

# PROGRAM OUTLINE

## Professional Cook 2 Indigenous Content



**ita**  
YOUR TICKET.

June 2020



The latest version of this document is available in PDF format on the ITA website  
[www.itabc.ca](http://www.itabc.ca)

To order printed copies of Program Outlines  
or learning resources (where available)  
for BC trades contact:

Crown Publications, Queen's Printer  
Web: [www.crownpub.bc.ca](http://www.crownpub.bc.ca)  
Email: [crownpub@gov.bc.ca](mailto:crownpub@gov.bc.ca)  
Toll Free 1 800 663-6105

**Copyright © 2013 Industry Training Authority**

This publication may not be modified in any way without permission of the Industry Training Authority



# **PROFESSIONAL COOK 2**

## **PROGRAM OUTLINE**

### **INDIGENOUS CONTENT**

**APPROVED BY INDUSTRY**  
**JANUARY 2011**

**BASED ON**  
**NOA 2011**

**Developed by**  
**Industry Training Authority**  
**Province of British Columbia**



## Introduction

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,

Michael Cameron  
Director Indigenous Initiatives  
Industry Training Authority



## TABLE OF CONTENTS

<b>Section 1 INTRODUCTION.....</b>	<b>5</b>
Foreword.....	6
Acknowledgements.....	7
How to Use this Document.....	9
<b>Section 2 PROGRAM OVERVIEW .....</b>	<b>11</b>
Program Credentialing Model.....	12
INDEX: Professional Cook 2 Indigenous Content (PC2IC).....	14
Occupational Analysis Chart.....	15
Training Topics and Suggested Time Allocation.....	18
<b>Section 3 PROGRAM CONTENT .....</b>	<b>20</b>
Professional Cook 2 Indigenous Content.....	21
<b>Section 4 ASSESSMENT GUIDELINES.....</b>	<b>89</b>
Assessment Guidelines.....	90
<b>Section 5 TRAINING PROVIDER STANDARDS.....</b>	<b>91</b>
Facility Requirements.....	92
Tools and Equipment.....	93
Reference Materials.....	97
Instructor Requirements.....	101
<b>Appendices.....</b>	<b>102</b>
Appendix A Assessor Requirements.....	103
Appendix B Indigenous Recipes.....	104
Appendix C Indigenous Projects and Field School.....	114



# **Section 1**

## **INTRODUCTION**

### **Professional Cook 2**

### **Indigenous Content**



## Foreword

This Program Outline was intended as a guide for instructors of the Professional Cook 2 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 2. 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 – Kla 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

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 2 occupation.





### Professional Cook Level 2 Indigenous Content

Industry Subject Matter Experts retained to assist in the development of the Professional Cook Level 2 Indigenous Content Program Outline:

- Karen Abramsen – Okanagan Training & Development Council
- Andrew George – Nicola Valley Institute of Technology
- Anthony Isaac – Okanagan College
- Jacob McKay – Industry Training Authority
- Daryle Nagata – Premium Brand Holdings Corp
- Reinhard Foerderer – Okanagan College
- Finbar O’Sullivan – Industry Training Authority
- Jonathan Rouse – Okanagan College

### 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 2 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
<b>Program Credentialing Model</b>	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
<b>OAC</b>	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
<b>Training Topics and Suggested Time Allocation</b>	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
<b>Program Content</b>	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
<b>Training Provider Standards</b>	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 2**

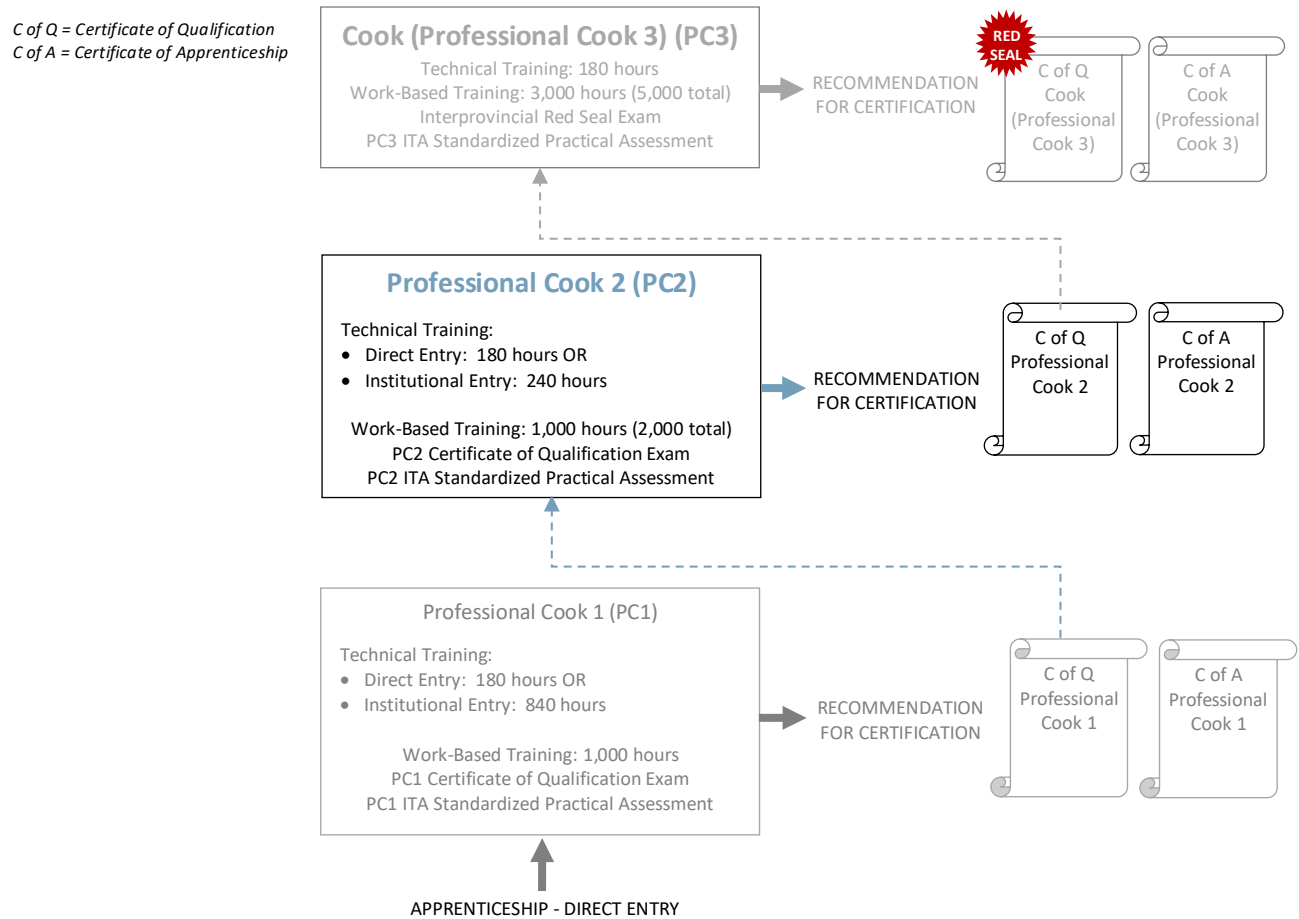
**Indigenous Content**



# Program Credentialing Model

## Apprenticeship Pathway

This graphic provides an overview of the Professional Cook 2 apprenticeship pathway.

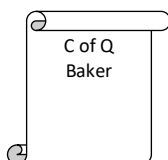


<sup>†</sup> Individuals who complete technical training through institutional entry receive credit toward the WBT hours of the program:

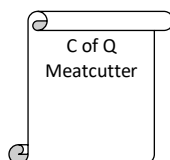
- PC1: 600 hours
- PC2: 240 hours

### 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



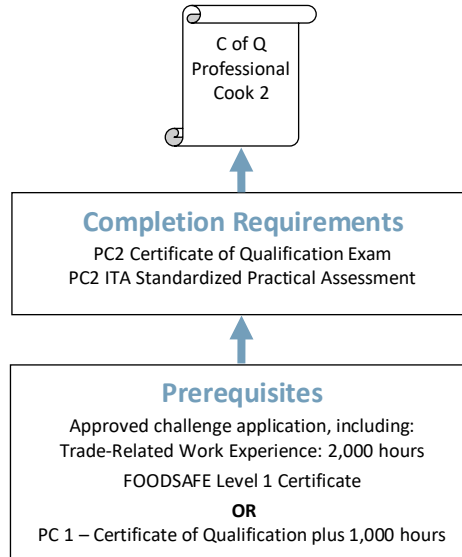
Technical Training: None  
Work-Based Training: 250 hours



### Challenge Pathway

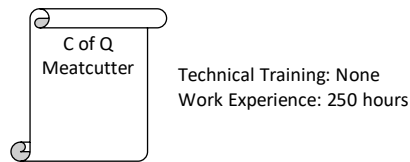
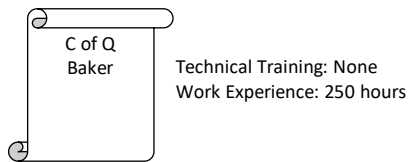
This graphic provides an overview of the Professional Cook 2 challenge pathway.

*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 2 **Indigenous Content (PC2IC)**

The following Index shows the sections that have Indigenous content.		
General Area of Competency (GAC)	Competency	Page
<b>A – OCCUPATIONAL SKILLS</b>	A1-Trade Knowledge	22
	A5-Menu Planning (TKK)	23
	A7-Ingredients and Nutritional Properties (TKK)	27
	A10-Front of House (TKK)	32
<b>B – STOCKS, SOUPS AND SAUCES</b>	B3-Soups	34
	<i>Achievement Criteria: Soups</i>	36
	B4-Sauces	37
	<i>Achievement Criteria: Sauces</i>	39
<b>C – VEGETABLES AND FRUITS</b>	C1-Vegetables (TKK)	40
	<i>Achievement Criteria: Vegetables</i>	42
	C3-Vegetarian Dishes	43
	<i>Achievement Criteria: Vegetarian Dishes</i>	44
<b>D – STARCHES</b>	D1-Potatoes (TKK)	45
	D2-Pastas and Farinaceous Products	48
	<i>Achievement Criteria: Pastas and Farinaceous products</i>	50
	D3-Rice, Grains and Legumes (TKK)	51
	<i>Achievement Criteria: Rice, Grains and Legumes</i>	52
<b>E – MEATS</b>	E1-Cut and Process Meats (TKK)	53
	E2-Cook Meats	56
	<i>Achievement Criteria: Cook Meats</i>	57
<b>F – POULTRY</b>	F1-Cut and Process Poultry	58
	F2-Cook Poultry	61
	<i>Achievement Criteria: Cook Poultry</i>	62
<b>G – SEAFOOD</b>	G1-Cut and Process Seafood (TKK)	63
	G2-Cook Fish (TKK)	66
	<i>Achievement Criteria: Cook Fish</i>	68
	G3-Cook Shellfish (TKK)	69
	<i>Achievement Criteria: Cook Shellfish</i>	71
<b>H – GARGE MANGER</b>	H1-Dressings, Condiments and Accompaniments (TKK)	72
	H2-Salads (TKK)	74
	H4-Hors d'oeuvre and Appetizers (TKK)	76
	H5-Presentation Platters (TKK)	78
	<i>Achievement Criteria: Presentation Platters</i>	80



# Occupational Analysis Chart

## PROFESSIONAL COOK 2 **INDIGENOUS CONTENT**

**Occupation Description:** “Cook” means a person who performs all phases of kitchen activities 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 2 usually works under some supervision and performs a variety of cooking and food preparation tasks using multiple cooking methods. In addition to using the major techniques and principles used in cooking, baking, and other aspects of food preparation, at this level, a professional cook should have a preliminary understanding of food costing, menu planning, and purchasing processes.

**PC2IC** = Professional Cook 2 Indigenous Content

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

<b>OCCUPATIONAL SKILLS</b> A	Trade Knowledge <b>PC2IC</b> A1	Safety Standards A2	Sanitary Standards A3	Production Procedures A4	Menu Planning <b>PC2IC (TKK)</b> A5	Ordering and Inventory A6
	1 2	1	1	1	1 2	1 2
<b>STOCKS, SOUPS AND SAUCES</b> B	Ingredients and Nutritional Properties <b>PC2IC (TKK)</b> A7	Human Resource and Leadership Skills A8	Cost Management A9	Front of House <b>PC2IC (TKK)</b> A10		
	1 2	1 2	2	2		
	Stocks B1	Thickening and Binding Agents B2	Soups <b>PC2IC</b> B3	Sauces <b>PC2IC</b> B4		
	1	1	1 2	1 2		





<b>VEGETABLES AND FRUITS</b>  <b>C</b>	Vegetables  <b>PC2IC (TKK)</b> C1	Fruit  <b>C2</b>	Vegetarian Dishes  <b>PC2IC</b> C3		
	1 2	1	2		
<b>STARCHES</b>  <b>D</b>	Potatoes  <b>PC2IC (TKK)</b> D1	Pastas and Farinaceous Products  <b>PC2IC</b> D2	Rice, Grains, and Legumes  <b>PC2IC (TKK)</b> D3		
	1 2	1 2	1 2		
<b>MEATS</b>  <b>E</b>	Cut and Process Meats  <b>PC2IC (TKK)</b> E1	Cook Meats  <b>PC2IC</b> E2			
	1 2	1 2			
<b>POULTRY</b>  <b>F</b>	Cut and Process Poultry  <b>PC2IC</b> F1	Cook Poultry  <b>PC2IC</b> F2			
	1 2	1 2			
<b>SEAFOOD</b>  <b>G</b>	Cut and Process Seafood  <b>PC2IC (TKK)</b> G1	Cook Fish  <b>PC2IC (TKK)</b> G2	Cook Shellfish  <b>PC2IC (TKK)</b> G3		
	1 2	1 2	1 2		
<b>GARDE MANGER</b>  <b>H</b>	Dressings, Condiments and Accompaniments  <b>PC2IC (TKK)</b> H1	Salads  <b>PC2IC (TKK)</b> H2	Sandwiches  <b>H3</b>	Hors d'oeuvre and Appetizers  <b>PC2IC (TKK)</b> H4	Presentation Platters  <b>PC2IC (TKK)</b> H5
	1 2	1 2	1	2	2



**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	2			

Desserts				
J3				
1				

Quick Breads				
J4				
1				

Cookies				
J5				
1				

Yeast Products				
J6				
1	2			

Cakes and Tortes				
J7				
	2			

**BEVERAGES**  
K

Beverages				
K1				
1				



## Training Topics and Suggested Time Allocation

### Professional Cook 2

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
<b>Line A</b>	<b>OCCUPATIONAL SKILLS</b>	<b>10%</b>	<b>75%</b>	<b>25%</b>	<b>100%</b>
A1	Trade Knowledge		✓		
A5	Menu Planning		✓	✓	
A6	Ordering and Inventory		✓	✓	
A7	Ingredients and Nutritional Properties		✓		
A8	Human Resource and Leadership Skills		✓		
A9	Cost Management		✓	✓	
A10	Front of House		✓		
<b>Line B</b>	<b>STOCKS, SOUPS AND SAUCES</b>	<b>13%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
B3	Soups		✓	✓	
B4	Sauces		✓	✓	
<b>Line C</b>	<b>VEGETABLES AND FRUITS</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
C1	Vegetables		✓	✓	
C3	Vegetarian Dishes		✓	✓	
<b>Line D</b>	<b>STARCHES</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
D1	Potatoes		✓	✓	
D2	Pasta and Farinaceous Products		✓	✓	
D3	Rice, Grains and Legumes		✓	✓	
<b>Line E</b>	<b>MEATS</b>	<b>13%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
E1	Cut and Process Meats		✓	✓	
E2	Cook Meats		✓	✓	
<b>Line F</b>	<b>POULTRY</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
F1	Cut and Process Poultry		✓	✓	
F2	Cook Poultry		✓	✓	
<b>Line G</b>	<b>SEAFOOD</b>	<b>7%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
G1	Cut and Process Seafood		✓	✓	
G2	Cook Fish		✓	✓	
G3	Cook Shellfish		✓	✓	
<b>Line H</b>	<b>GARDE MANGER</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
H1	Dressings, Condiments and Accompaniments		✓	✓	
H2	Salads		✓	✓	
H4	Hors d'oeuvre and Appetizers		✓	✓	
H5	Presentation Platters		✓	✓	



% of Time Allocated to:

		% of Time	Theory	Practical	Total
<b>Line J</b>	<b>BAKED GOODS AND DESSERTS</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
J2	Pastries		✓	✓	
J6	Yeast Products		✓	✓	
J7	Cakes and Tortes		✓	✓	
	<b>Exams</b>	<b>7%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>
<b>Total Percentage for Professional Cook 2</b>		<b>100%</b>			



**Section 3**

**PROGRAM CONTENT**

**Professional Cook 2**

**Indigenous Content**



# Professional Cook 2

## Indigenous Content



**Line (GAC):**        **A**    **OCCUPATIONAL SKILLS**  
**Competency:**       **A1**   **Trade Knowledge PC21C**

**Objectives**

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

- Describe the BC Employment Standards Act. *(Including Indigenous content)*
- Describe the BC Human Rights Act. *(Including Indigenous human rights)*

**LEARNING TASKS**

1. Describe the BC Employment Standards Act

**CONTENT**

- Wages
- Working conditions
- Hours
- Call-in
- Layoff
- Notice of termination
- Working alone
- **Federal Labour Code**
  - On Reserve specific
  - Off reserve specific
- **Indigenous food service occupations**
  - Indigenous restaurants/catering
  - Food trucks
  - Wine industry
  - Cultural/traditional events
  - Tourism (Experience the Indigenous culture)

2. Describe the BC Human Rights Act

- Discrimination
- Harassment
- **Federal Human Rights Act**
  - On Reserve specific-Section 35
  - Off reserve specific-Section 35
  - Declaration on Rights of Indigenous Peoples Act (DRIPA)
  - United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP)



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

**Objectives**

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

- Describe the principles used in creating a menu. (Including connection between harvests of the 4-seasons and life cycles) **TKK**
- Describe types of menus. (Including Indigenous traditions of feast hall/family feast) **TKK**
- Describe the purpose of cross utilization in menus.
- Plan a basic table d’hôte menu.

**LEARNING TASKS**

1. Describe the principles used in creating a menu **TKK**

Instructor Note: Suggest research exercise- Comparison of the different Indigenous regions in BC. (Indigenous Seasonal Calendars) **TKK**

2. Describe types of menus **TKK**

3. Describe the purpose of cross utilization in menus

4. Plan a basic table d’hôte menu

**CONTENT**

- Physical characteristics and layout
- Regional/international cuisine
- Regional Indigenous cuisine
  - Feast hall/family style
- Menu planning
- Menu development
- Master menu index
  
- Types of menus
  - Static
  - Cycle
  - Table d’hôte
  - À la carte
  - Industrial cooking
  - Seasonal/cycles
  - Feast hall/family style
  
- By-products
  - Sources
  - Managing/minimizing
  - Storage
  
- Utilize basic principles above
  - Table d’hôte
  - Cross utilization



**Achievement Criteria**

Performance The individual will prepare a table d'hôte menu.

Conditions

- The individual will be given criteria for the menu
- 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 terminology
- Variety of menu items
- Balance of menu items
- Nutritional value
- Efficient use of product



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

**Objectives**

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

- Describe basic ordering procedures.
- Describe basic inventory procedures.
- Take a basic inventory.
- Extend a basic inventory.

**LEARNING TASKS**

1. Describe basic ordering procedures
  
  
  
  
  
  
  
  
  
  
2. Describe basic inventory procedures
  
  
  
  
  
  
  
  
  
  
3. Take a basic inventory
  
  
  
  
  
  
  
  
  
  
4. Extend a basic inventory

**CONTENT**

- Market sourcing
- Purchasing
- Specifications
- Calculate food requirements
- Production control chart
- Purchase order chart
  
  
  
  
  
  
  
  
  
  
- Purpose
- Count
- Inventory record keeping
- Pricing and costing for physical inventory
- Inventory turnover
  
  
  
  
  
  
  
  
  
  
- Physical inventory
- Directions followed correctly
- Inventory is appropriately done
- Work was well organized with safe work habits
  
  
  
  
  
  
  
  
  
  
- Categorize inventory
- Calculate value of inventory

**Achievement Criteria**

- Performance While participating in the practical component, the individual will take and extend a basic inventory.
- 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:
- Accuracy of inventory count
  - Correct extension of inventory



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

**Objectives**

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

- Describe the nutritional requirements of a healthy diet. (Including Indigenous food guide)
- Analyze a menu for nutritional adequacy. (Including regional/local nutrition) TKK
- Describe factors affecting food consumption behaviour. (Including evolution of Indigenous foods) TKK
- Describe food allergies and intolerances.
- Describe nutrient retention techniques. (Including Indigenous superfoods) TKK

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>1. Describe the nutritional requirements of a healthy diet</li> </ul> | <ul style="list-style-type: none"> <li>• Review basic information on nutrients and their effects on the body</li> <li>• Canada Food Guide</li> <li>• Indigenous Food Guide</li> <li>• Mediterranean Food Pyramid</li> <li>• Other resources</li> </ul>  |
| <ul style="list-style-type: none"> <li>2. Analyze a menu for nutritional adequacy TKK</li> </ul>             | <ul style="list-style-type: none"> <li>• Canada Food Guide</li> <li>• Indigenous Food Guide             <ul style="list-style-type: none"> <li>○ Harvest calendars</li> <li>○ Seasonal inter-connectedness</li> <li>○ Food cycle of life</li> </ul> </li> <li>• Indigenous foraging/gathering of ingredients</li> <li>• Nutrient value charts</li> <li>• Food exchange lists</li> <li>• Modifying a menu             <ul style="list-style-type: none"> <li>○ High and low-fat alternative menus</li> </ul> </li> </ul> |



### LEARNING TASKS

3. Describe factors affecting food consumption behaviour **TKK**

4. Describe food allergies and intolerances

5. Describe nutrient retention techniques **TKK**

### CONTENT

- Describe personal factors that influence dietary habits
- Physiological factors
- Social and cultural factors
  - History of Indigenous food changes after colonization
- Psychological factors
- Sensory characteristics that influence the acceptance of food products
- Appearance
- Aroma
- Taste
- Texture
- Temperature
  
- Allergies
- Allergic reactions
- Highly allergic substances
- Food sensitivity modified diets
  - Wheat-free
  - Milk-free
  - Egg-free
  - Gluten restricted (celiac)
  - Lactose restricted
  - Others
  
- Balance with regards to nutritional standards
- Cooking for vitamin and mineral retention
- Indigenous super-foods
  - Seaweed
  - Watercress
  - Wild berries
- Medicinal foods



**Line (GAC):           A    OCCUPATIONAL SKILLS**  
**Competency:         A8   Human Resource and Leadership Skills**

**Objectives**

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

- Describe the principles of effective interpersonal communication.
- Describe the procedures for giving and receiving effective feedback.
- Describe assertive behaviour.
- Use interpersonal communication skills.

**LEARNING TASKS**

1. Describe the principles of effective interpersonal communication
  
2. Describe the procedures for giving and receiving effective feedback
  
3. Describe assertive behaviour
  
4. Use interpersonal communication skills

**CONTENT**

- First impressions
- Non-verbal communication
- Show respect
- Listening skills
- Other language and other cultures
- Communicating in a noisy environment
- Making verbal reports
- Using the telephone
  
- Giving directions
- Handling criticism
- Sharing your feelings
  
- Aggressive behaviour
  - Components
    - Eye contact
    - Posture
    - Gestures
    - Facial expression and voice
    - I-messages and observations
- Passive or non-assertive behaviour
- Rights and responsibilities
  
- Communicate effectively
- Demonstrate professionalism



**Line (GAC):        A    OCCUPATIONAL SKILLS**  
**Competency:      A9   Cost Management**

**Objectives**

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

- Apply purchasing procedures.
- Describe the basic calculation of operating costs.
- Perform yield and cost calculations.
- Cost and price menu items.

**LEARNING TASKS**

**CONTENT**

- |  |  |
|--|--|
| 1. Apply purchasing procedures                       | <ul style="list-style-type: none"> <li>• Market sourcing</li> <li>• Purchasing</li> <li>• Specifications</li> <li>• Calculate food requirements</li> <li>• Production control chart</li> <li>• Purchase order chart</li> </ul>   |
| 2. Describe the basic calculation of operating costs | <ul style="list-style-type: none"> <li>• Fixed costs</li> <li>• Variable costs</li> <li>• Semi-variable costs</li> <li>• Breakeven point</li> <li>• Cost percentage</li> <li>• Sales ratios and other statistics</li> </ul>  |
| 3. Perform yield and cost calculations               | <ul style="list-style-type: none"> <li>• Standardized recipes</li> <li>• Standard portions</li> <li>• Yield tests and percentages</li> <li>• Directions followed correctly</li> <li>• Food costs are properly calculated</li> <li>• Work was well organized</li> </ul> |
| 4. Cost and price menu items                         | <ul style="list-style-type: none"> <li>• General principles of menu pricing</li> <li>• Calculate menu price given cost of ingredients</li> </ul>   |



### **Achievement Criteria**

- Performance The individual will cost and price menu items.
- Conditions
- The individual will be given criteria such as food cost percentage and selling price
  - 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:
- Accuracy of costing





**Line (GAC):**        **A**   **OCCUPATIONAL SKILLS**  
**Competency:**       **A10** **Front of House**

**Objectives**

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

- Describe common types and styles of table settings. (Including Indigenous protocols) TKK
- Describe basic table service procedures.
- Describe the basic service procedures of wines and spirits.

**LEARNING TASKS**

1. Describe common types and styles of table settings
  
2. Describe basic table service procedures TKK
  
3. Describe the basic service procedures of wines and spirits (Respecting local Indigenous protocol)

**CONTENT**

- Sidework
- Setting the table for menu selected
  - Tablecloth
  - Place mats
  - Cover or place settings
  
- Overview
- Serving procedures
- Guest numbering system for service
- Order-writing system
- Feast House protocols
- Pow Wow protocols
- Modern Indigenous community gathering feast (family style restaurants)
  
- Responsible Beverage Service Program (RBS), “Serving it Right”
- Opening a bottle of wine
- Service procedures
- Liquor laws
  - Legal drinking age
  - Minors
  - ID requirements
- Taking home unfinished bottles of wine

**Achievement Criteria**

- Performance The individual will set a table service appropriate to the menu.
- Conditions
- The individual will be given appropriate linen and table ware
  - 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 placement of table ware
  - Overall appearance



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

### Objectives

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

- Describe specialty soup types and ingredients. (Including Indigenous soups from various regions)
- Describe specialty soup preparation methods.
- Prepare consommé.
- Prepare bisque.
- Prepare cold and other specialty soups.

### LEARNING TASKS

1. Describe specialty soup types and ingredients

### CONTENT

- Review basic information about stocks and soups
- Consommé
  - Varieties
  - Ingredients
- Oolichan
- Regional Indigenous soups
- Consommé garnishes
- Bisques and specialty thick soups
- Cold soups
- Garnishes for clear soups
- Uses



**LEARNING TASKS**

2. Describe specialty soup preparation methods

3. Prepare consommé

4. Prepare bisque

5. Prepare cold and other specialty soups

**CONTENT**

- Consommé
  - Clarification
  - Preparation guidelines
  - Quality indicators
- Consommé garnishes
- Bisques and specialty thick soups
  - Preparation guidelines
  - Quality indicators
- Cold soups
  - Preparation guidelines
  - Quality indicators
- Presentation
  - Specialty
  - En croûte
  - Garnishes
- Service dishes
  - Types
  - Cold soups
  - Hot soups
  
- Method
  - Order of operations
  - Cooking time
  - Finishing
  
- Method
  - Order of operations
  - Cooking time
  - Finishing
  
- Method
  - Order of operations
  - Cooking time
  - Finishing

**Achievement Criteria**

- Performance** The individual will prepare a variety of soups (including bisque and consommé) with appropriate garnishes, to an industry standard of quality and time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
  - PC2IC; suggested use of Salmon Soup recipe
  - See Indigenous Recipes, Appendix B, page 104
  - 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:

- Associate derivative sauces and their uses. (Including Indigenous sauces)
- Prepare derivative sauces from leading sauce types.
- Prepare glazes.
- Prepare herb purées, coulis, and pastes.
- Prepare advanced emulsion sauces.

### LEARNING TASKS

1. Associate derivative sauces and their uses

### CONTENT

- Review leading types of sauces
- Derivative white sauces
  - Types
  - Uses
  - Major ingredients
- Derivative blonde sauces
  - Types
    - Chicken
    - Fish
  - Uses
  - Major ingredients
- Derivative brown sauces
  - Types
  - Uses
  - Major ingredients
- Derivative purée sauces
  - Types
- Indigenous sauces
  - Fruit/berry sauces-reductions
    - Huckleberry
    - Saskatoon berry
  - Uses
  - Major ingredients
- Derivative emulsion sauces
  - Types
  - Uses
  - Major ingredients



**LEARNING TASKS**

2. Prepare derivative sauces from leading sauce types

3. Prepare glazes

4. Prepare herb purées, coulis, and pastes

5. Prepare advanced emulsion sauces

**CONTENT**

- Review leading (mother) sauces
  - Quality ingredients
  - Maintaining quality control
  - Quality indicators
  - Finishing
  - Holding and reheating

- Types
- Uses
- Method
  - Order of operations
  - Cooking time
  - Finishing
- Holding and reheating

- Types
  - Purée
  - Pesto
  - Aioli
  - Rouille
- Major ingredients
- Suggested uses
- Method
  - Order of operations
  - Cooking time
  - Finishing
- Holding and reheating

- Types
  - Beurre blanc / beurre rouge
    - Types
    - Uses
    - Major ingredients
  - Sabayon
  - Warm vinaigrettes
- Uses
- Method
  - Order of operations
  - Cooking time
  - Finishing
- Holding and reheating

**Achievement Criteria**

- Performance The individual will prepare derivative or secondary sauces from each leading type of sauce to an industry standard of quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
  - PC2IC; suggested use of Blueberry and Lavender Reduction recipe
  - See Indigenous Recipes, Appendix B, page 105
  - 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):** C VEGETABLES AND FRUITS  
**Competency:** C1 Vegetables

### Objectives

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

- Cut and process vegetables using advanced methods. (Including Indigenous vegetables) TKK
- Describe the principles of advanced vegetable preparation.
- Prepare stuffed and gratinated vegetables.
- Prepare vegetables using advanced methods such as turning, glazing, or braising.
- Describe the principles of volume preparation for vegetables.

### LEARNING TASKS

1. Cut and process vegetables using advanced methods TKK

Instructor Note: Suggested field study exercise (Foraging). Incorporate learning about food as medicine. TKK

2. Describe the principles of advanced vegetable preparation

### CONTENT

- Review basic techniques
  - Advanced preparation methods
    - Turning
    - Stuffing
    - Multiple stage cooking methods
  - Cutting and processing unique vegetables
    - Artichokes
    - Fava beans
    - Winter Squash
  - Seasonal Indigenous foraged vegetables
    - Wild mushrooms
    - Fiddleheads
    - Rocky mountain juniper
    - Wild onion
    - Cattail hearts
    - Nettles
    - Sea asparagus
- 
- Review basic techniques
  - Types
  - Preparation methods
  - Cooking methods



**Achievement Criteria**

- Performance The individual will prepare vegetables, using a range of specialty techniques, to an industry standard of quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
  - PC2IC; suggested use of **Marinated Mushroom Salad recipe**
  - See **Indigenous Recipes, Appendix B, page 106**
  - **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
  - 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



**Achievement Criteria**

- Performance The individual will prepare and present vegetarian menu items with appropriate garnishes, to an industry standard of quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
  - PC2IC; suggested use of Stuffed Acorn Squash recipe
  - See Indigenous Recipes, Appendix B, page 107
  - 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):** D **STARCHES**  
**Competency:** D1 **Potatoes**

### Objectives

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

- Describe advanced methods of potato preparation. (Including Indigenous preparation) TKK
- Prepare stuffed and gratinated potato dishes.
- Prepare potato dishes derived from duchesse and dauphine.
- Prepare potatoes using advanced methods such as turning, glazing, and braising.
- Prepare specialty potato dishes such as cakes, roesti, and anna.
- Describe the principles of volume preparation for potatoes.

### LEARNING TASKS

1. Describe advanced methods of potato preparation TKK

Instructor Note: The Indigenous practical component of this section will be done in meats.

### CONTENT

- Review basic potato preparation
  - Blanching
  - Finishing
- Advanced preparation methods
  - Turning
  - Stuffing
  - Multiple stage cooking methods
- Indigenous methods
- Pit cooking in modern form
  - Spit cooking
  - Smokers
  - Open fire
- Indigenous potato history
  - Tubers to contemporary
- Specialty potato dishes
  - Gratin/baked
  - Duchesse and derivatives
  - Dauphine and derivatives
  - Braising, glazing
  - Cakes, roesti, and anna



**LEARNING TASKS**

**CONTENT**

- |  |  |
|--|--|
| <p>2. Prepare stuffed and gratinated potato dishes</p>                                   | <ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods</li> <li>• Stuffed potatoes               <ul style="list-style-type: none"> <li>○ Suitable varieties</li> <li>○ Fillings</li> <li>○ Finishing</li> </ul> </li> <li>• Gratinated potatoes               <ul style="list-style-type: none"> <li>○ Suitable varieties</li> <li>○ Methods</li> <li>○ Finishing</li> </ul> </li> </ul> |
| <p>3. Prepare potato dishes derived from duchesse and dauphine</p>                       | <ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods               <ul style="list-style-type: none"> <li>○ Basic mixtures</li> <li>○ Shaping</li> </ul> </li> <li>• Cooking</li> <li>• Finishing</li> </ul>  |
| <p>4. Prepare potatoes using advanced methods such as turning, glazing, and braising</p> | <ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods</li> <li>• Cooking</li> <li>• Finishing</li> </ul>   |
| <p>5. Prepare specialty potato dishes such as cakes, roesti, and anna</p>                | <ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods</li> <li>• Cooking</li> <li>• Finishing</li> </ul>   |
| <p>6. Describe the principles of volume preparation for potatoes</p>                     | <ul style="list-style-type: none"> <li>• Quality/batch cooking               <ul style="list-style-type: none"> <li>○ Maintaining quality control</li> </ul> </li> <li>• Quality indicators</li> <li>• Reheating/holding for service</li> </ul>  |

**Achievement Criteria**

- Performance The individual will prepare specialty potato dishes and potatoes in quantity, 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, select, and store fresh and stuffed pastas.
- Describe other types of farinaceous products. (Including Indigenous dumplings)
- Prepare fresh pasta dough and stuffed pastas.
- Prepare specialty pasta dishes.
- Prepare gnocchi, polenta, spaetzle, and dumplings.

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <p>1. Identify, select, and store fresh and stuffed pastas</p> | <ul style="list-style-type: none"> <li>• Types</li> <li>• Uses</li> <li>• Handling and storage</li> </ul>   |
| <p>2. Describe other types of farinaceous products</p>         | <ul style="list-style-type: none"> <li>• Types               <ul style="list-style-type: none"> <li>○ Gnocchi</li> <li>○ Polenta</li> <li>○ Spaetzle</li> <li>○ Dumplings</li> <li>○ Regional Indigenous dumplings                   <ul style="list-style-type: none"> <li>- Rubaboo</li> </ul> </li> </ul> </li> <li>• Origins</li> <li>• Uses</li> </ul>   |
| <p>3. Prepare fresh pasta dough and stuffed pastas</p>         | <ul style="list-style-type: none"> <li>• Review basic pasta preparation</li> <li>• Fresh pastas               <ul style="list-style-type: none"> <li>○ Basic procedure</li> <li>○ Equipment and tools</li> <li>○ Filled pastas</li> </ul> </li> <li>• Boiling               <ul style="list-style-type: none"> <li>○ Pasta/water ratio</li> </ul> </li> <li>• Doneness</li> <li>• Cooling, storage and reheating</li> </ul> |

**LEARNING TASKS**

4. Prepare specialty pasta dishes
  
  
  
  
  
  
  
  
  
  
5. Prepare gnocchi, polenta, spaetzle, and dumplings

**CONTENT**

- Accompaniments to pasta
  - Sauces
  - Garnishes
- Cooking methods for specialty pasta
  - Stuffed
  - Baked
  - Gratiné
- Combining pasta and sauces
- Types
- Finishing procedures
- Holding and serving
  
- Gnocchi
  - Types
  - Preparation methods
- Polenta
  - Types
  - Preparation methods
- Spaetzle
  - Preparation method
- Dumplings
  - Types
    - Indigenous regional specialties
  - Preparation methods
- Doneness
- Cooling, storage and reheating
- Finishing

**Achievement Criteria**

- Performance** The individual will prepare specialty pasta dishes and farinaceous products sauces, and garnishes, to an industry standard of quality and time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
  - PC2IC; Make Indigenous Dumplings, suggested use of Potato Dumpling recipe
  - See Indigenous Recipes, Appendix B, page 108
  - 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):** D **STARCHES**  
**Competency:** D3 **Rice, Grains, and Legumes**

### Objectives

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

- Identify, select and store grains and legumes. (Including Indigenous wild rice)
- Describe the preparation of grains and legumes. (Including Indigenous preparation) TKK
- Prepare grains and legumes. (Including Indigenous traditional procedures) TKK

### LEARNING TASKS

1. Identify, select and store grains and legumes

### CONTENT

- Types
  - BC Indigenous wild rice (regional)
  - Barley
  - Quinoa
  - Kasha
  - Couscous
  - Lentils
  - Beans
  - Other legumes and pulses
- Properties
- Nutrition
- Characteristics
- Handling
- Storage procedures

2. Describe the preparation of grains and legumes  
TKK

- Soaking/Ratios
- Cooking methods
- Indigenous cooking methods (regional)
  - Baked, hot stone
  - Buried, husk on
- Adding garnish
- Timing and resting

3. Prepare grains and legumes TKK

Instructor Note: Discuss regional protocols and ceremonies related to feasting. Ex. Pit cooking; focused on the guests and experience aspect.  
TKK

- Selecting appropriate variety
- Cooking procedures
- Indigenous cooking procedures (regional)
  - Pit cooking
  - Hot stones
- Finishing
- Holding and serving

**Achievement Criteria**

- Performance The individual will prepare and cook grains and legumes to an industry standard of quality and time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
  - PC2IC; suggested use of Wild Rice Casserole (Mahekun)
  - See Indigenous Recipes, Appendix B, page 109
  - 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





### LEARNING TASKS

3. Identify secondary cuts of beef, lamb, pork, and veal **TKK**
  
4. Debone beef, lamb, pork, and veal
  
5. Process beef, lamb, pork, and veal

### CONTENT

- Secondary cuts of lamb
- Secondary cuts of pork
  - Fresh
  - Smoked
  - Cured
- Secondary cuts of veal
- Secondary traditional cuts of game meat
  - Buffalo
  - Venison
  - Moose/Elk
  - Caribou
  - Wild boar
- Field dress
  
- Tools
- Portion cutting
  - Identify variety
  - Techniques
  - Trimming
  - Minimizing waste
  - Accuracy
  
- Tools
- Secondary processing
  - Techniques
  - Trimming
  - Wrapping
  - Tying
  - Stuffing
- Minimizing waste
- Accuracy

Instructor Notes: Suggest harvesting (hunting) dependent upon the season/region for field school. Ex. Buffalo Camp. **TKK**

**Achievement Criteria**

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







**LEARNING TASKS**

- 4. Cook meats using combination methods
  
- 5. Describe the principles of volume preparation for meats

**CONTENT**

- Review basic procedures
- Á la carte, small or large quantity
  - Braising
  - Stewing
  - Covered slow roasting
  - **Half smoked/dried and simmering**
  
- Review basic procedures
- Banquet service or large quantity
  - Method
  - **Indigenous seasoning**
    - **Sea salts**
    - **Mineral springs**
    - **Dry rubs**
    - **Juniper rub**
    - **Spruce tip rub**
  - Procedure
    - Seasonings and marinades
    - Equipment required
    - Accompaniments
- Quality control
- Problems and possible causes

**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
  - **PC2IC; suggested use of Elk or Venison stew recipe**
  - **See Indigenous Recipes, Appendix B, page 110**
  - **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



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

### Objectives

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

- Describe the grading, inspection, and storage of specialty poultry. (Including game birds)
- Identify cuts of specialty poultry.
- Portion cut specialty poultry.
- Debone poultry.
- Process poultry.

### LEARNING TASKS

1. Describe the grading, inspection, and storage of specialty poultry

### CONTENT

- Types
  - Duck
  - Quail
  - Cornish hen
  - Goose
- Types and varieties of game birds (Domestic and wild)
  - Pheasant
  - Grouse
  - Quail
  - Duck
  - Turkey
  - Goose
  - Partridge
  - Ptarmigan
- Structure and composition
- Inspection and grading
- Nutrition

2. Identify cuts of specialty poultry

- Common cuts
- Identification
- Uses



**LEARNING TASKS**

3. Portion cut specialty poultry

4. Debone poultry

5. Process poultry

**CONTENT**

- Tools
- Portion cutting
  - Identify variety
  - Techniques
  - Trimming
  - Minimizing waste
  - Accuracy
  
- Review types of poultry
- Fabricating procedures
  - Half
  - Pieces
  - Boneless breast
  - Suprême or Frenched breast
  - Boning a leg
  - Boning whole birds
  
- Tools
- Secondary processing
  - Techniques
    - Trimming
    - Wrapping
    - Tying
    - Stuffing
  - Minimizing waste
  - Accuracy

**Achievement Criteria**

- Performance The individual will process, debone and portion cut poultry 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

**Indigenous History:** Partridges are old world birds and are not native to North America; but many people use the term Grouse. Six species of Grouse are native to Canada and, depending on the species can be found in grasslands, boreal forest or tundra throughout the country. They were an important food source for many First Peoples, especially when big game was scarce.





**LEARNING TASKS**

- 4. Cook poultry using combination methods
  
- 5. Describe the principles of volume preparation for poultry

**CONTENT**

- Review basic procedures
- Á la carte, small or large quantity
  - Braising
  - Stewing
  - Fricassee
  - En papillote
  - Spit cook and simmer
  
- Review basic procedures
- Banquet service or large quantity
  - Feast hall/family style
  - Method
  - Regional Indigenous seasoning
    - Spruce tips
    - Wild sage
  - Procedure
    - Seasonings, marinades and garnishes
    - Dressings and stuffing
    - Equipment required
    - Accompaniments
  - Quality control
  - Problems and possible causes

**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
  - PC2IC; suggested use of Grouse (Partridge) Stew recipe
  - See Indigenous Recipes, Appendix B, page 111
  - 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



**Line (GAC):**        **G    SEAFOOD**  
**Competency:**       **G1   Cut and Process Seafood**

**Objectives**

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

- Identify and describe specialty fish and shellfish. (Including Indigenous world view) τκκ
- Cut and process specialty fish. (Including Indigenous traditional processing) τκκ
- Clean and process specialty shellfish

**LEARNING TASKS**

1. Identify and describe specialty fish and shellfish

The full cycle of Salmon, harvest cycles, processes, regional differences, wind dried Salmon, Oolichan, Bear grease trail. τκκ

**CONTENT**

- Review
- Types and characteristics of Indigenous fish
  - Salmon
  - Halibut
  - Sablefish
  - Steelhead trout
  - Trout
  - Herring roe on Hemlock boughs
  - Herring roe on kelp
  - Oolichan (Grease trail)
- Types and characteristics of specialty fish
  - Dover sole
  - Mahi-Mahi
  - Eel
  - Grouper
  - Monkfish
  - Orange roughy
  - Pompano
  - Swordfish
  - Tuna
  - Shark
- Storage
- Types and characteristics of shellfish
  - Squid
  - Lobster
  - Crab
  - Oysters
  - Cockles
  - Clams
  - Sea urchin
  - Spotted prawns
  - Side striped prawns
- Preparation
- Storage





## LEARNING TASKS

### 2. Cut and process specialty fish

The traditional method of gathering cedar strips and threading fish. TKK

Instructor Note: Suggest students participate in air drying and smoking Salmon for field study  
TKK

### 3. Clean and process specialty shellfish

## CONTENT

- Review
- Indigenous methods of processing Salmon
  - Drying vs. Smoking vs. Barbequing
  - Sun drying of Oolichans
    - Head to head
    - Threaded on cedar strips
  - Wind drying Salmon
  - Smoking of Oolichans
  - Canning fish
  - Winter storage
- Fabricating procedures
  - Skinning
  - Butterflied fillets
  - Straight fillets
  - Goujonnette
  - Folded fillets
  - Paupiettes
  - Scaling
  - Pan-dressing
  - Filleting
  - Cutting steaks/dames
  - Shuck
- Indigenous traditional harvesting
  - Shellfish
  - Seaweed
  - Kelp.
- Clean Indigenous shellfish
  - Oysters
  - Clams
  - Geoduck clams
  - Cockles
  - Mussels
  - Chiton
  - Sea urchin
  - Abalone
  - Seaweed
  - Kelp
  - Barnacles
    - Acorn
    - Goose neck

Cont.



## LEARNING TASKS

## CONTENT

- Portioning
  - Squid
  - Lobster
  - Crab
  - Dungenous crab
  - Oysters
  - Geoduck clams
  - Cockles
  - Sea urchin
  - Spotted prawns
  - Side striped prawns

### Achievement Criteria

- |             |   |
|-------------|---|
| Performance | The individual will process and portion specialty fish and shellfish, to an industry standard of quality and time.  |
| Conditions  | <ul style="list-style-type: none"> <li>• The individual will be given a workstation, fish or shellfish, and appropriate tools and equipment</li> <li>• The competency will be observed and assessed by the instructor during technical training</li> </ul>  |
| Criteria    | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Correct tools selected</li> <li>• General cutting procedures accurately followed</li> <li>• Portion accuracy</li> <li>• Amount of trim appropriate and product appearance neat and attractive</li> <li>• Work area kept clean during cutting</li> <li>• Work area cleaned and sanitized after cutting</li> <li>• Safe practices observed throughout</li> <li>• All products stored in appropriate location</li> <li>• Production time was within industry expectations</li> </ul> |





### LEARNING TASKS

3. Cook fish using moist-heat methods

Instructor Note: Suggest students observe an artist creating a bent wood box, or have a Salmon barbeque at a beach using traditional methods of cooking for field study **TKK**

4. Cook fish using combination methods

5. Describe the principles of volume preparation for fish

### CONTENT

- Review basic procedures
- Á la carte, small or large quantity
  - Poaching
  - Simmering
  - Steaming
  - Utilizing pre-cooked fish
  - **Indigenous bent wood box**
- Review basic procedures
- Á la carte, small or large quantity
  - En papillote
  - Fish stews
  - **Barbequed and smoked**
- Banquet service or large quantity
  - **Feast hall/family style**
  - **Whole community**
  - Method
  - Procedure
    - Seasonings, marinades and garnishes
    - Dressings and stuffing
    - Equipment required
    - Accompaniments
  - Quality control
  - Problems and possible causes

**Achievement Criteria**

- Performance The individual will cook fish 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
  - PC21C; suggested use of Salt Baked Halibut recipe
  - See Indigenous Recipes, Appendix B, page 112
  - 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



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

**Objectives**

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

- Describe the principles of dry and moist heat cooking of shellfish. (Including Indigenous methods) TKK
- Cook shellfish using dry heat methods. (Including Indigenous methods) TKK
- Cook shellfish using moist-heat methods. (Including Indigenous methods) TKK
- Cook shellfish using combination methods. (Including Indigenous methods) TKK
- Describe the principles of volume preparation for shellfish.

**LEARNING TASKS**

1. Describe the principles of dry and moist heat cooking of shellfish TKK

2. Cook shellfish using dry heat methods TKK

Instructor Note: Suggest that in the cold months, apprentices harvest shellfish such as Abalone, cockles, clams, chiton and sea urchins for field study TKK

**CONTENT**

- Review basic preparation
- Harvest cycles
- Indigenous Trading
  - Bear grease trails
  - Bartering
- Cut selection
- Cooking method
- Shellfish dishes
  - Sauces and garnishes
- Garnishes and accompaniments
  
- Review basic procedures
- Á la carte, small or large quantity
  - Baking
  - Roasting
  - Sautéing
  - Broiling
  - Grilling
  - Deep-frying
  - Pan-frying
  - Traditional pit cooking
    - Smoking
  - Wood fired grill



### LEARNING TASKS

3. Cook shellfish using moist-heat methods **TKK**
  
4. Cook shellfish using combination methods **TKK**
  
5. Describe the principles of volume preparation for shellfish

### CONTENT

- Review basic procedures
- Á la carte, small or large quantity
  - Poaching
  - Simmering
  - Steaming
  - Utilizing pre-cooked shellfish
- Indigenous hot rock method
  - Steaming with seaweed (clam bake)
  - Bent wood box
  
- Review basic procedures
- Á la carte, small or large quantity
  - Braising
  - En papillote
  - Shellfish stews
  - Sun drying
  - Wind drying
  
- Banquet service or large quantity
  - Method
  - Procedure
    - Seasonings, marinades and garnishes
    - Dressings and stuffing
    - Equipment required
    - Accompaniments
  - Indigenous regional flavour agents
    - Spruce tips
    - Hemlock bark
    - Wild onion
    - Wild garlic
  - Quality control
  - Problems and possible causes
    - Red tide

**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
  - PC21C; suggested use of Clam Fritters recipe
  - See Indigenous Recipes, Appendix B, page 113
  - 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





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

### Objectives

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

- Describe specialty dressings. (Including Indigenous ingredients/fusion) TKK
- Describe cold sauces and condiments. (Including Indigenous regional preserves) TKK
- Describe the uses of cold sauces and condiments.
- Prepare cold sauces and condiments.

### LEARNING TASKS

1. Describe specialty dressings TKK

Instructor Note: Suggest bringing in samples of Bear grease and Oolichan oil; sourced from regional nations for historical context. TKK

2. Describe cold sauces and condiments TKK

Instructor Note: Suggest bringing in samples of regional preserves; sourced from regional nations for historical context. TKK

3. Describe the uses of cold sauces and condiments

### CONTENT

- Review basic procedures
- Ingredients
  - Specialty vinegars
  - Specialty oils
    - Bear grease
    - Oolichan oil
- General preparation techniques
  - Hot vinaigrette
    - Pine vinaigrette
    - Spruce tip dressing
    - Berry vinaigrettes
  - Cold emulsions
- Uses
- Storage
- Indigenous regional preserves
  - Rose hip jelly
  - Spruce tip jelly
  - Huckleberry jelly amd jam
  - High bush cranberries preserves
  - High bush blueberries preserves
- Sauce type
  - Jellies
  - Cumberland
  - Rémoulade
  - Crème fraîche
- General preparation techniques
- Types
- Uses



**LEARNING TASKS**

4. Prepare cold sauces and condiments

**CONTENT**

- Method
  - Order of operations
  - Cooking time
  - Finishing

**Achievement Criteria**

**Performance** The individual will prepare a variety of specialty salad dressings and cold sauces 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



**Achievement Criteria**

- Performance The individual will prepare a variety of specialty salad ingredients, specialty salads, appropriate dressings and garnish, 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

**Indigenous History:** Lavender arrived in North America with the earliest European settlers and made its way into First Peoples' healing practices. The blossoms of lavender are considered a symbol of cleanliness and purity. First Peoples' used its essence to calm the mind.



**Line (GAC):** H **GARDE MANGER**  
**Competency:** H4 **Hors d'oeuvre and Appetizers**

### Objectives

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

- Identify types of hors d'oeuvre. (Including Indigenous traditions) τκκ
- Describe hot and cold hors d'oeuvre.
- Prepare hot and cold hors d'oeuvre.

### LEARNING TASKS

1. Identify types of hors d'oeuvre  
 Indigenous traditions (protocol) of Offerings, Welcoming, and Giving Thanks τκκ
  
2. Describe hot and cold hors d'oeuvre
  
3. Prepare hot and cold hors d'oeuvre

### CONTENT

- Cold hors d'oeuvre and canapés
  - Types
- Hot hors d'oeuvre
  - Types
- Arrangements and serving
  - Feast hall/family style
  - Butler service
  - Cold buffet service
  - Hot buffet service
  - Sauces, garnishes and accompaniments
  
- Cold hors d'oeuvre and canapés
  - Structure and composition
  - Ingredients and preparation
    - Bases
    - Butters, spreads and other toppings
    - Garnishes
    - Shapes, sizes and practicality
  - Presentation
- Hot hors d'oeuvre
  - Structure and composition
  - Ingredients and preparation
  
- Method
- Order of operations
- Cooking time
- Finishing
- Holding and serving

**Achievement Criteria**

- Performance** The individual will prepare and garnish canapés, hot and cold hors d'oeuvre 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



**Line (GAC):** H **GARDE MANGER**  
**Competency:** H5 **Presentation Platters**

### Objectives

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

- Describe the principles of platter presentation. (Including Indigenous regional cultural protocols) TKK
- Prepare vegetable platters.
- Prepare fruit platters.
- Prepare cheese platters.
- Prepare cold meat platters.

### LEARNING TASKS

1. Describe the principles of platter presentation

Feast hall-for Indigenous culture (raised the bar for Chiefs to impress; lots of planning Long house-Community tables, witnessing) TKK

Verbally spoken traditions are lawful records of Indigenous people. TKK

2. Prepare vegetable platters

### CONTENT

- Selection and portion control
  - Arrange foods on serving pieces
    - Equipment
    - Height
    - Pattern
    - Colour
    - Texture and shape
    - Negative space
    - Presentation
  - Indigenous art and serving pieces
    - Paddles
    - Canoes
    - Bent wood box
    - Cedar boughs
    - Soup ladels
    - Feast bowls
    - Feast platters
    - Mountain goat horn
  - Pot-latch
  - Reconciliation
- 
- Selection and portion control
  - Arrange foods on serving pieces
    - Presentation
    - Sauces, garnishes and accompaniments



### LEARNING TASKS

3. Prepare fruit platters

4. Prepare cheese platters

5. Prepare cold meat platters

Instructor Note: Suggest attendance at a local Indigenous feast or regional ceremony for a field study

### CONTENT

- Selection and portion control
- Arrange foods on serving pieces
  - Presentation
    - Indigenous serving platters
  - Sauces, garnishes and accompaniments
  
- Review basic information on cheeses
- Selection
- Tempering
- Portion control
- Arrange foods on serving pieces
  - Presentation
  - Sauces, garnishes and accompaniments
  
- Selection
  - Smoked
  - Cured
  - Sausages
  - Dried
  - Cold roasts
- Portion control
- Arrange foods on serving pieces
  - Presentation
  - Sauces, garnishes and accompaniments



**Achievement Criteria**

- Performance** The individual will prepare buffet platters (including meat, vegetable, fruit and cheese) and accompanying sauces, to industry standards for quality and production time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
  - **PC2IC; Prepare an Indigenous themed buffet using Indigenous serving vessels, Indigenous foods and sauces, etc. (as available)**
  - **Apprentices are encouraged to be creative with presentation.**
  - 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 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 choux paste and choux paste products

**CONTENT**

- Types
- Ingredients
- Preparation procedure
- Choux Paste
  - Cream puffs
  - Éclairs
  - St-Honoré cake
  - Profiteroles

4. Prepare meringues and meringue products

- Types
- Ingredients
- Preparation procedure
- Meringues
  - Types
    - Soft
    - Hard
- Ingredients
- Makeup
- Finishing

5. Prepare variety pastry products

- Types
- Ingredients
- Preparation procedure
- Phyllo/Brik
  - Ingredients
  - Make-up
  - Fillings
  - Finishing

**Achievement Criteria**

- Performance** The individual will prepare pastry based products (including puff, choux, and phyllo doughs), and meringue based 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





**LEARNING TASKS**

3. Prepare variety and artisan breads
  
4. Prepare Danish pastries and croissants

**CONTENT**

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

**Achievement Criteria**

- Performance** The individual will prepare and bake a variety of specialty and rolled in yeast doughs 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





**LEARNING TASKS**

**CONTENT**

- |  |  |
|--|--|
| 3. Prepare cakes                           | <ul style="list-style-type: none"> <li>• Method</li> <li>• Cooking time</li> <li>• Doneness</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul> |
| 4. Describe icings and frostings           | <ul style="list-style-type: none"> <li>• Glazes</li> <li>• Fillings</li> <li>• Assembling and icing cakes</li> </ul>                                       |
| 5. Prepare icings and frostings            | <ul style="list-style-type: none"> <li>• Method</li> <li>• Cooking time</li> <li>• Doneness</li> <li>• Finishing</li> <li>• Holding and using</li> </ul>   |
| 6. Assemble, ice and finish cakes          | <ul style="list-style-type: none"> <li>• Method</li> <li>• Order of operations</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>              |
| 7. Describe the preparation of cheesecakes | <ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods</li> <li>• Baking methods</li> </ul>   |
| 8. Prepare cheesecakes                     | <ul style="list-style-type: none"> <li>• Method</li> <li>• Cooking time</li> <li>• Doneness</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul> |
| 9. Describe the preparation of charlottes  | <ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods</li> <li>• Finishing</li> </ul>  |
| 10. Prepare charlottes                     | <ul style="list-style-type: none"> <li>• Method</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>   |



**Achievement Criteria**

- Performance The individual will prepare and finish a variety of charlottes and cakes, using conventional, high ratio and egg foam method 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



# Section 4

## ASSESSMENT GUIDELINES



## Assessment Guidelines

**Level 2 Grading Sheet: Subject Competency and Weighting**

PROGRAM: IN-SCHOOL TRAINING:		COOK (PROFESSIONAL COOK 2) LEVEL 2	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	OCCUPATIONAL SKILLS	10%	10%
B	STOCKS, SOUPS AND SAUCES	20%	20%
C	VEGETABLES AND FRUITS	10%	10%
D	STARCHES	10%	10%
E	MEATS	10%	10%
F	POULTRY	10%	10%
G	SEAFOOD	10%	10%
H	GARDE-MANGER	10%	10%
J	BAKED GOODS AND DESSERTS	10%	10%
	Total	100%	100%
<b>In-school theory &amp; practical subject competency weighting</b>		25%	75%
<b>Final in-school mark</b>		IN-SCHOOL %	

**All apprentices who complete Level 2 of the Professional Cook program with a FINAL in-school mark of 70% or greater will write the Professional Cook Level 2 Certificate of Qualification Exam and take the Professional Cook Level 2 Practical Examination for their final assessment.**

<b>C of Q Exam Mark</b> A score of 70% or greater is required for a pass	EXAM %
<b>Practical Assessment Mark</b> 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 for 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 with upper shelves, heating apparatus and plate warming area
- Ice maker
- Three compartment steam injection deck oven
- Proofing cabinet

#### SMALL EQUIPMENT

- Food slicer (electric meat slicer)
- Food processors with attachments
- Toaster
- Table top stand mixers with 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

**Recommended**

- Band saw
- Combi oven
- Maple chopping block
- Vacuum packing 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 UNTENSILS

- 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 2 Apprenticeship Learning Guide (2010), Crown Publication Services (BC) Product # 7960003373

### Recommended Resources

- go2hr [www.go2hr.ca](http://www.go2hr.ca)
- Industry Training Authority [www.itabc.ca](http://www.itabc.ca)
- Inter- Provincial Red Seal Program [www.red-seal.ca](http://www.red-seal.ca)
- BC Chefs' Association [www.bcchefs.com](http://www.bcchefs.com)
- Canadian Culinary Federation [www.cfcc.ca](http://www.cfcc.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

**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.



## 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
- Chef de Cuisine (CCC) - Certification

### 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 (PC2IC)



# 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
- Chef de Cuisine (CCC) - Certification

### 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 completed an ITA approved assessor training program
- Be registered and in good standing with ITA





## Appendix B Indigenous Recipes

### SOUPS

**YIELD: 4 SERVINGS**

### Salmon Soup (Wet'suwet'en)

#### Ingredients:

1 L	Fish stock or water	1	Bay leaf
125 g	Salmon roe	To taste	Sea salt
500 g	Fresh Pacific salmon, cubed	To taste	Pepper
1	Celery stalk, diced	Pinch	Curry powder
1 Medium	Onion, diced	For garnish	Seaweed, dry
250 g	Potato, diced		

#### Procedure:

1. In a large soup pot, bring stock to a simmer.
2. Heat salmon roe in a small saucepan and add to soup stock.
3. Add salmon, potato, celery, onion, salt, pepper, curry powder, and bay leaf.
4. Bring to boil. Simmer over low heat until potatoes are just tender. Discard bay leaf.
5. Ladle into soup bowls and sprinkle with dry seaweed.
6. Serve with hot bannock.

For Achievement Criteria information, see page 36

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



## SAUCES

**YIELD: 4 SERVINGS**

### Salmon with Blueberry Lavender Reduction

#### Ingredients:

15 ml	Cooking oil	4	Salmon fillets
250 ml	Fresh blueberries	To taste	Salt
250 ml	Champagne vinegar	To taste	Pepper
175 ml	Granulated sugar	For garnish	Fresh blueberries
2 ml	Dried lavender	For garnish	Lavender sprigs
1 ml	Salt		

#### Procedure:

1. Pre-heat grill to medium-high. Clean and grease with oil.
2. Combine blueberries, champagne vinegar, sugar, dried lavender and salt in small saucepan.
3. Bring to a low simmer and cook until mixture is reduced by about half and coats back of spoon.
4. Use wooden spoon to press sauce through a fine-mesh sieve.
5. While sauce is reducing; cook fish.
6. Season fillets with salt and pepper and place on grill skin side up
7. Cook until thinnest edge becomes opaque (Approx. 3-5 min. depending on thickness).
8. Slip a long spatula under fillet from the side, lifting entire fillet at once to flip. If fillet sticks, leave for another 30 seconds before trying again.
9. Cook on second side only to brown the outside (approx. 2 min).
10. Serve fillets on a plate and spoon sauce around fillets and over top.
11. Garnish with fresh blueberries and a sprig of lavender

For Achievement Criteria information, see page 39

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



## VEGETABLES

**YIELD: 4 SERVINGS**

### Marinated Mushroom Salad

#### Ingredients:

115 g	Cremini mushrooms, quartered	60 ml	Pimentos, sliced
115 g	Morel mushrooms, quartered	60 ml	White wine vinegar
115 g	Chanterelle mushrooms, quartered	10 ml	Brown Sugar, packed
115 g	Oyster mushrooms, shredded	2.5 ml	Fennel seeds
60 ml	Olive oil	2.5 ml	Black peppercorns, whole
60 ml	Shallots, diced	2.5 ml	Red pepper flakes, crushed
2 Cloves	Garlic, minced	To taste	Salt
120 ml Can	Artichoke hearts, quartered	To taste	Fresh ground black pepper

#### Procedure:

1. In a large sauté cook pan, add olive oil and preheat to 375 °F.
2. Add shallots and garlic, cook for 2 minutes.
3. Add mushrooms and cook until tender. (About 3-4 minutes)
4. Add artichokes, pimentos, vinegar, brown sugar, fennel seeds, peppercorns, red pepper flakes.
5. Season with salt and pepper, remove from heat and cool.
6. Transfer to an airtight container and place in the refrigerator for at least 8 hours and up to 5 days.
7. Serve at room temperature, garnish with parsley, if desired.

For Achievement Criteria information, see page 42

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



## VEGETARIAN DISHES

**YIELD: 1 SERVING**

### Stuffed Acorn Squash

#### Ingredients:

1 (680 g)	Acorn squash	113 g	Shiitake mushrooms
To taste	Salt	5 ml	Sage, fresh
To taste	Black pepper	5 ml	Thyme, fresh
125 ml	Cranberries, dried	125 ml	Kernel corn (fresh or frozen, thawed)
60 ml	Hot water	125 ml	Cooked assorted beans (such as cranberry and navy beans)
45 ml	Butter (or hard margarine)	125 ml	Wild rice, cooked
60 ml	Onion, chopped		

#### Procedure:

1. Remove top of squash by cutting circle about 2 in (5 cm) in diameter around stem with sharp knife. Reserve lid. Scrape out and discard seeds and pulp. Sprinkle flesh with salt and pepper. Transfer to roasting pan.
2. Soften cranberries in hot water.
3. Melt butter in large saucepan over medium heat.
4. Add onion, mushrooms, sage and thyme.
5. Pan-fry until beginning to soften, about 5 minutes.
6. Stir in corn and cook for another 2 minutes. Remove from heat.
7. Add beans, wild rice and cranberries with their soaking water.
8. Mound stuffing into squash cavity. Put lid in top of squash.
9. Roast on middle rack of 425°F (220°C) oven until squash is tender and stuffing is heated through, about 45 minutes to 1 hour. Transfer to plate.
10. To serve, scoop out a portion of stuffing along with some of the squash flesh.

For Achievement Criteria information, see page 44

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

**PASTAS & FARINACEOUS PRODUCTS****YIELD: 4 SERVINGS****Potato Dumplings (for wild game or fowl)****Ingredients:**

250 ml	Cold mashed potatoes
1	Egg, well beaten
7 ml	Baking powder
To taste	Salt
To taste	Pepper
500ml	All-purpose flour

**Procedure:**

1. Bring a large pot of water to a boil.
2. In a medium bowl, stir together well potatoes, egg, baking powder, salt, and pepper.
3. Knead in flour until dough is quite stiff, adding more flour if necessary.
4. Form dough into balls the size of a walnut.
5. Drop balls into boiling water and cook, covered, 10 minutes or until firm.
6. Drain well and serve immediately.

For Achievement Criteria information, see page 50

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



## RICE, GRAINS, LEGUMES

**YIELD: 4 TO 6 SERVINGS**

### Wild Rice Casserole (Mahekun)

#### Ingredients:

250 g	Man-o-min (Native-supplied wild rice)	250 g	Wild, Shiitake or White mushrooms, chopped
2 ml	Sea salt	2.5 ml	Black pepper, freshly ground
15 ml	Unsalted butter	1	Orange (Juice of orange only)
1 Large	Onion, diced	50 ml	Dry vermouth
1	Garlic clove, minced	50 ml	Cognac or brandy
1 Large	Apple, peeled and diced		

#### Procedure:

1. Wash rice thoroughly and drain well. Place in the bottom of a large deep saucepan.
2. Place your hand flat over the rice. Add water to just cover your hand. Remove your hand. Add salt.
3. Cover and bring to a boil.
4. Cook for 30 minutes, making sure the water does not burn off, until rice is tender, and liquid is absorbed. Transfer rice to a bowl to cool.
5. In a large skillet over medium-high heat, melt butter. Sauté onion until translucent. Add garlic and sauté 1 minute.
6. Add apple; stir-fry 2 to 3 minutes. Add mushrooms and pepper; stir-fry 2 minutes. Stir orange juice and vermouth; simmer 5 minutes.
7. Add cognac and light with a match. When the flame burns out, add rice and mix well until rice is heated through.

For Achievement Criteria information, see page 52

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



## MEATS

**YIELD: 6 SERVINGS**

### Elk Stew

#### Ingredients:

1 kg	Elk stew meat (or venison, beef, pork, or veal)	1 Small	Onion, diced
To taste	Salt	3	Garlic cloves, minced
To taste	Ground black pepper	1.4 L	Game stock, brown stock or water
30 ml	All-purpose flour	796 ml	Stewed tomatoes (can)
30 ml	Canola oil	8 Small	Carrots, diced
250 g	Diced bacon	2	Celery stalks, diced
250 ml	Fresh wild mushrooms (mixed)	Optional	Herbed Dumplings

#### Procedure:

1. Season elk with salt and pepper.
2. Dredge in flour and shake off excess.
3. In a heavy pot on medium-high, heat oil.
4. Add bacon and elk and brown on each side.
5. Add onions and sauté until translucent, about 5 minutes.
6. Add garlic, stock, tomatoes, carrots, celery, and mushrooms and bring to a boil.
7. Reduce heat to medium and simmer for 1 hour.
8. Remove from heat and let cool to room temperature.
9. Refrigerate overnight.
10. Reheat before serving and add Herbed Dumplings if desired. Season with salt and pepper.

For Achievement Criteria information, see page 57

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



## POULTRY

**YIELD: 4 SERVINGS**

### Grouse (Partridge) Stew

#### Ingredients:

4	Grouse breasts, rinsed and patted dry	500 ml	Water
1 L	Water	375 ml	Rice
250 ml	Onions, chopped	To taste	Salt
500 ml	Carrots, chopped	To taste	Pepper
250 ml	Onions, chopped		

#### Procedure:

1. Place grouse breasts, 1 L water and 250 ml onion in saucepan.
2. Bring to a boil. Reduce heat and simmer for 2 hours.
3. With slotted spoon, remove grouse from pot.
4. Remove meat from bones.
5. Chop meat into small pieces and return to pot.
6. Add carrots, 250 ml onion, 500 ml water and rice.
7. Cover and simmer for about 20 minutes, until carrots are tender, and rice is cooked.
8. Stir in salt and pepper and serve.

For Achievement Criteria information, see page 62

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



**FISH****YIELD: 4 SERVINGS****Salt Baked Halibut****Ingredients:**

710 ml	Sea salt	2 Sprigs	Fresh Thyme
120 ml	Egg whites	3 Sprigs	Fresh Parsley
900 g	Halibut fillets (skin on)	1 Clove	Garlic, Peeled & Mashed
30 ml	Dries powdered seaweed (optional)	2 Slices	Lemon
2 sprigs	Fresh dill		

**Procedure:**

1. Preheat oven to 400° F.
2. Combine sea salt and egg whites until the mixture looks like wet sand.
3. Top the Halibut with dill, parsley, garlic and lemon slices, then pack the outside tightly with the salt mixture.
4. Place the halibut on a baking sheet.
5. Bake until salt turns a golden brown (about 15 minutes)
6. Place on a platter and serve.

For Achievement Criteria information, see page 68

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



## SHELLFISH

**YIELD: 6 TO 8 SERVINGS**

### Clam Fritters

#### Ingredients:

250 ml	Baby clams, shelled, chopped
1	Medium onions, chopped
1	Stalk celery, chopped
750 ml	All-purpose flour
2	Eggs
20 ml	Baking powder
50 ml	Water

#### Procedure:

1. Mix clams, onion, and celery.
2. In another bowl, mix flour, eggs, baking powder, and water.
3. Add clam mixture to the batter. Mix.
4. Let batter sit for 1 hour.
5. Using 2 tablespoons, drop dollops of batter individually into hot deep fryer.
6. Cook until golden brown.
7. Serve with dill sauce for dipping, and crisp salad.

For Achievement Criteria information, see page 71

**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 and its 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.