competencies that industry has defined as representing the scope of the occupation | Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification | View the competencies they will achieve as a result of program completion | Understand the competencies they must demonstrate in order to challenge the program |
| Training Topics and Suggested Time Allocation | Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application | Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application | Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application | Understand the relative weightings of various competencies of the occupation on which assessment is based |
| Program Content | Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measurable achievement criteria for objectives with a practical component | Identifies detailed program content and performance expectations for competencies with a practical component; may be used as a checklist prior to signing a recommendation for certification (RFC) for an apprentice | Provides detailed information on program content and performance expectations for demonstrating competency | Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels |



| Section | Training Providers | Employers/ Sponsors | Apprentices | Challengers |
|------------------------------------|--|--|---|--|
| Training Provider Standards | Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program | Identifies the tools and equipment an apprentice is expected to have access to; which are supplied by the training provider and which the student is expected to own | Provides information on the training facility, tools and equipment provided by the school and the student, reference materials they may be expected to acquire, and minimum qualification levels of program instructors | Identifies the tools and equipment a tradesperson is expected to be competent in using or operating; which may be used or provided in a practical assessment |



Section 2

PROGRAM OVERVIEW

Professional Cook 1

Indigenous Content

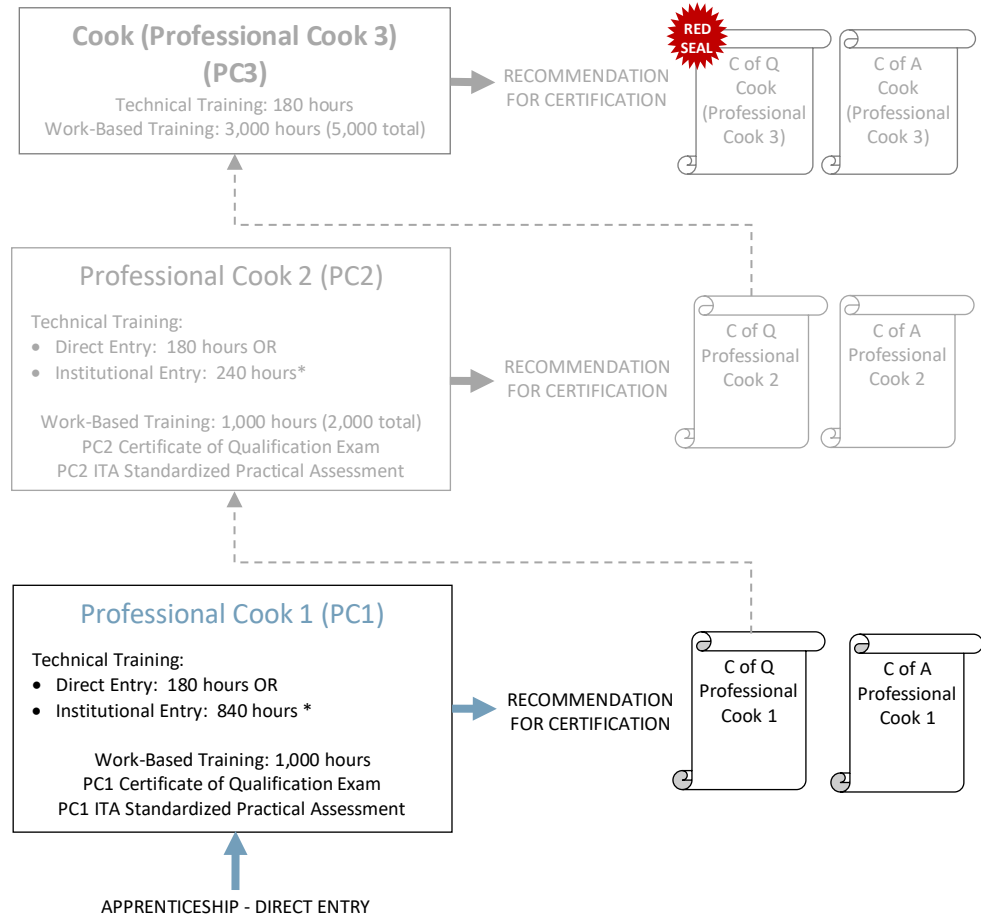


Program Credentialing Model

Apprenticeship Pathway

This graphic provides an overview of the Professional Cook 1 apprenticeship pathway.

C of Q = Certificate of Qualification
C of A = Certificate of Apprenticeship

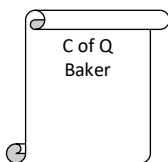


* Individuals who complete technical training through institutional entry receive credit toward the WBT hours of the program:

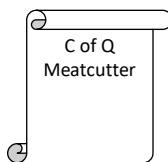
- PC1: 600 hours
- PC2: 240 hours

CROSS-PROGRAM CREDITS

Individuals who hold the credentials listed below are entitled to receive credit toward the completion requirements of this program



Technical Training: None
Work-Based Training: 250 hours



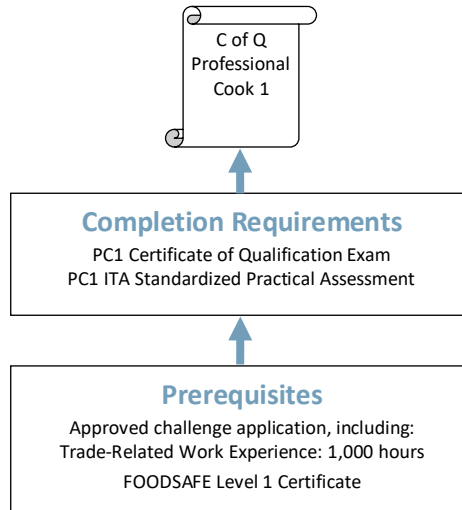
Technical Training: None
Work-Based Training: 250 hours



Challenge Pathway

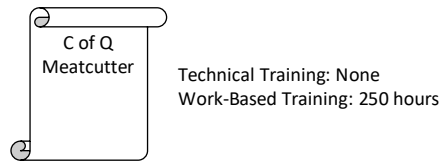
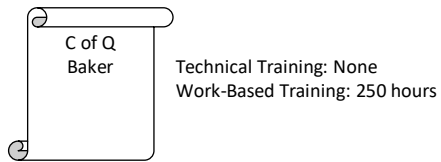
This graphic provides an overview of the Professional Cook 1 challenge pathway.

C of Q = Certificate of Qualification



CREDIT FOR PRIOR LEARNING

Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program





INDEX: Professional Cook 1 **Indigenous Content (PC1IC)**

| The following Index shows the sections that include Indigenous content. | | |
|---|---|------|
| General Area of Competency (GAC) | Competency | Page |
| A – OCCUPATIONAL SKILLS | A1-Trade Knowledge (TKK) | 23 |
| | A4-Production Procedures (TKK) | 30 |
| | A5-Menu Planning (TKK) | 33 |
| | A7-Ingredients and Nutritional Properties (TKK) | 36 |
| B – STOCKS, SOUPS AND SAUCES | B1-Stocks (TKK) | 38 |
| | B2-Thickening and Binding Agents | 40 |
| | B3-Soups (TKK) | 42 |
| | <i>Achievement Criteria: Soups</i> | 43 |
| C – VEGETABLES AND FRUITS | C1-Vegetables (TKK) | 46 |
| | C2-Fruit (TKK) | 50 |
| D – STARCHES | D1-Potatoes (TKK) | 52 |
| | D3-Rice, Grains and Legumes (TKK) | 57 |
| E – MEATS | E1-Cut and Process Meats (TKK) | 59 |
| | E2-Cook Meats (TKK) | 61 |
| F – POULTRY | F1-Cut and Process Poultry | 65 |
| | F2-Cook Poultry (TKK) | 67 |
| | <i>Achievement Criteria: Cook Poultry</i> | 70 |
| G – SEAFOOD | G1-Cut and Process Seafood (TKK) | 71 |
| | G2-Cook Fish (TKK) | 74 |
| | G3-Cook Shellfish (TKK) | 78 |
| H – GARGE MANGER | H1-Dressings, Condiments and Accompaniments (TKK) | 82 |
| | H2-Salads (TKK) | 84 |
| | <i>Achievement Criteria: Salads</i> | 86 |
| | H3-Sandwiches | 87 |
| I – EGGS, BREAKFAST COOKERY, AND DAIRY | I2-Breakfast Accompaniments | 91 |
| J-BAKED GOODS AND DESSERTS | J1-Principles of Baking (TKK) | 94 |
| | J3-Desserts | 98 |
| | <i>Achievement Criteria: Desserts</i> | 99 |
| | J4-Quick Breads (TKK) | 100 |
| K-BEVERAGES | K1-Beverages (TKK) | 106 |



Occupational Analysis Chart

PROFESSIONAL COOK 1 **INDIGENOUS CONTENT**

Occupation Description

“Cook” means a person who performs all phases of kitchen activity including the preparation and presentation of vegetables, soups, sauces, meat, fish and poultry, cold kitchen items; desserts, baking, pastry; basic menu planning/costing as well as knowledge of safety, sanitation and food storage, and who has a knowledge of human and customer relations.

A Professional Cook 1 usually works in a supervised environment and performs basic cooking and food preparation tasks utilizing knife skills, correct terminology, and a variety of cooking methods. They must be able to follow recipes, weigh and measure food accurately, and have an understanding of the major techniques and principles used in cooking, baking, and other aspects of food preparation. At this level, a Professional Cook should have a solid foundation of culinary skills.

PC1IC = Professional Cook 1 Indigenous Content

TKK = Traditional Knowledge Keeper – Where it states TKK, Instructors are to consult with an Indigenous Traditional Knowledge Keeper

| | | | | | | |
|---|--|---|-------------------------------------|---|---|-----------------------------------|
| OCCUPATIONAL SKILLS A | Trade Knowledge PC1IC (TKK) A1 1 | Safety Standards A2 1 | Sanitary Standards A3 1 | Production Procedures PC1IC (TKK) A4 1 | Menu Planning PC1IC (TKK) A5 1 | Ordering and Inventory A6 1 |
| | Ingredients and Nutritional Properties PC1IC (TKK) A7 1 | | | | | |
| STOCKS, SOUPS AND SAUCES B | Stocks PC1IC B1 1 | Thickening and Binding Agents PC1IC B2 1 | Soups PC1IC (TKK) B3 1 | Sauces B4 1 | | |



| | | | | |
|--|--|---|---|--|
| VEGETABLES AND FRUITS C | Vegetables PC1IC (TKK) C1 1 | Fruit PC1IC (TKK) C2 1 | | |
| | | | | |
| STARCHES D | Potatoes PC1IC (TKK) D1 1 | Pastas and Farinaceous Products PC1IC (TKK) D2 1 | Rice, Grains, and Legumes PC1IC (TKK) D3 1 | |
| | | | | |
| MEATS E | Cut and Process Meats PC1IC (TKK) E1 1 | Cook Meats PC1IC (TKK) E2 1 | | |
| | | | | |
| POULTRY F | Cut and Process Poultry PC1IC (TKK) F1 1 | Cook Poultry PC1IC (TKK) F2 1 | | |
| | | | | |
| SEAFOOD G | Cut and Process Seafood PC1IC (TKK) G1 1 | Cook Fish PC1IC (TKK) G2 1 | Cook Shellfish PC1IC (TKK) G3 1 | |
| | | | | |
| GARDE MANGER H | Dressings, Condiments and Accompaniments PC1IC (TKK) H1 1 | Salads PC1IC (TKK) H2 1 | Sandwiches PC1IC H3 1 | |
| | | | | |



EGGS, BREAKFAST COOKERY, AND DAIRY
I

| | | | | | |
|------------|--|--|--|--|----|
| Egg Dishes | | | | | I1 |
| 1 | | | | | |

| | | | | | |
|--------------------------|--|--|--|--|----|
| Breakfast Accompaniments | | | | | I2 |
| 1 | | | | | |

| | | | | | |
|----------------------------|--|--|--|--|----|
| Dairy Products and Cheeses | | | | | I3 |
| 1 | | | | | |

BAKED GOODS AND DESSERTS
J

| | | | | | |
|----------------------|--|--|--|--|----|
| Principles of Baking | | | | | J1 |
| 1 | | | | | |

| | | | | | |
|----------|--|--|--|--|----|
| Pastries | | | | | J2 |
| 1 | | | | | |

| | | | | | |
|----------|--|--|--|--|----|
| Desserts | | | | | J3 |
| 1 | | | | | |

| | | | | | |
|--------------|--|--|--|--|----|
| Quick Breads | | | | | J4 |
| 1 | | | | | |

| | | | | | |
|---------|--|--|--|--|----|
| Cookies | | | | | J5 |
| 1 | | | | | |

| | | | | | |
|----------------|--|--|--|--|----|
| Yeast Products | | | | | J6 |
| 1 | | | | | |

BEVERAGES
K

| | | | | | |
|-----------|--|--|--|--|----|
| Beverages | | | | | K1 |
| 1 | | | | | |



Training Topics and Suggested Time Allocation

Professional Cook 1

% of Time Allocated to:

| | | % of Time | Theory | Practical | Total |
|---------------|--|------------|------------|------------|-------------|
| Line A | OCCUPATIONAL SKILLS | 10% | 75% | 25% | 100% |
| A1 | Trade Knowledge | | ✓ | | |
| A2 | Safety Standards | | ✓ | ✓ | |
| A3 | Sanitary Standards | | ✓ | ✓ | |
| A4 | Production Procedures | | ✓ | ✓ | |
| A5 | Menu Planning | | ✓ | | |
| A6 | Ordering and Inventory | | ✓ | ✓ | |
| A7 | Ingredients and Nutritional Properties | | ✓ | | |
| Line B | STOCKS, SOUPS AND SAUCES | 13% | 25% | 75% | 100% |
| B1 | Stocks | | ✓ | ✓ | |
| B2 | Thickening and Binding Agents | | ✓ | ✓ | |
| B3 | Soups | | ✓ | ✓ | |
| B4 | Sauces | | ✓ | ✓ | |
| Line C | VEGETABLES AND FRUITS | 7% | 25% | 75% | 100% |
| C1 | Vegetables | | ✓ | ✓ | |
| C2 | Fruit | | ✓ | ✓ | |
| Line D | STARCHES | 7% | 25% | 75% | 100% |
| D1 | Potatoes | | ✓ | ✓ | |
| D2 | Pasta and Farinaceous Products | | ✓ | ✓ | |
| D3 | Rice, Grains and Legumes | | ✓ | ✓ | |
| Line E | MEATS | 13% | 25% | 75% | 100% |
| E1 | Cut and Process Meats | | ✓ | ✓ | |
| E2 | Cook Meats | | ✓ | ✓ | |
| Line F | POULTRY | 10% | 25% | 75% | 100% |
| F1 | Cut and Process Poultry | | ✓ | ✓ | |
| F2 | Cook Poultry | | ✓ | ✓ | |
| Line G | SEAFOOD | 7% | 25% | 75% | 100% |
| G1 | Cut and Process Seafood | | ✓ | ✓ | |
| G2 | Cook Fish | | ✓ | ✓ | |
| G3 | Cook Shellfish | | ✓ | ✓ | |
| Line H | GARDE MANGER | 10% | 25% | 75% | 100% |
| H1 | Dressings, Condiments and Accompaniments | | ✓ | ✓ | |
| H2 | Salads | | ✓ | ✓ | |
| H3 | Sandwiches | | ✓ | ✓ | |



% of Time Allocated to:

| | | % of Time | Theory | Practical | Total |
|---|---|-------------|------------|------------|-------------|
| Line I | EGGS, BREAKFAST COOKERY, AND DAIRY | 5% | 25% | 75% | 100% |
| I1 | Egg Dishes | | ✓ | ✓ | |
| I2 | Breakfast Accompaniments | | ✓ | ✓ | |
| I3 | Dairy Products and Cheeses | | ✓ | | |
| Line J | BAKED GOODS AND DESSERTS | 10% | 25% | 75% | 100% |
| J1 | Principles of Baking | | ✓ | | |
| J2 | Pastries | | ✓ | ✓ | |
| J3 | Desserts | | ✓ | ✓ | |
| J4 | Quick Breads | | ✓ | ✓ | |
| J5 | Cookies | | ✓ | ✓ | |
| J6 | Yeast Products | | ✓ | ✓ | |
| Line K | BEVERAGES | 1% | 50% | 50% | 100% |
| K1 | Beverages | | ✓ | ✓ | |
| | Exams | 7% | 50% | 50% | 100% |
| Total Percentage for Professional Cook 1 | | 100% | | | |



Section 3

PROGRAM CONTENT

Professional Cook 1

Indigenous Content



Professional Cook 1

Indigenous Content



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A1** **Trade Knowledge PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe personal attributes and professionalism in the workplace.
- Describe roles and responsibilities in the workplace.
- Describe food service occupations.
- Describe food service training programs and certification pathways. (Including Indigenous cookery history) **TKK**
- Describe the history of the profession and emerging trends. (Including Indigenous traditional history) **TKK**

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>1. Describe personal attributes and professionalism in the workplace</p> | <ul style="list-style-type: none"> • Industry expectations • Employer expectations • Work ethics • Time management • Job satisfaction |
| <p>2. Describe roles and responsibilities in the workplace</p> | <ul style="list-style-type: none"> • Apprentice's role • Supervisor's role • Employee attendance and punctuality • Employee evaluation |
| <p>3. Describe food service occupations</p> | <ul style="list-style-type: none"> • Food service positions • Skill levels • Roles and responsibilities |
| <p>4. Describe food service training programs and certification pathways TKK</p> | <ul style="list-style-type: none"> • Professional cook training programs • Integrate Indigenous cookery history • Educational requirements • Apprenticeship <ul style="list-style-type: none"> ○ Obtaining Certificates of Qualification <ul style="list-style-type: none"> – Trades qualification examinations • Canadian Culinary Federation (CCFCC) designations <ul style="list-style-type: none"> ○ Certified Chef de Cuisine (CCC) |



LEARNING TASKS

5. Describe the history of the profession and emerging trends **TKK**

Instructor Note: Incorporate Indigenous history and knowledge of food security **TKK**

CONTENT

- History of the profession
- Indigenous history and knowledge
 - Culture in relation to food
 - Food security
- Key figures
- Current trends
 - Indigenous tourism
 - Menu identification



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A2** **Safety Standards**

Objectives

To be competent in this area, the individual must be able to:

- Describe workplace hazards (WHMIS).
- Describe general safety practices.
- Describe basic first aid procedures.
- Describe fire safety procedures and regulations.
- Describe WorkSafe BC regulations in the workplace.

LEARNING TASKS

1. Describe workplace hazards (WHMIS)

2. Describe general safety practices

CONTENT

- Workplace Hazardous Materials Information System (WHMIS)
 - Overview
 - Employer is to provide training

- Types of accidents and their causes
 - Cuts
 - Burns
 - Falls
 - Strains

- Safety practices for the kitchen
 - Lock-out procedures
 - Work safely
 - Equipment
 - Sharp utensils
 - Avoid burns
 - Keep floors safe
 - Handle glassware and china safely
 - Store supplies safely
 - Dispose of refuse properly
 - Lifting practices

- Personal protective equipment
 - Clothing
 - Footwear
 - Hand protection
 - Eye protection
 - Respirators



LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>3. Describe basic first aid procedures</p> | <ul style="list-style-type: none"> • Equipment safety <ul style="list-style-type: none"> ○ Ventilation systems ○ Emergency shutdown systems ○ Guards and barriers • Utilities <ul style="list-style-type: none"> ○ Electrical ○ Water supply ○ Gas supply ○ Other services |
| <p>4. Describe fire safety procedures and regulations</p> | <ul style="list-style-type: none"> • First aid procedures <ul style="list-style-type: none"> ○ Emergency wash or shower locations ○ Cuts and burns ○ Slips and falls ○ Strains and sprains • Components that produce fire <ul style="list-style-type: none"> ○ Fuel ○ Heat ○ Oxygen • Identify classes of fires and types of extinguishers • Fire safety precautions for working near, handling or storing <ul style="list-style-type: none"> ○ Flammable liquids or gases ○ Paper and wood products ○ Oily cloths |
| <p>5. Describe WorkSafeBC regulations in the workplace</p> | <ul style="list-style-type: none"> • Purpose • Compensation and benefits <ul style="list-style-type: none"> ○ Workers who are covered ○ Workers who are not covered ○ Compensated injuries and job-related illness ○ Circumstances for compensation ○ Benefits • Responsibilities <ul style="list-style-type: none"> ○ Employer ○ Employee • Industrial health and safety committees • Contravention of regulations • Reporting accidents |

**Achievement Criteria**

- Performance The individual will apply safety standards as required, to industry and regulatory standards.
- Conditions
- The individual will be given access to a workstation and appropriate Personal Protective Equipment (PPE)
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Correct PPE
 - Follows safe work practices
 - Correct footwear and uniform
 - Correct handling of hazardous materials
 - Cleans up spills
 - Handles hot pans appropriately
 - Carries and stores knives and tools appropriately



Line (GAC): A OCCUPATIONAL SKILLS
Competency: A3 Sanitary Standards

Objectives

To be competent in this area, the individual must be able to:

- Describe food safety procedures (FOODSAFE Level 1 prerequisite).
- Describe the principles of Hazard Analysis – Critical Control Points (HACCP).
- Describe general food handling and storage procedures.
- Describe the causes and preventions of food borne illnesses.
- Describe procedures to maintain workplace sanitation and personal hygiene.

LEARNING TASKS

CONTENT

| | |
|--|---|
| <p>1. Describe food safety procedures (FOODSAFE Level 1 prerequisite)</p> | <ul style="list-style-type: none"> • Obtain FOODSAFE Level 1 certification <ul style="list-style-type: none"> ○ Prerequisite to entering program (Proof of completion required) |
| <p>2. Describe the principles of Hazard Analysis – Critical Control Points (HACCP)</p> | <ul style="list-style-type: none"> • Definitions • Food poisoning myths • The danger zone |
| <p>3. Describe general food handling and storage procedures</p> | <ul style="list-style-type: none"> • Food handling procedures <ul style="list-style-type: none"> ○ Correct ○ Incorrect • Identifying potentially hazardous foods (PHFs) • Types • Time/temperature control-potentially hazardous foods • Food safety plan |
| <p>4. Describe the causes and preventions of food borne illnesses</p> | <ul style="list-style-type: none"> • Food borne illnesses present in foods • Food borne illnesses spread by human contact |
| <p>5. Describe procedures to maintain workplace sanitation and personal hygiene</p> | <ul style="list-style-type: none"> • Importance of personal hygiene • Cleaning procedures and schedules • Avoiding cross contamination • Routine equipment maintenance |

**Achievement Criteria**

- Performance The individual will exercise safe food handling procedures as required to industry and regulatory standards.
- Conditions
- The individual will be given a workstation and appropriate tools and equipment
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Perishable products stored in fridge/on ice
 - Product covered and stored in appropriate location
 - Cleans and sanitizes between tasks
 - Uses appropriate cutting boards
 - Hands washed before starting work and between tasks
 - Hair covered or tied back appropriately
 - Correct temperatures for cooking, holding, and re-heating



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A4** **Production Procedures PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Identify kitchen knives and common types of hand tools and their uses.
- Describe the maintenance and safety precautions of kitchen knives and hand tools.
- Identify common types of kitchen equipment and their use, cleaning and maintenance.
- Demonstrate the correct use of the Metric and Imperial / US measuring systems.
- Convert recipes, calculate and adjust recipe yields. (Including Indigenous traditional history) **TKK**
- Describe the general principles of cooking and baking. (Including Indigenous verbal recipes; history) **TKK**

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Identify kitchen knives and common types of hand tools and their uses | <ul style="list-style-type: none"> • Types of hand tools • Uses of hand tools • Construction of kitchen knives |
| <ol style="list-style-type: none"> 2. Describe the maintenance and safety precautions of kitchen knives and hand tools | <ul style="list-style-type: none"> • Maintenance <ul style="list-style-type: none"> ○ General guidelines ○ General safety precautions ○ Specific maintenance and safety precautions for knives ○ Cleaning and sharpening knives |
| <ol style="list-style-type: none"> 3. Identify common types of kitchen equipment and their use, cleaning and maintenance | <ul style="list-style-type: none"> • Types of kitchen equipment • Cleaning procedures • Processing equipment • Holding and storage of equipment |



LEARNING TASKS

4. Demonstrate the correct use of the Metric and Imperial / US measuring systems

5. Convert recipes, calculate and adjust recipe yields **TKK**

6. Describe the general principles of cooking and baking **TKK**

CONTENT

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

- Conversion factor method
 - Finding conversion factors
 - Adjusting recipes using conversion factors.
 - Only cook enough to feed everyone; no left-overs.
 - Converting an Imperial / US measuring system recipe to a Metric system recipe
- Cautions when converting recipes

- Kitchen terminology
- Following recipes correctly
 - Indigenous verbal recipes history; handed down
- Methodology
 - Indigenous methods vary by region/location
- General production procedures
 - Portion/cost control
 - Sustainability

**Achievement Criteria**

- Performance The individual will demonstrate the ability to:
- Accurately weigh and measure products to an industry standard of accuracy, using both Metric and Imperial / US measurement systems.
 - Adjust and convert recipes between Metric and the Imperial / US measurement systems.
- Conditions
- The individual will be given recipes, ingredients and appropriate measuring equipment
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe yield accurate
 - Recipe conversion applied correctly



Line (GAC): **A OCCUPATIONAL SKILLS**
Competency: **A5 Menu Planning PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Identify menu styles and formats. (Including Indigenous menu styles/formats) **TKK**
- Correctly utilize common menu terminology. (Including Indigenous history of family values) **TKK**
- Describe a balanced menu.

LEARNING TASKS

1. Identify menu styles and formats **TKK**

2. Correctly utilize common menu terminology **TKK**

- 3 Describe a balanced menu

CONTENT

- Menu styles
 - Traditional menus
 - Family style menus
 - Seasonal menus
- Types
- Formats

- Terminology
 - Identify foraged regional and seasonal greens
 - Raise awareness of regional Indigenous language conversion. ie. yukw
 - Introduction and awareness
 - Reference to Indigenous terms
- Correct usage

- Interpret menu specifications
- Properties of a balanced menu



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A6** **Ordering and Inventory**

Objectives

To be competent in this area, the individual must be able to:

- Describe receiving procedures.
- Identify storage temperatures and procedures.
- Describe the principles of reducing waste, re-using and recycling materials.
- Identify correct waste management procedures.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| 1. Describe receiving procedures | <ul style="list-style-type: none"> • Interpret invoices/purchasing orders • Receiving practices |
| 2. Identify storage temperatures and procedures | <ul style="list-style-type: none"> • Dry foods • Refrigerated products • Frozen foods • Food rotation (FIFO) |
| 3. Describe the principles of reducing waste, re-using and recycling materials | <ul style="list-style-type: none"> • Usage and waste management <ul style="list-style-type: none"> ○ Reduce ○ Re-use ○ Recycle |
| 4. Identify correct waste management procedures | <ul style="list-style-type: none"> • Types of waste • Correct protocols • Materials needing separate disposal |

**Achievement Criteria**

- Performance The individual will apply receiving and storage practices to an industry standard.
- Conditions
- The individual will be given access to a commercial kitchen and supplies
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Proper receiving procedures
 - Checking of invoice or packing list against order
 - Perishable products stored in fridge/freezer
 - Product covered and stored in appropriate location



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A7** **Ingredients and Nutritional Properties PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe the principles of seasoning and flavouring.
- Identify seasoning and flavouring ingredients. **(Including foraging of ingredients) TKK**
- Describe general types of ingredients and their origins. **(Including Indigenous ingredients and origins) TKK**
- Describe the nutritional elements of food and their importance to good health. **(Including seasonal harvest of the 4 seasons) TKK**

LEARNING TASKS

1. Describe the principles of seasoning and flavouring

CONTENT

- Elements of taste
- Salty
- Sweet
- Sour
- Bitter
- Spicy
- Umami
- Reasons for seasoning and flavouring foods

2. Identify seasoning and flavouring ingredients **TKK**

- **Indigenous foraging/gathering of ingredients**
- Herbs
- Spices
- Blends
- Condiments
- Alcohol **(Consumption vs Cooking)**
- Fruits and vegetables

3. Describe general types of ingredients and their origins **TKK**

- Food groups
- General area of origin
 - **History, values, traditions**
- Availability of ingredients
 - **Seasonal, region/location**
- Emerging trends

**LEARNING TASKS**

4. Describe the nutritional elements of food and their importance to good health **TKK**

CONTENT

- Types of nutrients
 - Micro
 - Macro
- Properties
- Importance to good health
 - Seasonal/nutritional ingredients
 - Holistic health
 - Medicinal properties



Line (GAC): **B** **STOCKS, SOUPS AND SAUCES**
Competency: **B1** **Stocks PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Identify types of stocks and their uses. (Including Indigenous traditional types and uses) **TKK**
- Select ingredients for stocks. (Including Indigenous ingredients) **TKK**
- Describe the principles of stock making.
- Prepare white stocks.
- Prepare brown stocks.
- Describe stocks used in world cuisines.

LEARNING TASKS

1. Identify types of stocks and their uses **TKK**

2. Select ingredients for stocks **TKK**

3. Describe the principles of stock making

4. Prepare white stocks

5. Prepare brown stocks

6. Describe stocks used in world cuisines

CONTENT

- Types
 - Fish stock (Salmon)
- Uses
- Convenience products

- Ingredients
 - Seafood
 - Fish
- Quality indicators

- General production procedures
- Method
 - Recipe sequence
 - Finishing
 - Reduction
 - Reconstituting glazes

- Chicken
- Veal
- Fish
- Vegetable

- Beef
- Veal
- Chicken

- Differing procedures and use
- Flavour elements

**Achievement Criteria**

- Performance The individual will prepare white and brown stocks to an industry standard of quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils and a recipe
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned appropriately
 - Production time within industry expectations



Line (GAC): **B STOCKS, SOUPS AND SAUCES**
Competency: **B2 Thickening and Binding Agents PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe types and properties of thickening and binding agents. (Including Indigenous thickening agents)
- Select the correct thickening and binding agents.
- Prepare thickening and binding agents.

LEARNING TASKS

1. Describe types and properties of thickening and binding agents

CONTENT

- Types of thickening agents
 - Roux
 - Beurre manié
 - Starches
 - Liaison
 - Gelatin
 - Agar
 - Whitewash
- Indigenous types of thickening agents
 - Potatoes
 - Barley
 - Oats
 - Squash
- Types of binding agents
 - Egg yolks
 - Seagull
 - Goose
 - Duck
 - Bread crumbs
 - Rice
- Indigenous types of binding agents
 - Potatoes
 - Barley
 - Oats
 - Squash
- Uses
- Types of ingredients
- Properties of ingredients
- Effect of heat on various agents

2. Select the correct thickening and binding agents

- Correct selection for use
- Ratios for correct usage
- Incorporating methods



LEARNING TASKS

3. Prepare thickening and binding agents

CONTENT

- White roux
- Blond roux
- Brown roux
- Beurre manié
- Corn starch
- Tapioca and other starches
- Liaison

Achievement Criteria

- Performance** The individual will prepare and incorporate thickening and binding agents to an industry standard of quality and time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Texture, colour, appearance and temperature
 - Production time within industry expectations



Line (GAC): **B** **STOCKS, SOUPS AND SAUCES**
Competency: **B3** **Soups PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe the basic types of soups. (Including Indigenous seafood, game birds and game meat) **TKK**
- Identify and select ingredients for soups. (Including Indigenous medicinal ingredients) **TKK**
- Prepare clear soups.
- Prepare cream soups.
- Prepare purée soups.

LEARNING TASKS

1. Describe the basic types of soups **TKK**

2. Identify and select ingredients for soups **TKK**

Instructor Note: Suggest foraging for vegetables/medicinal ingredients for field school **TKK**

3. Prepare clear soups

4. Prepare cream soups

CONTENT

- Types
 - Clear soups (vegetable and protein)
 - Indigenous clear natural soups
 - Thick soups (cream and purée soups)
 - Cold berry soups
 - Chowders
- General guidelines for making soups
 - Using the whole animal; honor
- Medicinal ingredients
- Stocks
- Vegetables and garnishes
 - Indigenous foraging/gathering
- Thickeners
- Proteins
- Seasoning
- Method
 - Recipe sequence
 - Cooking time
 - Finishing
- Method
 - Recipe sequence
 - Cooking time
 - Finishing

**Achievement Criteria**

- Performance The individual will prepare clear, cream, and purée style soups with appropriate garnishes, to an industry standard of quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
 - PC1IC; suggested use of Three Sisters soup recipe with thickening agents
 - See Indigenous Recipes, Appendix B, page 123
 - NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations



Line (GAC): **B** **STOCKS, SOUPS AND SAUCES**
Competency: **B4** **Sauces**

Objectives

To be competent in this area, the individual must be able to:

- Describe the principles and methods of sauce making.
- Describe leading types of sauces.
- Select appropriate uses for types of sauces.
- Prepare white sauces.
- Prepare blonde sauces.
- Prepare brown sauces.
- Prepare purée sauces.
- Prepare emulsion sauces.

LEARNING TASKS

1. Describe the principles and methods of sauce making

2. Describe leading types of sauces

3. Select appropriate uses for types of sauces

4. Prepare white sauces

5. Prepare blonde sauces

CONTENT

- Principles of sauce making
- Use of sauces
- General guidelines in sauce production

- Sauce families
 - White / Béchamel
 - Blonde / Velouté
 - Fish
 - Chicken
 - Brown / Espagnole / Demi-glace
 - Purée / Tomato
 - Emulsion
 - Hollandaise
 - Béarnaise

- Principles of sauce selection
- Selection of an appropriate sauce

- Béchamel
- Cream sauces without roux
- Methods

- Velouté
- Methods



LEARNING TASKS

6. Prepare brown sauces

7. Prepare purée sauces

8. Prepare emulsion sauces

CONTENT

- Espagnole/Demi-glace
- Jus and pan gravies
- Methods

- Tomato
 - Types and styles
- Other purée sauces
- Methods

- Hollandaise
- Béarnaise
- Emulsions without eggs
- Methods

Achievement Criteria

- Performance** The individual will prepare basic white, blonde, brown, purée, and emulsion sauces to an industry standard of quality and time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned appropriately
 - Production time within industry expectations



Line (GAC): C VEGETABLES AND FRUITS
Competency: C1 Vegetables PC1IC

Objectives

To be competent in this area, the individual must be able to:

- Identify and correctly store common varieties of vegetables. (Including Indigenous traditional gathering of seasonal vegetables) TKK
- Describe the properties and cooking potential of vegetables. (Including Indigenous seasonal foraging) TKK
- Cut and process common vegetables.
- Describe the basic principles of vegetable preparation.
- Describe basic vegetable finishing procedures.
- Blanch, steam, and boil vegetables.
- Sauté and stir fry vegetables.
- Deep-fry and pan-fry vegetables.
- Bake and roast vegetables.
- Grill and broil vegetables.

LEARNING TASKS

1. Identify and correctly store common varieties of vegetables TKK

Instructor Note: Suggest seasonal foraging for field school TKK

CONTENT

- Types
 - Indigenous root and winter vegetables
 - Indigenous seasonal vegetables
 - Fiddleheads
 - Sea asparagus
 - Mushrooms
 - Nettles
 - Wild asparagus
- Handling and storage
 - Traditional storage methods
 - Traditional harvesting
 - Making Offerings
- Vegetables in other forms
 - Canned
 - Frozen
 - Dried



LEARNING TASKS

2. Describe the properties and cooking potential of vegetables **TKK**

3. Cut and process common vegetables

4. Describe the basic principles of vegetable preparation

5. Describe basic vegetable finishing procedures

6. Blanch, steam, and boil vegetables

CONTENT

- Freshness
- Ripeness
- Characteristics
- Size
- Selecting
 - Indigenous seasonal foraging of vegetables
- Nutrition
- Effects of cooking

- Preliminary preparation and cutting
- Peeling
- Blanching
- Freezing
- Common cuts and techniques

- Types of cooking methods
 - Blanching, steaming, and boiling
 - Sautéing and stir-frying
 - Deep-frying and pan-frying
 - Baking and roasting
 - Grilling and broiling
- Doneness indicators
- Cooling and storing

- Basic finishing procedures
 - Garnishes
 - Sauces/butters
 - Mashing/puréeing
- Reheating for service

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating



LEARNING TASKS

7. Sauté and stir fry vegetables

CONTENT

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

8. Deep-fry and pan-fry vegetables

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

9. Bake and roast vegetables

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

10. Grill and broil vegetables

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

**Achievement Criteria**

- Performance The individual will prepare a variety of vegetables to an industry standard of quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Accuracy of cuts
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations



Line (GAC): C VEGETABLES AND FRUITS
Competency: C2 **Fruit PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Identify and correctly store fruits. (Including sourcing Indigenous seasonal varieties and traditional storage) **TKK**
- Understand the properties and cooking potential of fruit. (Including Indigenous medicinal properties) **TKK**
- Cut and process common types of fruit.
- Prepare fruit using a variety of methods.
- Prepare fruit juices.

LEARNING TASKS

1. Identify and correctly store fruits **TKK**

Instructor Note: Suggest foraging for Indigenous varieties of berries for field school **TKK**

2. Understand the properties and cooking potential of fruit **TKK**

CONTENT

- Types and seasonal availability
 - Berries and medicinal properties
- Indigenous varieties
 - Soapberry
 - Huckleberry
 - Saskatoon berry
 - Salmon berry
 - Thimble berry
 - Rose hips
- Fresh fruit
 - Grading
 - Ripening
 - Purchasing
 - Handling and storage
- Preserved fruit
 - Traditional drying
 - Acidulations
 - Canned
 - Frozen
 - Dried
- Freshness
- Ripeness
- Characteristics
- Size
- Selecting
- Nutrition
 - Medicinal properties of berries
- Effects of cooking



LEARNING TASKS

3. Cut and process common types of fruit

4. Prepare fruit using a variety of methods

5. Prepare fruit juices

CONTENT

- Preliminary preparation and cutting
- Peeling
- Blanching
- Freezing

- Methods
 - Dry-heat
 - Moist-heat
 - Preserved
- Doneness

- Methods

Achievement Criteria

- Performance** The individual will prepare a variety of fruit dishes to an industry standard of quality and time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Accuracy of cuts
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations



Line (GAC): **D STARCHES**
Competency: **D1 Potatoes PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Identify and correctly store potatoes. **(Including Indigenous traditional harvesting) TKK**
- Describe the properties and cooking potential of potatoes.
- Cut and process potatoes.
- Describe the basic principles of potato preparation.
- Describe basic potato finishing procedures.
- Steam and boil potatoes.
- Bake and roast potatoes.
- Deep-fry and pan-fry potatoes.
- Purée and mash potatoes.
- Sauté potatoes.

LEARNING TASKS

1. Identify and correctly store potatoes **TKK**

2. Describe the properties and cooking potential of potatoes

3. Cut and process potatoes

CONTENT

- Types
 - Sunchokes
 - Tubers
 - Yams
 - Sweet potatoes
- Grading
- Handling & storage **(Traditional methods)**
 - Pit Digger
 - Preserving
 - Burning to enable growth
- Properties
- Characteristics of different types
- Size
- Selecting
- Nutrition
- Effects of cooking
- Selecting appropriate variety
- Preliminary preparation and cutting
 - Peeling
 - Storing once cut
 - Blanching
- Common cuts and techniques



LEARNING TASKS

4. Describe the basic principles of potato preparation

5. Describe basic potato finishing procedures

6. Steam and boil potatoes

7. Bake and roast potatoes

8. Deep-fry and pan-fry potatoes

9. Purée and mash potatoes

10. Sauté potatoes

CONTENT

- Types of cooking methods
 - Steaming and boiling
 - Baking and roasting
 - Deep-frying and pan-frying
 - Puréeing and mashing
 - Sautéing
- Doneness indicators
- Cooling and storing

- Basic finishing procedures
 - Garnishes
 - Sauces/butters

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

**Achievement Criteria**

- Performance The individual will prepare a variety of potatoes and potato dishes to an industry standard of quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Accuracy of cuts
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations



Line (GAC): **D STARCHES**
Competency: **D2 Pastas and Farinaceous Products**

Objectives

To be competent in this area, the individual must be able to:

- Identify and store dry pasta and noodles.
- Cook dry pasta and noodles.
- Identify types of sauces for dry pasta and noodles.
- Prepare pasta and noodle dishes.

LEARNING TASKS

1. Identify and store dry pasta and noodles

CONTENT

- Types
- Properties
- Nutrition
- Characteristics
 - Dry
 - Fresh
 - Cuts/shapes
 - Quality
- Handling and storage

2. Cook dry pasta and noodles

- Boiling
 - Pasta/water ratio
- Doneness
- Cooling, storage and reheating

3. Identify types of sauces for dry pasta and noodles

- Accompaniments to pasta and nodles
 - Sauces
 - Garnishes

4. Prepare pasta and noodle dishes

- Varieties
- Preparation methods
- Finishing
- Holding and serving

**Achievement Criteria**

- Performance The individual will prepare a variety of pasta, sauces, and garnishes to an industry standard of quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations



Line (GAC): **D** **STARCHES**
Competency: **D3** **Rice, Grains, and Legumes PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Identify and store common types of rice. (Including Indigenous history/Bear grease trails) **TKK**
- Describe basic cooking methods for rice.
- Cook rice using basic methods.
- Prepare rice dishes.

LEARNING TASKS

1. Identify and store common types of rice. **TKK**

CONTENT

- Types
 - Indigenous types
 - BC wild rice
 - 3 Sisters; squash/beans/corn
 - Trading (Bear grease trails)
 - Gathering and harvesting
 - Wild rice
 - Barley
 - Oats
 - Properties
 - Nutrition
 - Handling and storage
-
- Characteristics of different methods
 - Pre-cooking preparation
 - Clean and rinse
 - Soak
 - Methods
 - Boiling and steaming
 - Pilaf
 - Risotto
 - Doneness indicators
 - Cooling and reheating
-
- Selecting appropriate variety
 - Standard rice/liquid ratios
 - Adding garnish
 - Indigenous herbs, spices and savory aromas
 - Cooking procedure
 - Timing and resting

2. Describe basic cooking methods for rice

3. Cook rice using basic methods



LEARNING TASKS

4. Prepare rice dishes

CONTENT

- Preparation methods
- Finishing
 - Indigenous methods
- Holding and serving

Achievement Criteria

- | | |
|-------------|---|
| Performance | The individual will prepare and cook rice using boiling, steaming, risotto, and pilaf methods to an industry standard of quality and time. |
| Conditions | <ul style="list-style-type: none"> • The individual will be given a workstation, appropriate ingredients and utensils • The competency will be observed and assessed by the instructor during technical training |
| Criteria | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Recipe followed correctly • Proper mise en place • Safe work habits • Workstation kept clean and tidy • Taste, texture, colour, appearance and temperature • Seasoned and garnished appropriately • Production time within industry expectations |



Line (GAC): **E MEATS**
Competency: **E1 Cut and Process Meats PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe the muscle and bone structure of meat. (Including game meat) **TKK**
- Describe the grading, inspection, and storage of beef. (Including specialty grading of farmed and wild game) **TKK**
- Identify primal cuts of beef. (Including game meat) **TKK**
- Identify secondary cuts of beef. (Including game meat) **TKK**
- Portion cut beef, pork, lamb, and veal.

LEARNING TASKS

1. Describe the muscle and bone structure of meat **TKK**

Instructor Note: Compare game meat to meat through diagrams and/or videos

2. Describe the grading, inspection, and storage of beef **TKK**
3. Identify primal cuts of beef **TKK**
4. Identify secondary cuts of beef **TKK**

CONTENT

- Types and varieties of game meat
 - Moose/Elk
 - Caribou
 - Venison
 - Wild boar
 - Offal
- Types and varieties
 - Beef
 - Veal
 - Lamb
 - Pork
 - Offal
- Inspection and grading
 - Specialty inspection for farmed and wild game
- Aging
 - Dry aging of game meat
- Primal cuts of beef
 - Primal traditional cuts of game meat
- Identification
- Uses
 - Traditional uses/fusion
- Secondary cuts of beef
 - Secondary traditional cuts of game meat
- Identification
- Uses



LEARNING TASKS

5. Portion cut beef, pork, lamb, and veal

CONTENT

- Tools
- Portion cutting
 - Identify variety
 - Techniques
 - Trimming
 - Minimizing waste
 - Accuracy

Achievement Criteria

- | | |
|-------------|---|
| Performance | <p>The individual will:</p> <ul style="list-style-type: none"> • Identify the primary and secondary cuts of beef • Trim and cut individual portions of beef, pork, lamb, and veal as directed by the instructor to an industry standard of quality and time |
| Conditions | <ul style="list-style-type: none"> • The individual will be given a workstation, cuts of meat, and appropriate tools and equipment • The competency will be observed and assessed by the instructor during technical training |
| Criteria | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Correct tools selected • General cutting procedures accurately followed • Portion accuracy • Amount of trim appropriate and product appearance neat and attractive • Work area kept clean during cutting • Work area cleaned and sanitized after cutting • Safe practices observed throughout • All products stored in appropriate location • Production time was within industry expectations |



Line (GAC): **E** **MEATS**
Competency: **E2** **Cook Meats PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe the basic principles of meat preparation.
- Describe basic cooking methods for meat. **(Including Indigenous methods) TKK**
- Identify suitable cuts of meat for various cooking methods.
- Prepare meats for cooking.
- Identify correct doneness of cooked meats.
- Bake and roast meats.
- Sauté and stir-fry meats.
- Broil and grill meats.
- Deep-fry and pan-fry meats.
- Braise and stew meats (brown stews).

LEARNING TASKS

1. Describe the basic principles of meat preparation

CONTENT

- Cooking times
- Cooking temperatures
- Seasoning
 - **Indigenous herbs, spices and aromatics**
- Caramelization
- Tenderness
- Visual appeal
- Volume of service



LEARNING TASKS

2. Describe basic cooking methods for meat **TKK**

Instructor Note: Suggest cooking game meat on an open fire or traditional pit for field school **TKK**

3. Identify suitable cuts of meat for various cooking methods

4. Prepare meats for cooking

CONTENT

- Indigenous cooking methods
 - Wrapped and cooked in a pit
 - Direct fire
 - Wood
 - Stoves
 - Spits
 - Fire roasted
- Dry-heat methods
 - Baking
 - Roasting
 - Sautéing
 - Stir-frying
 - Broiling
 - Grilling
 - Deep-frying
 - Pan-frying
- Moist-heat methods
 - Boiling or simmering
- Combination heat methods
 - Braising
 - Stewing
- Select cuts of meat based on
 - Menu
 - Price / quality
- Market options
 - Secondary cuts
 - Portion cuts
- Identifying the appropriate cooking method
- Select appropriate cooking method for secondary cuts of meat
- Preparation for cooking
 - Marinating
 - Barding
 - Larding
- Seasoning prior to cooking



LEARNING TASKS

5. Identify correct doneness of cooked meats

6. Bake and roast meats

7. Sauté and stir-fry meats

8. Broil and grill meats

9. Deep-fry and pan-fry meats

10. Braise and stew meats (brown stews)

CONTENT

- Doneness
 - The needle test
 - Meat thermometer
 - Touch testing
 - Carry over cooking
- Resting

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

**Achievement Criteria**

- Performance The individual will cook cuts of meat, using a variety of dry, moist and combination methods to a correct degree of doneness, with accompaniments and garnishes to an industry standard for quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Work well organized
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Appropriate sauces and accompaniments
 - Production time within industry expectations



Line (GAC): F **POULTRY**
Competency: F1 **Cut and Process Poultry PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Identify types of poultry. (Including game birds) TKK
- Describe the grading, inspection, and storage of poultry. (Including game birds) TKK
- Identify cuts of chicken and turkey.
- Portion cut chicken and turkey.

LEARNING TASKS

1. Identify types of poultry TKK
2. Describe the grading, inspection, and storage of poultry TKK
3. Identify cuts of chicken and turkey

CONTENT

- Types and varieties of game birds
 - Pheasant
 - Grouse
 - Quail
 - Duck
 - Turkey
 - Goose
- Types of restricted (sacred) birds
 - Eagle
 - Owl
 - Raven
- Types
- Structure and composition
- Nutrition
- Inspection and grading
- Classification
- Characteristics
- Indigenous preparation from field to fork
- Handling and storage
 - Sanitation
 - Cross-contamination
 - Historical sanitation practices
 - Packaging and labeling
- Common cuts
- Identification
- Uses



- 4. Portion cut chicken and turkey
 - Tools
 - Portion cutting
 - Identify
 - Techniques
 - Trimming
 - Minimizing waste
 - Accuracy

Achievement Criteria

- Performance The individual will trim and portion-cut chicken and turkey to an industry standard of quality and time.
- Conditions
 - The individual will be given a workstation, cuts of poultry, and appropriate tools and equipment
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
 - Correct tools selected
 - General cutting procedures accurately followed
 - Portion accuracy
 - Amount of trim appropriate and product appearance neat and attractive
 - Work area kept clean during cutting
 - Work area cleaned and sanitized after cutting
 - Safe practices observed throughout
 - All products stored in appropriate location
 - Production time was within industry expectations



Line (GAC): **F** **POULTRY**
Competency: **F2** **Cook Poultry PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe the basic principles of poultry cooking.
- Identify basic cooking methods for poultry. **(Including Indigenous methods) TKK**
- Identify suitable cuts of poultry for various cooking methods.
- Prepare chicken and turkey for cooking.
- Identify correct doneness of cooked chicken and turkey.
- Bake and roast chicken and turkey.
- Sauté and stir-fry chicken and turkey.
- Broil and grill chicken and turkey.
- Deep-fry and pan-fry chicken and turkey.
- Poach and simmer chicken and turkey.
- Braise and stew chicken and turkey.

LEARNING TASKS

1. Describe the basic principles of poultry cooking

CONTENT

- Cooking times
- Cooking temperatures
- Seasoning
 - **Indigenous seasoning**
 - **Herbs**
 - **Spices**
 - **Aromatics**
- Caramelization
- Tenderness
- Visual appeal
- Volume of service



LEARNING TASKS

2. Identify basic cooking methods for poultry **TKK**

Instructor Note: Suggest cooking game bird on an open fire or traditional fire pit/spindle for field school **TKK**

3. Identify suitable cuts of poultry for various cooking methods

4. Prepare chicken and turkey for cooking

CONTENT

- Indigenous cooking methods
 - Wrapped and cooked in a pit
 - Direct fire
 - Wood
 - Stoves
 - Spits
 - Fire roasted
- Dry-heat methods
 - Baking
 - Roasting
 - Sautéing
 - Stir-frying
 - Broiling
 - Grilling
 - Deep-frying
 - Pan-frying
- Moist-heat methods
 - Poaching
 - Simmering
- Combination-heat methods
 - Braising
 - Stewing
- Select cuts of poultry based on
 - Menu
 - Price/quality
- Market options
 - Secondary cuts
 - Portion cuts
- Identifying the appropriate cooking method
- Select appropriate cooking method for secondary cuts of poultry
- Preparation for cooking
 - Marinating
 - Barding
 - Larding
- Seasoning prior to cooking



LEARNING TASKS

5. Identify correct doneness of cooked chicken and turkey

6. Bake and roast chicken and turkey

7. Sauté and stir-fry chicken and turkey

8. Broil and grill chicken and turkey

9. Deep-fry and pan-fry chicken and turkey

10. Poach and simmer chicken and turkey

CONTENT

- Doneness
 - The needle test
 - Meat thermometer
 - Touch testing
 - Carry over cooking
- Resting

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving



LEARNING TASKS

11. Braise and stew chicken and turkey

CONTENT

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Achievement Criteria

Performance The individual will cook poultry, using a variety of dry, moist and combination methods to a correct degree of doneness with accompaniments and garnishes, to an industry standard of quality and time.

Conditions

- The individual will be given a workstation, appropriate ingredients and utensils
- PC1IC; suggested use of Cranberry Sweet & Sour Goose Breasts recipe
- See Indigenous Recipes, Appendix B, page 124
- NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.
- The competency will be observed and assessed by the instructor during technical training

Criteria The individual will be evaluated on a grading sheet which reflects:

- Recipe followed correctly
- Work well organized
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Appropriate sauces and accompaniments
- Production time within industry expectations



LEARNING TASKS

3. Cut and process flat and round fish **TKK**

CONTENT

- Variety of market forms
 - Indigenous cutting techniques
 - Flat or round
 - Dressed or drawn
 - Pan-dressed
 - Sections
 - Fillets
 - Steaks or dames
- Fabricating procedures
 - Indigenous fabricating procedures
 - Scaling
 - Pan-dressing flatfish
 - Filleting
 - Round fish
 - Flat fish
- Skinning
 - Sole
 - Fish fillets
- Pulling pin bones from a salmon fillet
- Cutting a fillet
- Cutting steaks/dames

4. Clean and process shrimp and prawns

- Variety of market forms
 - Whole
 - Tails
 - Peeled & deveined
 - IQF
- Processing procedures
 - Peeling and deveining shrimp
 - Butterflying shrimp

5. Clean and process mollusks

- Variety of market forms
 - Fresh (live)
 - IQF
- Processing procedures
 - Purging and opening clams
 - Cleaning and de-bearding mussels
 - Shucking oysters
 - Cleaning scallops

**Achievement Criteria**

- Performance** The individual will fillet and portion round and flat fish and clean shellfish to an industry standard of quality and time.
- Conditions**
- The individual will be given a workstation, fish or shellfish, and appropriate tools and equipment
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Correct tools selected
 - General cutting procedures accurately followed
 - Portion accuracy
 - Amount of trim appropriate and product appearance neat and attractive
 - Work area kept clean during cutting
 - Work area cleaned and sanitized after cutting
 - Safe practices observed throughout
 - All products stored in appropriate location
 - Production time was within industry expectations



Line (GAC): **G** **SEAFOOD**
Competency: **G2** **Cook Fish PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe basic principles of fish cooking. (Including Indigenous traditional principles) **TKK**
- Identify basic cooking methods for fish. (Including Indigenous traditional methods) **TKK**
- Identify suitable cuts of fish for various cooking methods. (Including Indigenous traditional types/methods) **TKK**
- Prepare round and flat fish for cooking. (Including Indigenous traditional methods) **TKK**
- Identify correct doneness of cooked fish.
- Bake and roast fish.
- Sauté and stir-fry fish.
- Broil and grill fish.
- Deep-fry and pan-fry fish.
- Steam and poach fish.

LEARNING TASKS

1. Describe basic principles of fish cooking **TKK**

Instructor Note: Suggest seasonal foraging for Indigenous seasoning/herbs for field school **TKK**

CONTENT

- Cooking times
- Cooking temperatures
- Seasoning
- Indigenous seasoning; regional availability
 - Spruce tips
 - Sage
 - Cedar
 - Seaweed
 - Syrups
- Caramelization
- Fermenting Oolichan
- Cold press of oil
 - Fish roe
 - Salmon
- Tenderness
- Visual appeal
- Volume of service
 - Traditional feasts
 - Use of seasonal fish
 - Salmon runs



LEARNING TASKS

2. Identify basic cooking methods for fish **TKK**

Instructor Note: Suggest poaching/steaming fish in the traditional manner with hot rocks for field school **TKK**

3. Identify suitable cuts of fish for various cooking methods **TKK**

4. Prepare round and flat fish for cooking **TKK**

Instructor Note: Suggest cutting a whole salmon in the traditional way and wind/sun dry the fish for field school **TKK**

CONTENT

- Traditional dry-heat methods
 - Covered and in a pit under hot rocks and tree boughs. (Baking and Roasting)
 - Barbeque (Broiling and Grilling)
- Dry-heat methods
 - Baking
 - Roasting
 - Sautéing
 - Stir-frying
 - Broiling
 - Grilling
 - Deep-frying
 - Pan-frying
- Moist-heat methods
 - Poaching
 - Traditional poaching; put hot rocks in water
 - Steaming
 - Traditional steaming; pour water onto hot rocks
- Select cuts of fish based on
 - Menu
 - Traditional feasts and celebrations
 - Price/quality
 - Seasonal availability
- Market options
 - Nations trading across the Grease Trail (Bartering)
 - Portion cuts
 - Whole dressed
- Identifying the appropriate cooking method
- Select appropriate cooking method for cuts of fish
- Preparation prior to cooking
 - Fabricating procedures
 - Marinating
- Seasoning
 - Indigenous dry rubs
 - Sun drying/wind drying
 - Smoking



LEARNING TASKS

5. Identify correct doneness of cooked fish

6. Bake and roast fish

7. Sauté and stir-fry fish

8. Broil and grill fish

9. Deep-fry and pan-fry fish

10. Steam and poach fish

CONTENT

- Doneness
 - The needle test
 - Meat thermometer
 - Touch testing
 - Carry over cooking
- Resting

- Suitable cuts
- Preparation for cooking
- Cooking procedure
 - Traditional pit cooking
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
 - Traditional Barbeque
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable cuts
- Preparation for cooking
- Cooking procedure
 - Traditional hot rock steam
 - Traditional hot rock poach
- Finishing
- Holding and serving

**Achievement Criteria**

- Performance** The individual will cook fish, using a variety of dry, moist and combination methods to a correct degree of doneness with accompaniments and garnishes, to an industry standard of quality and time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Work well organized
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Appropriate sauces and accompaniments
 - Production time within industry expectations



Line (GAC): **G** **SEAFOOD**
Competency: **G3** **Cook Shellfish PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe basic principles of shellfish preparation.
- Identify basic methods of shellfish preparation. (Including Indigenous preparation for raw shellfish consumption) **TKK**
- Identify suitable types of shellfish for various cooking methods. (Including Indigenous preparation for raw shellfish consumption) **TKK**
- Prepare shellfish for cooking. (Including Indigenous shellfish preparation) **TKK**
- Identify correct doneness of cooked shellfish.
- Bake and roast shellfish.
- Sauté and stir-fry shellfish.
- Broil and grill shellfish.
- Deep-fry and pan-fry shellfish.
- Steam and poach shellfish.
- Prepare shellfish using various methods. (Including Indigenous preparation for raw shellfish consumption) **TKK**

LEARNING TASKS

1. Describe basic principles of shellfish preparation

CONTENT

- Cooking times
- Cooking temperatures
- Seasoning
- Caramelization
- Tenderness
- Visual appeal
- Volume of service



LEARNING TASKS

2. Identify basic methods of shellfish preparation
TKK

3. Identify suitable types of shellfish for various cooking methods **TKK**

4. Prepare shellfish for cooking **TKK**

5. Identify correct doneness of cooked shellfish

CONTENT

- Dry-heat methods
 - Wind drying/sun drying
 - Smoking
 - Baking
 - Roasting
 - Sautéing
 - Stir-frying
 - Broiling
 - Grilling
 - Deep-frying
 - Pan-frying
- Moist-heat methods
 - Poaching
 - Steaming
- Select shellfish based on
 - Menu
 - Price/quality
 - Harvest cycle
- Market options
 - Cleaned and processed
 - Whole live
 - Raw consumption
 - Spot prawns
 - Clams
 - Oysters
- Identifying the appropriate cooking method
- Select appropriate cooking method for shellfish
- Preparation prior to cooking
 - Fabricating procedures
 - Marinating
 - Seasoning
 - Traditional salting
- Doneness indicators
 - Bivalves
 - Touch testing
 - Carry over cooking
- Resting



LEARNING TASKS

6. Bake and roast shellfish

7. Sauté and stir-fry shellfish

8. Broil and grill shellfish

9. Deep-fry and pan-fry shellfish

10. Steam and poach shellfish **TKK**

Instructor Note: Suggest poaching/steaming shellfish in the traditional manner with hot rocks for field school **TKK**

CONTENT

- Suitable varieties
- Preparation for cooking
- Cooking procedure
 - Traditional pit cooking
 - Smoking
- Finishing
- Holding and serving

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable varieties
- Preparation for cooking
- Cooking procedure
 - Traditional Barbeque
- Finishing
- Holding and serving

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable varieties
- Preparation for cooking
- Cooking procedure
 - Traditional hot rock steam
 - Traditional hot rock poach
- Finishing
- Holding and serving

**Achievement Criteria**

- Performance The individual will cook shellfish, using a variety of dry and moist methods, to a correct degree of doneness with accompaniments and garnishes to an industry standard of quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Work well organized
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Appropriate sauces and accompaniments
 - Production time within industry expectations



Line (GAC): **H GARDE MANGER**
Competency: **H1 Dressings, Condiments and Accompaniments PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe types of salad dressings and their uses.
- Identify ingredients used in salad dressings. **(Including Indigenous ingredients) TKK**
- Describe basic principles of salad dressing preparation.
- Prepare salad dressings.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>1. Describe types of salad dressings and their uses</p> | <ul style="list-style-type: none"> • Dressing classifications <ul style="list-style-type: none"> ○ Simple vinaigrette ○ Emulsified vinaigrette ○ Cold emulsion (mayonnaise) • Uses |
| <p>2. Identify ingredients used in salad dressing TKK</p> | <ul style="list-style-type: none"> • Ingredients and other flavourings <ul style="list-style-type: none"> ○ Oils ○ Vinegars ○ Binding agents ○ Herbs and spices ○ Foraging for herbs and spices ○ Tree saps (Accompaniment with berries) |
| <p>3. Describe basic principles of salad dressing preparation</p> | <ul style="list-style-type: none"> • Ratios • Create and maintain emulsion • Preparation methods <ul style="list-style-type: none"> ○ Tree saps with berries |
| <p>4. Prepare salad dressings</p> | <ul style="list-style-type: none"> • Varieties • Production procedures • Seasoning • Finishing • Storing for use |

**Achievement Criteria**

- Performance The individual will prepare a variety of simple and emulsified salad dressings to an industry standard in quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned appropriately
 - Production time within industry expectations

Some History: At the 1992 Culinary Olympics in Frankfurt, Germany, the Canadian Indigenous team made the first ever Vinaigrette dressing with berries. They also won a gold medal by bringing Indigenous Cuisine to the world!



Line (GAC): **H GARDE MANGER**
Competency: **H2 Salads PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe types of salads and their components.
- Identify types of salad ingredients. **(Including regional and seasonal greens) TKK**
- Select and store salad ingredients.
- Prepare simple salads. **(Including foraging and drying of greens) TKK**
- Prepare buffet salads and set up a salad bar. **(Including knowledge of Indigenous feasts and celebrations) TKK**

LEARNING TASKS

1. Describe types of salads and their components

2. Identify types of salad ingredients **TKK**

Instructor Note: Suggest foraging of Indigenous seasonal greens for field school **TKK**

3. Select and store salad ingredients

CONTENT

- Types
 - Vegetable
 - Bound
 - Warmed
- Parts of a salad
 - Base
 - Body
 - Dressing
 - Garnish
- Nutrition

- Identify salad greens
- **Identify foraged regional and seasonal greens**
 - **Dandelions**
 - **Chamomile**
 - **Wild onion**
 - **Wild garlic**
 - **Edible flowers**
 - **Nuts/seeds/grains**
- **Medicinal purposes of greens**
- Identify common garnishes
- Identify dressings

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



LEARNING TASKS

CONTENT

- Set up a salad bar or buffet
 - Ingredients
 - Arrange
 - Store
- Efficient work flow
 - Salad bar versus buffet production
- Presenting and garnishing
- Hand tools, equipment, workstation, sanitation and hygiene

Achievement Criteria

- | | |
|-------------|---|
| Performance | The individual will prepare a variety of basic salads with dressings to an industry standard in quality and production time. |
| Conditions | <ul style="list-style-type: none"> • The individual will be given a workstation, appropriate ingredients and utensils • PC11C; suggested use of Indigenous Nicoise salad with Smoked Salmon recipe • See Indigenous Recipes, Appendix B, page 125 • Apprentices are encouraged to be creative with presentation • NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution. • The competency will be observed and assessed by the instructor during technical training |
| Criteria | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Recipe followed correctly • Proper mise en place • Safe work habits • Workstation kept clean and tidy • Taste, texture, colour, appearance and temperature • Seasoned and garnished appropriately • Production time within industry expectations |



LEARNING TASKS

3. Set-up a sandwich station

CONTENT

- Advance preparation
 - Ingredients
 - Arrange
 - Store
- Efficient work flow
 - À la carte versus banquet production
- Presenting and garnishing
- Hand tools, equipment, workstation sanitation and hygiene

4. Prepare hot and cold sandwiches

- Varieties
- Production procedures
- Finishing
- Holding and serving

Achievement Criteria

Performance The individual will prepare and garnish hot and cold sandwiches to an industry standard in quality and production time.

Conditions

- The individual will be given a workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

Criteria The individual will be evaluated on a grading sheet which reflects:

- Recipe followed correctly
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations



LEARNING TASKS

4. Prepare eggs using a variety of methods

CONTENT

- Methods
 - Simmered (boiled)
 - Fried
 - Poached
 - Scrambled
 - Basted
 - Shirred
 - En cocotte
- Seasoning
- Serving

5. Prepare a variety of egg dishes and omelets

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

Achievement Criteria

Performance The individual will prepare a variety of egg dishes to industry standards for quality and production time.

Conditions

- The individual will be given a workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

Criteria The individual will be evaluated on a grading sheet which reflects:

- Recipe followed correctly
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations



LEARNING TASKS

3. Prepare and present hot and cold cereals

CONTENT

- Types of cereals and grains
 - Hot
 - Cold
- Preparation procedures
- Accompaniments
 - Fruit
 - Berries
- Indigenous Accompaniments (pre-made)
 - Wild berry compote
 - Syrups (Rose Hip)
 - Oolichan grease

4. Cook pancakes, waffles, crepes and French toast

- Ingredients
- Batter preparation
- Fillings
- Cooking procedure
- Doneness
- Garnishes and toppings
- Holding and serving

5. Prepare breakfast items in quantity

- Cooking eggs in quantity
- Cooking meats in quantity
- Cooking pancakes and waffles in quantity
- Holding and serving

Achievement Criteria

Performance The individual will prepare a variety of breakfast menu items and accompaniments to industry standards for quality and production time.

Conditions

- The individual will be given a workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

Criteria The individual will be evaluated on a grading sheet which reflects:

- Recipe followed correctly
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations



Line (GAC): I **EGGS, BREAKFAST COOKERY, AND DAIRY**
Competency: I3 **Dairy Products and Cheeses**

Objectives

To be competent in this area, the individual must be able to:

- Identify types of dairy products and their uses.
- Describe the properties of dairy products.
- Select and store dairy products and cheese.
- Describe types of cheese.
- Cook with dairy products and cheese.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| 1. Identify types of dairy products and their uses | <ul style="list-style-type: none"> • Types • Unfermented • Fermented • Uses |
| 2. Describe the properties of dairy products | <ul style="list-style-type: none"> • Composition • Fat content • Nutrition • Cooking potential |
| 3. Select and store dairy products and cheese | <ul style="list-style-type: none"> • Selection • Receiving • Handling and storage |
| 4. Describe types of cheese | <ul style="list-style-type: none"> • Composition • Types • Characteristics • Uses • Origins • Visual recognition • Taste identification |
| 5. Cook with dairy products and cheese | <ul style="list-style-type: none"> • Cooking procedures • Recipe sequence • Finishing • Holding and serving |



Line (GAC): J **BAKED GOODS AND DESSERTS**
Competency: J1 **Principles of Baking PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe ingredients used in baking. (Including Indigenous ingredients) **TKK**
- Describe the types and properties of leaveners.
- Describe basic mixing methods and principles.
- Describe general production procedures used in baking. (Including Indigenous traditional practices) **TKK**
- Describe storage procedures for finished bakery products. (Including Indigenous traditional methods) **TKK**

LEARNING TASKS

1. Describe ingredients used in baking **TKK**

CONTENT

- Types of ingredients
 - Flours (Camas)
 - Regional
 - Coastal
 - Fats
 - Savory baking fats
 - Oolichan and Bear grease
 - Sugars
 - Starches
 - Liquids
 - Leavening agents
 - Nuts and fruit
 - Foraging for seasonal and regional types
 - Chocolate
 - Flavourings / alcohols
 - Herbs and spices
 - Foraging for seasonal and regional types

2. Describe the types and properties of leaveners

- Types
- Properties
- Activation
- Selection
- Effects of heat on various leaveners



LEARNING TASKS

3. Describe basic mixing methods and principles

4. Describe general production procedures used in baking **TKK**

5. Describe storage procedures for finished bakery products **TKK**

CONTENT

- Principles of mixing
- Order of operations
- Gluten development
- Basic methods

- **Indigenous traditional practices**
- Weights and formulas
- Cooking times and temperatures
- Effects of altitude

- Cooling
- Wrapping
- Shelf life
 - **Traditional storage methods**
- Refrigeration
- Freezing



Line (GAC): J **BAKED GOODS AND DESSERTS**
Competency: J2 **Pastries**

Objectives

To be competent in this area, the individual must be able to:

- Describe basic pastry and pie doughs.
- Describe basic pie preparation.
- Prepare basic pies.

LEARNING TASKS

1. Describe basic pastry and pie doughs

2. Describe basic pie preparation

3. Prepare basic pies

CONTENT

- Pie crust types and uses
- Pie doughs
 - Basic
 - Sugar
 - Hot water (English raised)
- Methods of preparation
- Storing for future use

- Pie types
- Pie fillings
 - Unbaked (Blind baked shell)
 - Baked
- Finishing

- Varieties
- Production procedures
- Doneness
- Finishing
- Storing and serving

**Achievement Criteria**

- Performance The individual will prepare and bake basic pies, doughs and fillings, to industry standards for quality and production time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe or formula followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Even size and shape
 - Taste, texture, colour, appearance and temperature
 - Finished and garnished appropriately
 - Production time within industry expectations



Line (GAC): J **BAKED GOODS AND DESSERTS**
Competency: J3 **Desserts PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe types of fruit desserts. (Including Indigenous regional and seasonal berries)
- Describe types of basic custards and puddings.
- Prepare fruit desserts.
- Prepare basic custards and puddings.

LEARNING TASKS

1. Describe types of fruit desserts

Instructor Note: Suggest foraging for Indigenous seasonal berries for field school.

2. Describe types of basic custards and puddings

3. Prepare fruit desserts

CONTENT

- Fruit desserts
 - Indigenous regional and seasonal berries
 - Soap berries
 - Huckleberries
 - Salmon berries
 - Traditional Fruit leather
- Baked and poached fruits
- Apple brown betty
- Apple dumplings

- Basic custards and creams
 - Pastry cream
 - Crème anglaise
 - Convenience products
- Custards and puddings
 - Starch thickened
 - Custard (baked)
 - Crème brûlée
 - Crème caramel

- Varieties
- Production procedures
 - Whipped soap berries
 - Indigenous berry compote
 - Indigenous cold berry soup
- Doneness
- Finishing
- Storing and serving



LEARNING TASKS

4. Prepare basic custards and puddings

CONTENT

- Varieties
- Production procedures
- Doneness
- Finishing
- Storing and serving

Achievement Criteria

Performance The individual will prepare basic puddings, fruit desserts, custards and creams, to industry standards for quality and production time.

Conditions

- The individual will be given a workstation, appropriate ingredients and utensils
- **PC1IC; suggested use of Bannock Berry Galette recipe**
- **See Indigenous Recipes, Appendix B, page126**
- **NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.**
- The competency will be observed and assessed by the instructor during technical training

Criteria The individual will be evaluated on a grading sheet which reflects:

- Recipe or formula followed correctly
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Even size and shape
- Taste, texture, colour, appearance and temperature
- Finished and garnished appropriately
- Production time within industry expectations



Line (GAC): J **BAKED GOODS AND DESSERTS**
Competency: J4 **Quick Breads PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe the types of quick breads. (Including Indigenous bread) **TKK**
- Describe the methods of preparation for quick breads. (Including traditional methods) **TKK**
- Prepare quick breads.

LEARNING TASKS

1. Describe the types of quick breads **TKK**

2. Describe the methods of preparation for quick breads **TKK**

3. Prepare quick breads

CONTENT

- Flat bread
 - Unleavened
- Bannock
- Corn bread
- Muffins
- Biscuits and scones
- Loaf
 - Banana
 - Coffee cakes
 - Pound cakes

- Fried (in Bear grease)
- Muffin method
- Biscuit method
- Mixing procedures
- Leavening

- Varieties
- Production procedures
- Doneness
- Finishing

**Achievement Criteria**

- Performance The individual will prepare quick breads using both standard mixing methods, to industry standards for quality and production time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe or formula followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Even size and shape
 - Taste, texture, colour, appearance and temperature
 - Finished and garnished appropriately
 - Production time within industry expectations



Line (GAC): **J BAKED GOODS AND DESSERTS**
Competency: **J5 Cookies**

Objectives

To be competent in this area, the individual must be able to:

- Describe types of cookies and their ingredients.
- Describe the characteristics of cookies.
- Describe the different methods of preparation used in cookie making.
- Prepare cookies.

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <p>1. Describe types of cookies and their ingredients</p> | <ul style="list-style-type: none"> • Ingredients • Cookie styles <ul style="list-style-type: none"> ○ Dropped ○ Bar ○ Moulded (or hand-formed) ○ Refrigerator (icebox) ○ Rolled • Storage |
| <p>2. Describe the characteristics of cookies</p> | <ul style="list-style-type: none"> • Causes of crispness, chewiness and spread in cookies • Characteristics <ul style="list-style-type: none"> ○ Crisp ○ Soft ○ Chewy |
| <p>3. Describe the different methods of preparation used in cookie making</p> | <ul style="list-style-type: none"> • Mixing methods <ul style="list-style-type: none"> ○ Creaming ○ Sponge or foam ○ One-stage • Makeup methods <ul style="list-style-type: none"> ○ Dropped ○ Bar ○ Moulded (or hand-formed) ○ Refrigerator (icebox) ○ Rolled • Baking • Cooling |



LEARNING TASKS

4. Prepare cookies

CONTENT

- Varieties
- Production procedures
- Doneness
- Finishing

Achievement Criteria

- | | |
|-------------|---|
| Performance | The individual will prepare and bake cookies using a variety of standard mixing and makeup methods, to industry standards for quality and production time. |
| Conditions | <ul style="list-style-type: none"> • The individual will be given a workstation, appropriate ingredients and utensils • The competency will be observed and assessed by the instructor during technical training |
| Criteria | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Recipe or formula followed correctly • Proper mise en place • Safe work habits • Workstation kept clean and tidy • Even size and shape • Taste, texture, colour, appearance and temperature • Finished and garnished appropriately • Production time within industry expectations |



Line (GAC): J **BAKED GOODS AND DESSERTS**
Competency: J6 **Yeast Products**

Objectives

To be competent in this area, the individual must be able to:

- Describe the properties and fermentation of yeast.
- Describe the preparation of basic yeast doughs.
- Describe the shaping of basic yeast breads.
- Prepare basic yeast breads.

LEARNING TASKS

1. Describe the properties and fermentation of yeast

2. Describe the preparation of basic yeast doughs

CONTENT

- Types of yeast
- Process
- Ingredients necessary for fermentation
- Temperature range for fermentation

- Ingredients
 - Flour
 - Yeast
 - Fresh
 - Dry
 - Liquids
 - Fats
 - Salt
 - Sugars
 - White
 - Brown
 - Molasses
 - Corn syrup
- Types
 - Regular yeast doughs
 - Lean
 - Rich
- Production steps
 - Mixing
 - Fermentation
 - Shaping
 - Proofing
 - Spray or brush the tops
 - Finishing
 - Baking



LEARNING TASKS

3. Describe the shaping of basic yeast breads

4. Prepare basic yeast breads

CONTENT

- Hand procedures
- Machine procedures
- Pans and moulds

- Dough formulas
- Make-up techniques
- Finishing
- Baking

Achievement Criteria

- Performance** The individual will prepare and bake a variety of basic yeast dough products to industry standards for quality and production time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe or formula followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Even size and shape
 - Taste, texture, colour, appearance and temperature
 - Finished and garnished appropriately
 - Production time within industry expectations



Line (GAC): **K** **BEVERAGES**
Competency: **K1** **Beverages PC1IC**

Objectives

To be competent in this area, the individual must be able to:

- Describe types of non-alcoholic beverages.
- Identify ingredients used in the preparation of non-alcoholic beverages. (Including seasonal and regional berries) **TKK**
- Describe the proper brewing procedures for coffee and tea products. (Including Indigenous teas) **TKK**
- Prepare non-alcoholic beverages.
- Serve non-alcoholic beverages.

LEARNING TASKS

1. Describe types of non-alcoholic beverages

2. Identify ingredients used in the preparation of non-alcoholic beverages **TKK**

Instructor Note: Suggest foraging for Indigenous seasonal tea leaves for field school **TKK**

3. Describe the proper brewing procedures for coffee and tea products **TKK**

CONTENT

- Types of beverages (cold/hot)
- Beverage properties

- Types of ingredients
 - Coffee beans
 - Types
 - Roasting styles
 - Tea leaves
 - Types
 - Indigenous Tea leaves
 - Labrador tea
 - Juniper tea
 - Spruce tip tea
 - Rose hip tea
 - Juices
 - Indigenous juices
 - Foraging for seasonal and regional berries for juices
 - Sodas
 - Waters
- Quality indicators for ingredients

- Brewed coffee
- Espresso
- Espresso drinks
- Tea
- Indigenous Teas
- Tea drinks



Section 4

ASSESSMENT GUIDELINES



Assessment Guidelines

Level 1 Grading Sheet: Subject Competency and Weighting

| PROGRAM: IN-SCHOOL TRAINING: | | COOK (PROFESSIONAL COOK 1) LEVEL 1 | |
|--|------------------------------------|---------------------------------------|------------------------|
| LINE | SUBJECT COMPETENCIES | THEORY WEIGHTING | PRACTICAL WEIGHTING |
| A | OCCUPATIONAL SKILLS | 15% | 15% |
| B | STOCKS, SOUPS AND SAUCES | 15% | 15% |
| C | VEGETABLES AND FRUITS | 8% | 8% |
| D | STARCHES | 8% | 8% |
| E | MEATS | 15% | 15% |
| F | POULTRY | 10% | 10% |
| G | SEAFOOD | 10% | 10% |
| H | GARDE-MANGER | 6% | 6% |
| I | EGGS, BREAKFAST COOKERY, AND DAIRY | 5% | 5% |
| J | BAKED GOODS AND DESSERTS | 7% | 7% |
| K | BEVERAGES | 1% | 1% |
| | Total | 100% | 100% |
| In-school theory & practical subject competency weighting | | 25% | 75% |
| Final in-school mark | | IN-SCHOOL % | |

All apprentices who complete Level 1 of the Professional Cook program with a FINAL in-school mark of 70% or greater will write the Professional Cook Level 1 Certificate of Qualification Exam and take the Professional Cook Level 1 Practical Examination for their final assessment.

| | |
|--|--------|
| C of Q Exam Mark A score of 70% or greater is required for a pass | EXAM % |
| Practical Assessment Mark A score of 70% or greater is required for a pass | EXAM % |



Section 5

TRAINING PROVIDER STANDARDS



Facility Requirements

Classroom Area

- Desks or worktables for full class of students
- Whiteboard
- Projector
- Demonstration area with counter and sink

Shop Area

- No specific size criteria, must meet current code for commercial kitchen and health regulations related to number of occupants and workstations

Lab Requirements

- Stainless Steel Work tables with lower shelves – each student to receive a minimum of 1 meter (3 ft.) of counter space
- 1 sink per each 4 students attached to work tables
- Hand washing sinks with soap and paper towel dispensers
- Dishwashing machine with drainage area, spray – garbage disposal or three compartment sink (stainless) with drainage area
- Upright or reach-in refrigerators with shelving (1 may be sandwich table)
- Walk in refrigerator with appropriate shelving
- Walk in freezer with appropriate shelving
- Dry goods storage area with appropriate shelving
- Racks for dry good storage; storage of pots and pans, and china
- Chemical / cleaning material storage area
- Signage posted (fire exits, hazardous materials, safety equipment)

Student Facilities

- Adequate student change area and locker space

Instructor's Office Space

- Computer/printer with internet access
- Culinary reference material

Other (Safety equipment)

- First aid kit
- Fire extinguishers and hood suppression system to code
- Eye wash station
- Protective eyewear, face masks, gloves etc.
- A locked area for the orderly storage of hazardous materials in accordance to WHIMS



Tools and Equipment

All equipment and tools must be of professional quality and commercial/industrial grade and not designed for home use only.

Shop Equipment

Required

LARGE EQUIPMENT

- Convection oven(s)
- Char - Broiler
- Deep fryer with baskets
- Ranges – Gas (with conventional ovens with racks, 6 star burners per unit, backs and shelving – minimum of two burners per student working on the station)
- Salamander (preferably gas)
- Griddle, 36 inch minimum
- Steam kettle
- Tilting skillet
- Convection steamer
- Stand mixers with attachments
- Meat grinder or attachment for mixer
- Bain-Marie
- Steam table w/upper shelves, heating apparatus and plate warming area
- Ice maker

SMALL EQUIPMENT

- Food slicer (electric meat slicer)
- Food processors with attachments
- Toaster
- Table top stand mixers w/attachments
- Microwave oven
- Hand (immersion) blenders
- Large immersion blender
- Commercial blenders
- Portable rack and roll wagons
- Portable rolling metro racks or Queen Mary wagons
- Stainless or commercial grade plastic utility cart
- Digital portion scale(s)
- Bakers balance scale(s) including counterbalances, weights and scaling pans
- All purpose scale(s) weighing to 25 kg
- Coffee maker

**Recommended**

- Band saw
- Three compartment steam injection deck oven
- Proofing cabinet
- Combi oven
- Maple chopping block
- Vacuum packing machine
- Espresso machine

Shop (Facility) Tools**Standard Tools**

POTS AND PANS

- Heavy duty braziers with lids
- Cast iron skillets
- Assorted non-stick frying pans
- Assorted natural finish frying pans
- Assorted heavy duty stainless or aluminium sauté pans with lids
- Assorted heavy duty stainless or aluminium sauce pans with lids
- Heavy duty stock pots with lids
- Roasting pans – small and large
- Assorted sizes of stainless steel Bain marie inserts with lids
- Assorted sizes of stainless steel soup inserts with lids
- Assorted sizes of perforated stainless steel hotel pans
- Assorted sizes of stainless steel false bottoms for hotel pans
- Assorted sizes of stainless steel hotel pans
- 4 compartment coated bread pans
- 8 inch round cake pans
- 10 inch spring form pans
- Full sized baking sheets
- Half sized baking sheets
- Stainless steel cooling racks
- Assorted sizes of muffin pans
- Assorted sizes of pie plates
- Removable bottom tart pans

PORTIONING, MEASURING, AND STORAGE

- Assorted sizes of fine conical (china cap) strainers
- Assorted sizes of coarse conical (china cap) strainers
- Assorted sizes of double mesh strainers
- Assorted sizes of heavy duty colanders
- Assorted sizes of clear storage containers with lids
- Assorted sizes of plastic storage buckets with lids



- Assorted sizes of plastic inserts with lids
- Plastic bus pans
- Assorted sizes of ramekins
- Stainless steel cream horn tubes
- Assorted sizes of heavy duty stainless steel mixing bowls
- Ingredient bins with lids and scoops
- 12 inch drum sieve(s) (tamis)
- Assorted sizes of ladles
- Solid stainless steel serving spoons
- Perforated stainless steel serving spoons
- Slotted stainless steel serving spoons

HAND TOOLS AND UTENSILS

- Bone saw - manual
- Cleaver
- 3 sided oil or water stone sharpening set
- Scissors/shears
- Refrigerator/freezer thermometers
- Box graters
- Table top can opener
- Cheese cloth
- Off set spatulas (large for griddle)
- Assorted sizes of funnels
- Coloured poly cutting boards
- Food mills
- Hand ricers
- Meat mallets
- Long wooden paddles
- Griddle scraper
- Stainless steel skimmers
- Assorted sizes of spiders
- Bench scrapers
- Bench brushes
- Various sizes of portion scoops
- Rolling pins
- Assorted sizes of measuring cups
- Graduated measuring spoon sets
- Graduated measuring cup sets

**Specialty Tools**

- Pastry brushes
- Pastry wheels
- Docking rollers
- Assorted sizes of cloth piping bags
- Various sizes of star piping tubes
- Various sizes of plain piping tubes
- Egg slicer
- Parisienne scoop (melon baller)
- Apple corers
- CO2 whipped cream dispensers and whippets
- Professional quality cork screws
- Assorted stainless steel timbale molds
- Set(s) of concentric plain circular cutters
- Set(s) of concentric fluted cutters
- Pie servers

Student Tools (supplied by student)**Required**

- 10 inch - 12 inch French Knife
- Firm boning knife
- Flexible wire whisk
- Butter spreader or small offset spatula
- Paring knife
- Turning knife
- Professional quality long tined roast fork
- Rubber spatula
- Plastic dough scraper
- Sharpening steel
- Serrated bread knife
- Set of professional quality tongs
- Vegetable peeler

Recommended

- Digital timer
- Instant read meat thermometer
- Flexible filleting knife
- Measuring spoons
- Calibrated measuring cups
- Fish tweezers
- Small fine mesh sieve
- Set of concentric plain circular cutters
- Set of concentric fluted cutters



Reference Materials

Required Reference Materials

- Occupational Skills Block A Learning Resources for (PC 1, PC 2, PC 3) (2010) Crown Publication Services (BC) Product # 7960003389
- Professional Cook 1 Apprenticeship Learning Guide (2010), Crown Publication Services (BC) Product # 7960003372

Recommended Resources

- go2hr www.go2hr.ca
- Industry Training Authority www.itabc.ca
- Inter- Provincial Red Seal Program www.red-seal.ca
- BC Chefs' Association www.bcchefs.com
- Canadian Culinary Federation www.ccfcc.ca

Suggested Texts

- On Cooking, Fifth Canadian Edition
Sarah R. Labensky, CCP, Alan M. Hause, Priscilla A. Martell, Fred L. Malley, Anthony Bevan, Settimio Sicoli
ISBN: 978-0-13-800918-2©2012
- Professional Cooking for Canadian Chefs, 7th Edition
Wayne Gisslen
ISBN: 978-0-470-19754-7
©2011
- The Professional Chef, 8th Edition
The Culinary Institute of America®
ISBN: 978-0-7645-5734-7
©2006
- The New Food Lover's Companion
Sharon Tyler Herbst
ISBN: 978-0764112584
©2001
- On Baking: A Textbook of Baking and Pastry Fundamentals
Sarah R. Labensky, Eddy VanDamme, Pricilla Martel
ISBN: 978-0-131-57923-1
©2009
- The Professional Pastry Chef: Fundamentals of Baking and Pastry, 4th Edition
Bo Friberg
ISBN: 978-0-471-35925-8
©2002



Recommended Indigenous Texts

- **Where People Feast: An Indigenous Peoples' Cookbook**
Dolly Watts, Annie Watts
ISBN: 1551522217, 9781551522210
©2007
- **A Feast for All Seasons – Traditional Native Peoples' Cuisine**
Andrew George Jr. with Robert Gairns
ISBN: 9781551523682
©2010
- **Spirit of the Harvest**
Beverly Cox with Martin Jacobs
ISBN: 1556701861, 9781556701863
©1991
- **Modern Native Feasts: Healthy, Innovative, Sustainable Cuisine**
Andrew George Jr.
ISBN: 1551525089, 9781551525082
©2013
- **Nishnabe Delights**
Mary Lou Fox with Martin Panamick
ISBN: Recipes from the Ojibwe and Odawa people of Manitoulin Island and reserves on the north shore of Lake Huron.
©1990
- **Kakhwakon Cookbook**
Mohawk Nation at Akwesasne, Fundcraft Publishing
OCLC: 63174753
©1998
- **First Nations Traditional Food Facts Sheets_pdf**
First Nations Health Authority, BC
Available online
©2007

NOTE:

This list of Reference Materials is for training providers. Apprentices should contact their preferred training provider for a list of recommended or required texts for this program.



Additional Indigenous Reference Materials (Optional)

- **Traditional Heiltsuk Food**
Kathy Brown, BC Ministry of Education, Skills and Training, Open Learning Agency (Richmond, B.C.), Canada. National Literacy Secretariat, Heiltsuk College (Bella Bella, B.C.)
©1997
- **The 100 Mile Diet – A Year of Local Eating**
Alisa Smith & J.B. MacKinnon
ISBN: 0679314822
©2007
- **The Sioux Chef's Indigenous Kitchen**
Sean Sherman & Beth Dooley
ISBN: 9780816699797
©2017
- **Native American Cooking: Foods of the Southwest Indian Nations**
Lois E. Frank & Cynthia J. Frank
ISBN: Recipes from the Ojibwe and Odawa people of Manitoulin Island and reserves on the north shore of Lake Huron.
©1991
- **Enduring Harvests: Native American Foods & Festivals for Every Season**
E. Barrie Kavasch
ISBN: 9781564407375, 1564407373
©1995
- **Cooking with Spirit: North American Indian Food and Fact**
Darcy Williamson & Lisa Railsback
ISBN: 089288164X, 978-0892881642
©1988
- **Feeding the People, Feeding the Spirit: Revitalizing NW Coastal Indian Food Culture**
Elise Krohn & Valerie Segrest
ISBN: 163398043X, 978-1633980433
©2010
- **Recovering our Ancestors' Gardens: Indigenous Recipes & Guide to Diet & Fitness**
Devon A Mihesuah
ISBN: 0803232535, 978-0803232532
©2005
- **A Taste of Heritage: Crow Indian Recipes & Herbal Medicines**
Alma Hogan Snell
ISBN: 0803293534, 978-0803293533
©2006
- **Modern Native Feasts: Healthy, Innovative, Sustainable Cuisine**
Andrew George
ISBN: 1551525070, 978-1551525075
©2013
- **Feast!: Canadian Native Cuisine for All Seasons**
Andrew George
ISBN: 0385255802
©1997



- **Cooking With The Wolfman; Indigenous Fusion Cuisine**
David Wolfman & Marlene Finn
ISBN: 177162163X, 978-1771621632
©2017
- **The Art of American Indian Cooking**
Yeffe Kimball & Jean Anderson
ISBN: 1585740101, 978-1585740109
©2000
- **The Salmon Cookbook**
Jerry Dennon
ISBN: 0914718304, 978-0914718307
©1978



Instructor Requirements

Occupation Qualification

The instructor must possess:

- Cook - Certificate of Qualification with Interprovincial Red Seal endorsement; or
- Certified Chef de Cuisine (CCC)

Work Experience

A minimum of 10 years' experience working in the industry, of which 3 years have been in a supervisory capacity.

Instructional Experience and Education

The instructor must:

- Be enrolled in or have completed a provincially recognized teaching certificate program, such as the BC Instructor's Diploma Program or equivalent. (If in progress, a maximum of 2 years to completion.)

Indigenous Instructional Experience and Education

The instructor must obtain/possess:

- Inclusion Training
- Mentorship Matters
- Partnership with regional Indigenous organizations; Traditional Knowledge Keepers; Associations
- ISETS – Indigenous Skills Employment Training Strategy (Federal)

Note: It is recommended that Indigenous Sensitivity Training for Instructors take place before or during Section A-OCCUPATIONAL SKILLS, A1-Trade Knowledge (PC11C)



Appendices



Appendix A

Assessor Requirements

Any individual conducting practical assessments of challengers must be registered with ITA as an assessor for Professional Cook and meet the following requirements:

Occupation Qualification

The instructor must possess:

- Cook - Certificate of Qualification with Interprovincial Red Seal endorsement; or
- Certified Chef de Cuisine (CCC)

Work Experience

A minimum of 10 years' experience working in the industry, of which 3 years have been in a supervisory capacity.

Assessment Experience and Education

The assessor must:

- Have complete an ITA approved assessor training program
- Be registered and in good standing with ITA



Appendix B Indigenous Recipes

SOUP:

YIELD: 1 LITRE

Three Sisters Soup

Ingredients:

| | | | |
|----------|--|----------|------------------------------|
| 60 g | Dried Pinto beans (Soaked overnight in 1 litre of water) | 4 | Garlic cloves, minced |
| 1 L | Water | 1 Medium | Celery rib, small dice |
| 1 Medium | Acorn squash | 945 ml | Vegetable stock |
| 15-30 ml | Olive oil | 150 g | Corn |
| 1 Medium | Onion, small dice | 5 ml | Dried thyme (or 30 ml fresh) |
| 1 Medium | Carrot, small dice | To taste | Salt and Pepper |

Procedure:

1. Drain and rinse the soaked beans.
2. Put beans in a pot and cover with water by an inch.
3. Bring to a boil and simmer for about 45 minutes or until tender, but not mushy. Add more water if necessary.
4. Cut squash in half and remove the seeds.
5. Bake squash halves, cut side up, in a 375°F/190°C conventional oven for approximately 45 min. or until tender.
6. In a medium soup pot, heat oil on high
7. Add onion and a pinch of salt.
8. Sauté over medium heat until golden, (approx. 10 min.)
9. Add carrot, garlic and celery and continue to sauté for 5-10 minutes. (al dente)
10. Scoop cooked squash out of shell and add to the soup pot.
11. Mix well, smoothing out any large lumps.
12. Add stock and bring to a boil.
13. Turn down heat and add beans, corn and thyme. Simmer covered for 5 minutes, stirring occasionally.
14. Season with salt and pepper.

Serve with Bannock or corn bread

For Achievement Criteria information, see page 43

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

**POULTRY:****YIELD: 4 SERVINGS****Cranberry Sweet & Sour Goose Breasts****Ingredients:**

| | | | |
|----------|-------------------------|--------|--------------------|
| 4 Large | Goose Breasts, boneless | 2 tbsp | Olive oil |
| 2 Tbsp | Salt | 125 ml | Sherry vinegar |
| 1 Tsp | Black pepper | 125 ml | Honey |
| 2 Tbsp | Sugar | 250 ml | Cranberries, fresh |
| 6 Medium | Onions, thinly sliced | | |

Procedure:

1. In a large baking dish, rub goose breasts with salt, pepper and sugar.
2. Let stand at room temperature for 3-5 hours or put in refrigerator over night.
3. Rinse salt, pepper and sugar from breasts.
4. Pre-heat broiler to high. Place goose breasts on grilling pan.
5. Broil 5-6 minutes on each side. Remove and set aside.
6. In a large frying pan on medium heat, sauté onions in oil until translucent. (approx. 5 min.)
7. Add vinegar and honey and simmer for 3-4 minutes.
8. Stir in fresh cranberries and pour over goose breasts.

For Achievement Criteria information, see page 70

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

**GARDE MANGER:****YIELD: 8 SERVINGS****Indigenous Nicoise Salad with Smoked Salmon****Ingredients:**

| | | | |
|----------|--------------------------------|--------|---|
| 8 Medium | Sunchokes, boiled | 60 ml | Artichokes, canned or cooked and quartered |
| 250 g | Fiddle heads, blanched | 125 ml | Cherry tomatoes, halved |
| 30-45 ml | Olive oil | 60 ml | Black olives, pitted |
| 460 g | Smoked Salmon fillets, poached | 8 | Quail eggs, hard boiled, sliced into quarters |
| 1 L | Court bouillon | 250 g | Dandelion, Arugula and Watercress |

NOTE: Sunchokes can be replaced with nugget potatoes. Quail eggs can be replaced with 4 chicken eggs.

Vinaigrette:

| | | | |
|-------|----------------------|--------|-------------------------|
| 30 ml | White wine vinegar | 1 | Shallot, finely chopped |
| 10 ml | Dijon mustard | 125 ml | Canola oil |
| 1 | Garlic clove, minced | 5 ml | Honey |

Procedure for vinaigrette: In a medium bowl combine ingredients and stir to combine well.

Procedure:

1. Wash and drain the greens thoroughly. Chill in the refrigerator.
2. In a small pot, boil eggs until hard (Quail-5 minutes, chicken eggs-12 minutes).
3. Place eggs in a cold-water bath to cool.
4. In a large pot, boil or steam the potatoes until tender. (15-20 minutes)
5. Remove potatoes and let cool.
6. In a large pot fitted with a steamer, add water and bring to a boil on high heat.
7. Add fiddle heads to steamer. Steam for 1 minute.
8. Place fiddleheads in a cold-water bath to cool.
9. In a poaching pan, add court bouillon and bring to a boil on medium heat.
10. Place smoked Salmon fillets in the court bouillon and poach for 10 minutes.
11. Remove Salmon fillets and set aside to cool.
12. Cut Sunchokes, eggs and artichokes into quarters. Cut cherry tomatoes in half.
13. Pull salmon apart into bite size pieces.
14. In a large salad bowl, assemble dandelions, arugula, watercress, potatoes, fiddleheads, salmon, artichokes, tomatoes, olives and eggs.
15. Spoon vinaigrette over the salad.

NOTE: Prior to class, Instructor to pre-blanch and shock vegetables; boil and cool the potatoes and eggs.

For Achievement Criteria information, see page 86

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

**DESSERTS:****YIELD: 6 SERVINGS****Bannock Berry Galette****Bannock Ingredients:**

| | | | |
|-------|-------------------|------------|----------------|
| 710 g | All-purpose flour | 5 ml | Sugar |
| 15 ml | Baking powder | 360-420 ml | Lukewarm water |
| 5 ml | Salt | | |

Procedure:

1. Sift together dry ingredients in a large bowl.
2. Make a well in the center and pour in water a little at a time.
3. Mix gently by hand until ingredients are just combined and a soft, dry dough is formed.
4. On a floured surface, roll out the bannock dough to an 8 to 10-inch round.

Filling Ingredients:

| | | | |
|-------|---------------------|----------|---|
| 100 g | Brown sugar, packed | 945 g | Mixed berries (slice strawberries if large) |
| 45 ml | Cornstarch | 5 ml | Coarse sugar |
| Pinch | Salt | Sprinkle | Icing sugar (optional) |

Procedure:

1. In a large bowl combine brown sugar, cornstarch and salt.
2. Stir in the berries until coated.
3. Tumble fruit mixture onto the center of the rolled-out bannock dough.
4. Fold edges of dough over; just to cover part of the berry mixture. The center of the pie should not be covered with dough, leaving a hole in the center. The folded edges will be uneven.
5. Lightly brush the dough with water, then sprinkle with coarse sugar.
6. Bake at 350°F/175°C in a conventional oven until bannock is golden and the berry mixture is bubbly. (35 to 40 min).
7. Serve warm with vanilla ice cream, or cool and dust with icing sugar

For Achievement Criteria information, see page 99.

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.



Appendix C

Indigenous Projects and Field School

Indigenous Project Suggestions

1. Plant and tend an Indigenous garden.
2. Video - Record someone making Indigenous food and telling a story about the food, history.
3. Video clips of Traditional Knowledge Keepers providing Indigenous history/information at the beginning of each section with TKK.

Indigenous Field School Suggestions

1. Cook game meat or game bird on an open fire or fire pit with a spindle.
2. Cut a whole salmon in the traditional way and wind/sun dry the fish.
3. Seasonal foraging for vegetables or berries, or greens.
4. Prepare an Indigenous themed salad buffet table.
5. Cook shellfish in the traditional manner with hot rocks to poach or steam the seafood.