

# 2019 Saskatchewan Curriculum

## Commercial Cooking 10, 20, 30

***July 2019 – Due to the nature of curriculum development this document is regularly under revision. For the most up-to-date content, please go to [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca).***

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## Introduction

Practical and Applied Arts in an area of study in Saskatchewan's Core Curriculum which is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes organized in modules from which teachers/schools select a minimum of 100 hours for each course. The curriculum reflects current Practical and Applied Arts education research and updated technology and is responsive to changing demographics within the province.

All students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that they curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

## Course Synopses

*Commercial Cooking 10* provides students with opportunities to develop basic cooking skills used in the food services industry.

*Commercial Cooking 20* provides students with opportunities to learn the procedures and techniques used in a commercial kitchen.

*Commercial Cooking 30* provides students with opportunities to further develop understanding and skills in the culinary and baking arts for application within the food services industry.

While modules from many secondary Practical and Applied Arts curricula are suitable for middle level PAA survey courses, Commercial Cooking 10, 20, 30 is not recommended for this use. Refer to page 21 for further information. Some modules from Commercial Cooking 10, 20, 30 are appropriate for secondary PAA survey courses as noted starting on page 38.

## Unique Features of Practical and Applied Arts

Curricula in the Practical and Applied Arts (PAA) have several features unique to this area of study. The reasons for inclusion of these features in PAA curricula are to encourage flexibility in school programming, to support community partnerships that facilitate learning beyond the classroom and to ensure the practical emphasis of the program.

PAA curricula contain all courses in a **single document** whether it is one course or a series of several. This feature allows schools and teachers the flexibility to choose modules supportive of their students' needs as well as utilize available facilities and equipment. The order and number of outcomes in a course can vary between schools as long as the integrity of the discipline and the required 100 hours per course are maintained.

All PAA curricula are designed using **modules**, each with a single outcome for students to achieve. To aid teachers and schools in course planning, each module is designated as Introductory, Intermediate, or Advanced. Modules may also have prerequisite modules. Core modules are compulsory modules that must be covered in pure courses of study for developmental or safety reasons. Some modules may serve as prerequisites for more advanced study. Each module provides a suggested time to aid teachers in planning their courses. Each module may take more or less than the suggested time depending on factors such as background knowledge of the students.

A third unique feature of PAA curricula is the inclusion of an optional **Extended Study** module in each course. The Extended Study module allows teachers to create their own outcome and indicators relevant to the purpose and areas of focus for the subject to meet their students' needs. Using Extended Study modules to accommodate advances in technology and changing practices is one way that teachers can ensure their programs stay current with industry standards.

**Work Study modules** encourage personalized learning and development of community relationships. Work Study is designed as a work-based learning portion of a course to provide off-campus educational opportunities for individuals or small groups in a work setting. Planning and assessment are managed by the teacher while the learning opportunity is provided by an expert in the community. Practical skills developed in school are directly transferred to a work environment.

**Transferable work skills** are a desirable aspect of lifelong learning. The practical nature of these skills enriches students' lives as they transition into life beyond Grade 12. In Canada, two taxonomies of transferable work skills have been produced. The Conference Board of Canada developed a list of Employability Skills and Human Resources and Service Development Canada identified a series of Essential Skills. Students will be familiar with both of these taxonomies from their learning in Grade 8 Career Education.

More details on the above curriculum features are provided in the *Practical and Applied Arts Handbook* available on the Ministry of Education website.

## **Purpose and Areas of Focus for *Commercial Cooking 10, 20, 30***

*Commercial Cooking 10, 20, 30* provides students with the opportunities to develop the knowledge, skills and understandings to prepare food safely, accurately and efficiently for others. Food presentation, customer service and satisfaction are important areas of focus while also meeting current industry standards.

The Areas of Focus for this curriculum are:

- Safety, Sanitation and Professionalism;
- Tools and Equipment;
- Soups, Stocks and Sauces;
- Meat and Vegetable Proteins;
- Fruits and Vegetables;
- Baked Goods and Desserts;
- Grains, Legumes and Starches;
- Sandwiches and Hors d'oeuvres;
- Breakfast and Egg Cookery;
- Food Presentation; and,
- Career Exploration.

## **Teaching *Commercial Cooking 10, 20, 30***

Learning culinary and baking arts is an opportunity for creativity and self-expression and an avenue for potential employment within the food service industry. *Commercial Cooking 10, 20, 30* provides students with hands-on experiences in the food service industry. Great cookery requires taste, creativity and the development of culinary techniques. Commercial cooking is an opportunity for students to understand and apply these food and culinary principles and skills. Through this course, students can explore taste, creativity and decision-making in a commercial cooking environment.

There are a number of things to consider when offering *Commercial Cooking 10, 20, 30*. It may be taught in any school or community space that has an oven, three compartment sink, cook top and refrigeration. Good nutrition is a fundamental component in commercial cooking for individual and community well-being. It is also important to recognize cultural differences when preparing and serving food. Food connects people, so when schools serve a variety of dishes, people are brought together to share their cultures. Being environmentally sustainable in a commercial kitchen is another important aspect to keep in mind. All these components can be emphasized in *Commercial Cooking 10, 20, 30*.

To assist in the teaching and learning of *Commercial Cooking 10, 20, 30*, a list of important terminology is included in Appendix A.

## Grades 7-12 Practical and Applied Arts

Opportunities available to students within Practical and Applied Arts are numerous. The choices assist students in developing personal skills, gaining entry level employment skills or pursuing apprenticeship opportunities in the trades. Students have the opportunity to explore and develop career pathways.

Each Practical and Applied Arts curriculum is composed of modules configured into courses, along with suggestions for modules that are suitable for middle or secondary level survey courses. PAA curricula are grouped in clusters according to common themes. Because various combinations of modules can be chosen, the courses will have variable occupational or career pathways to post-secondary education and training or workplace opportunities.

The modular design provides for flexibility and for community involvement. The design allows teachers and schools to develop unique PAA offerings that reflect student interest and school/community resources. Partnerships with community businesses and service providers enhance learning opportunities in a community context.

Practical and Applied Arts courses can be offered in two ways within a school—as pure or survey course offerings. A pure course at the secondary level is a course where core (compulsory) modules are taught, and optional modules are selected from the same PAA curriculum to total 100 hours. A survey course is a configuration of modules recommended from a minimum of three pure PAA curricula to create a middle level course of a minimum of 50 hours or a secondary level course to total 100 instructional hours (1 credit). The *Practical and Applied Arts Handbook* offers recommendations for configuring survey courses at the middle and secondary levels.



## Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The K-12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

### **Sense of Self, Community and Place\***

*(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)*

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

To engage in the Practical and Applied Arts, students need to use knowledge and skills and to interact with each other. Through the Practical and Applied Arts, students learn about themselves, others, and the world around them. They use their new understanding and skills to explore who they are and who they might become. Practical and Applied Arts programming should vary by school to reflect the community at large. Community projects can play a key role in Practical and Applied Arts programming and connect the school more closely to the community.

### **Lifelong Learners**

*(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)*

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Students in Practical and Applied Arts courses will gain a positive sense of identity and efficacy through development of practical skills and knowledge. Many Practical and Applied Arts curricula are closely related to careers found in Saskatchewan and, therefore, are directly connected to lifelong learning whether in a professional career or through hobbies and personal interests.

## **Engaged Citizens**

*(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)*

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

Engaged citizens have empathy for those around them and contribute to the well-being of the community as a whole. Practical and Applied Arts students learn how new skills and abilities enable them to make a difference in their personal lives as well as in their family and community. Skills and abilities gained in Practical and Applied Arts courses build a sense of confidence which encourages students to participate effectively in their world.

\*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

## **Cross-curricular Competencies**

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

### **Developing Thinking**

*(Related to CEL of Critical and Creative Thinking)*

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

**Think and learn contextually**

- Apply prior knowledge, experiences, and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.
- Explore norms\*, concepts, situations, and experiences from several perspectives, theoretical frameworks, and worldviews.

**Think and learn creatively**

- Show curiosity and interest in the world, new experiences, materials, and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses, and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection, and inquiry.
- Create or re-design objects, designs, models, patterns, relationships, or ideas by adding, changing, removing, combining, and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

**Think and learn critically**

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations, and other phenomena.
- Distinguish among facts, opinions, beliefs, and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives, and actions.
- Apply, evaluate, and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly, and fairly.

\*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being “normal”) which creates a power imbalance gained by birth, social position, or concession and provides a particular context.

## Developing Identity and Interdependence

*(Related to CELs of Personal and Social Development and Technological Literacy)*

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

### **Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)**

- Recognize that cultural and linguistic backgrounds, norms, and experiences influence identity, beliefs, values, and behaviours.
- Develop skills, understandings, and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity.
- Analyze family, community, and societal influences (such as recognized and unrecognized privileges) on the development of identity.
- Demonstrate self-reliance, self-regulation, and the ability to act with integrity.
- Develop personal commitment and the capacity to advocate for self.

### **Understand, value, and care for others**

- Demonstrate open-mindedness\* toward, and respect for all.
- Learn about various peoples and cultures.
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs.
- Value the varied abilities and interests of individuals to make positive contributions to society.
- Advocate for the well-being of others.

### **Understand and value social, economic, and environmental interdependence and sustainability\*\***

- Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world.
- Evaluate how sustainable development depends on the effective and complex interaction of social, environmental, and economic factors.
- Analyze how one's thinking, choices, and behaviours affect living and non-living things, now and in the future.
- Investigate the potential of individual and group actions and contributions to sustainable development.
- Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment, and economy – locally, nationally, and globally.

\*Open mindedness refers to a mind that is open to new ideas, and free from prejudice or bias in order to develop an “ethical space” between an existing idea and a new idea (Ermine).

\*\*Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic, and environmental well-being.

## **Developing Literacies**

*(Related to CELs of Communication, Numeracy, Technological Literacy, and Independent Learning)*

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills, and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

### **Construct knowledge related to various literacies**

- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements, and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture, and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

### **Explore and interpret the world using various literacies**

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources, and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural, and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

### **Express understanding and communicate meaning using various literacies**

- Create, compute, and communicate using a variety of materials, strategies, and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts, and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences, and information in ways that are inclusive, understandable, and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

### **Developing Social Responsibility**

*(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)*

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space\* to engage in dialogue, address mutual concerns, and accomplish shared goals.

### **Use moral reasoning processes**

- Evaluate the possible consequences of a course of action on self, others, and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values\*\* such as “respect for all”.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

### **Engage in communitarian thinking and dialogue**

- Model a balance in speaking, listening, and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.

### **Take social action**

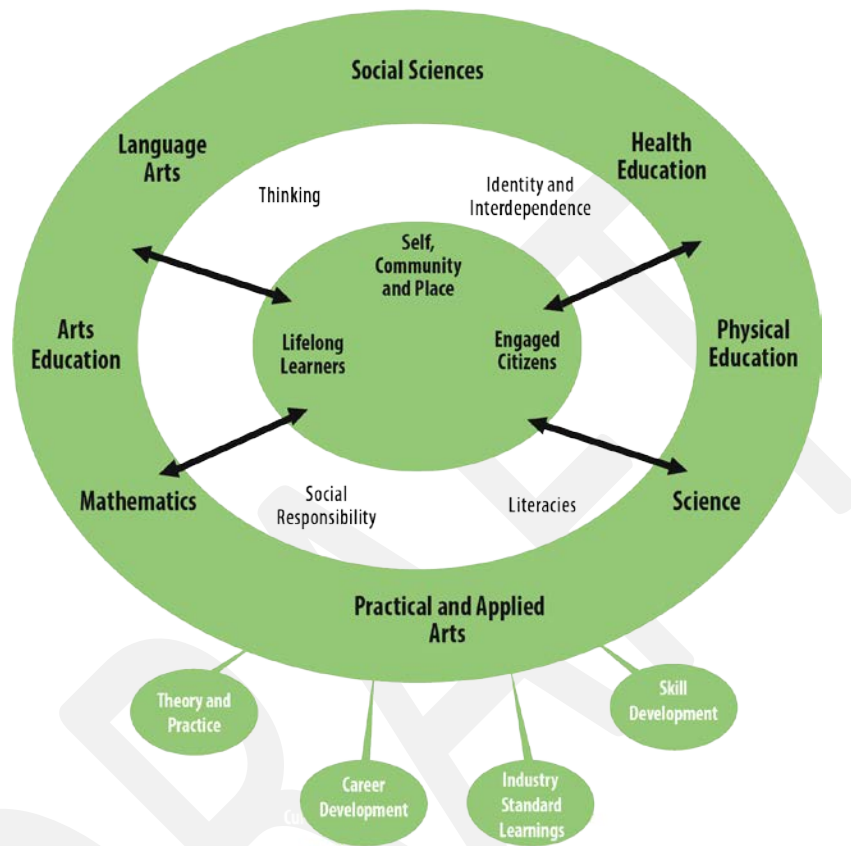
- Demonstrate respect for and commitment to human rights, treaty rights, and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family, and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity, and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

\*An ethical space exists between separate worldviews. In this space, “we can understand one another’s knowledge systems” (Ermine, 2006). For further information, see Willie Ermine’s work related to ethical space.

\*\*The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion, related to fundamental moral values, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988, pages 42-49). See also the *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

## Aim and Goals

The aim of 7-12 Practical and Applied Arts is to provide life skills to prepare students to participate as family members, community members, citizens, consumers and producers in Canadian society.



Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. The goals of 7-12 Practical and Applied Arts are:

- **Theory and Practice** – Students will be engaged in a balance of theory and practice for lifelong learning.
- **Career Development** – Students will experience opportunities for career awareness, exploration and experience.
- **Industry Standard Learnings** – Students will gain industry standard learnings to assist them in accessing post-secondary education, training and employment.
- **Skill Development** – Students will develop the skills needed to enter, stay in and progress in the world of work.



## Inquiry

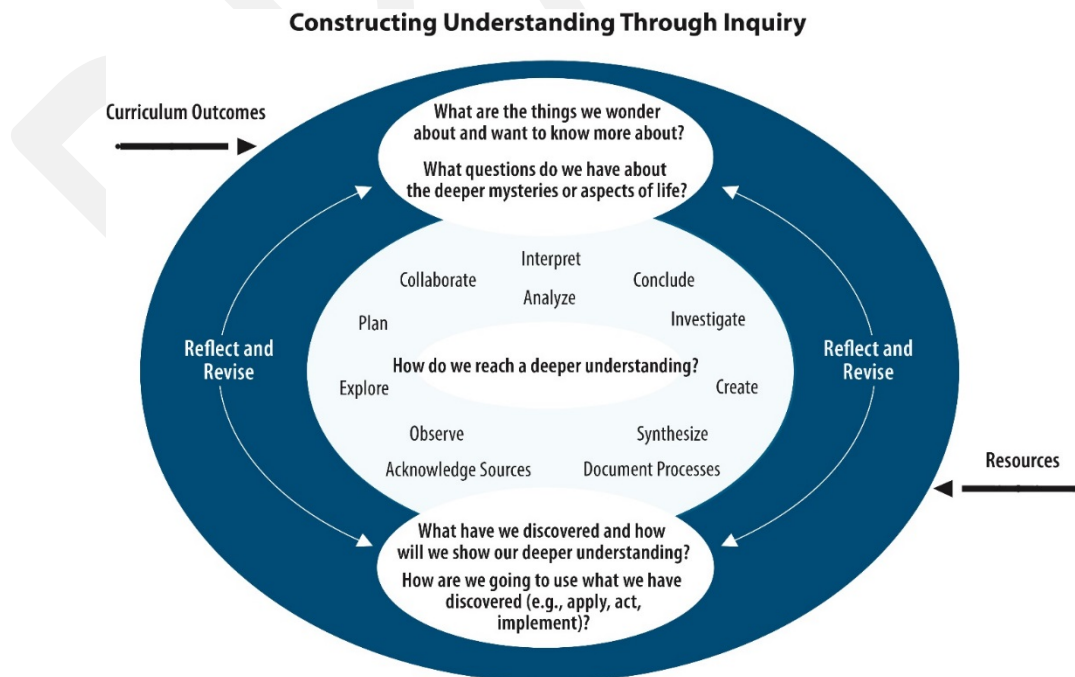
Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but, showed me! Communication, critical and creative thinking were important." (Traditional Knowledge Keeper Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)



In the Practical and Applied Arts, inquiry encompasses creating solutions to challenges through the practical application of understandings and skills. This includes processes to get from what is known to discover what is unknown. When teachers show students how to solve a challenge and then assign additional/similar challenges, the students are not constructing new knowledge through application but merely practising. Both are necessary elements of skill building in the Practical and Applied Arts, but one should not be confused with the other. If the path for getting to the end situation already has been determined, it is no longer problem solving. Students must understand this difference as well.

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.

An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

### **Creating Questions for Inquiry**

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help student grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help student connect what they are learning to their experiences and life beyond school.

Effective questions in Practical and Applied Arts are the key to initiating and guiding students' investigations, critical thinking, problem solving, and reflection on their own learning. Such questions include:

- How can I use my culinary skills to serve my family or community?
- How does one's culture and heritage impact cooking choices?
- How does globalization and world events affect food choices?
- What are current food trends that affect what we eat? How are they driven by media?
- How do my food practices (e.g., composting, recycling, minimizing food waste) affect my environmental footprint?
- What are some reasons a restaurant may choose to recycle/compost or decide not to?
- How does one make informed food choices?

The above are only a few examples of questions to move students' inquiry towards deeper understanding. Effective questioning is essential for teaching and student learning, and should be an integral part of planning. Questioning should also be used to encourage students to reflect on the inquiry process and on the documentation and assessment of their own learning.

## An Effective Practical and Applied Arts Program

An effective Practical and Applied Arts program provides a variety of relevant, engaging and authentic learning opportunities that are driven by student interest and facilitated through school- and work-based learning with linkages that connect the two. The course offerings emphasize:

- relevance to real life;
- hands-on learning;
- career development opportunities;
- industry standard learnings;
- connections to community; and,
- alignment with labour market needs.

**Relevance to real life** – Whether students enroll in PAA courses to develop skills for personal use, gain entry level employment skills or pursue post-secondary education or training such as apprenticeship, learning must be contextualized to help them see the application and relevance to the real world.

**Hands-on learning** – Hands-on learning gives students the opportunity to practice what they have learned using equipment and materials commonly found in the home, community or workplace. A balance between theory and practice enhances students' learning experiences.

**Career development opportunities** – All three levels of the career development continuum—awareness, exploration and experiential—should be supported. Students grow in their awareness of personal traits, skills and preferences that influence career decisions and in their awareness of occupational and career pathways. They explore many opportunities and may begin to experience careers firsthand through specialized work placements or classroom learning that support the refinement of skills related to a particular job or occupation. Opportunities for students to acquire industry certifications will help to enhance their employment opportunities.

**Industry standard learnings** – Integral to PAA curricula are industry standard learnings that ensure student learning is up-to-date and relevant to current industry standards and practices. These learnings can assist students in accessing post-secondary education as well as training and employment opportunities.

**Connections to community** – Students recognize the importance of their efforts when they apply their knowledge, skills and abilities to support creative and innovative community projects; they become engaged citizens making a positive contribution. Likewise, work placements within the community help to connect school- with work-based learning. Community professionals serving as mentors can encourage students to expand their career interests and to work towards achieving their career goals.

**Alignment with labour market needs** – Students can quickly see the importance and relevance of their learning when learning in PAA courses aligns with community labour market trends and opportunities.

## Using this Curriculum

**Outcomes** define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning. In PAA, outcomes that are required are those within core modules for pure courses, and those within optional modules selected at the local level.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and,
- are supported by indicators which provide the breadth and depth of expectations.

**Indicators** are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and,
- is not a checklist or prioritized list of instructional activities or assessment items.

### Other Terms

Within curricula, the terms "including", "such as", "e.g." and "i.e." serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.
- **I.e.** means "that is" and clarifies the term, concept or strategy it follows.

## Commercial Cooking in Middle Level PAA Survey Courses

Modules from *Commercial Cooking 10, 20, 30* are not recommended for use in middle level PAA survey courses. These courses are designed to provide students with practical experiences to develop the knowledge and skills necessary for entering the food service industry; therefore, *Commercial Cooking 10, 20, 30* modules are not developmentally appropriate at the middle level. In addition, safety in a commercial kitchen is a concern. It is suggested that teachers use modules from *Food Studies* curricula for middle level survey.

## Modules/Outcomes at a Glance

Core modules are the compulsory modules that must be covered in pure courses such as Commercial Cooking 10, 20, 30 for developmental or safety reason. Optional modules are selected to complete each 100-hour course.

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs.)
1	<b>Professionalism in the Food Service Industry (Core)</b> Analyze and demonstrate professional conduct in a commercial cooking venue.	Introductory	2-4
2	<b>Introduction to the Food Industry (Core)</b> Examine the historical development and evolution of the food service industry.	Introductory	4-7
3A	<b>Kitchen Safety and Sanitation (Core)</b> Apply safety and sanitation processes when selecting, preparing, serving and storing food.	Introductory	8-12
3B	<b>Kitchen Safety and Sanitation (Core)</b> Apply safety and sanitation processes when selecting, preparing, serving and storing food.	Intermediate	3-12
3C	<b>Kitchen Safety and Sanitation (Core)</b> Apply safety and sanitation processes when selecting, preparing, serving and storing food.	Advanced	3-12
4A	<b>Baking Tools, Equipment and Ingredients (Core)</b> Demonstrate the use of common baking tools, equipment and ingredients found in a commercial kitchen.	Introductory	2-4
4B	<b>Tools and Equipment (Core)</b> Determine which tools and equipment are appropriate for various scenarios.	Introductory	2-4
4C	<b>Tools and Equipment (Core)</b> Demonstrate the correct use of commercial electrical industry equipment while preparing menu items.	Intermediate	2-4
5	<b>Cooking Methods (Core)</b> Distinguish among and use various cooking methods when preparing dishes.	Introductory	2-4

6A	<b>Knife Skills Core)</b> Demonstrate the proper handling of knives including cleaning, use, storage and sharpening.	Introductory	2-4
6B	<b>Knife Skills (Core)</b> Demonstrate advanced knife skills (e.g., increasing speed) when creating recipes.	Intermediate	6-8
6C	<b>Knife Skills (Core)</b> Select and demonstrate proper use of the required knife for specific jobs.	Advanced	2-4
7A	<b>Food Presentation, Garnish and Decoration (Optional)</b> Recognize the impact of garnishes through their application to hot and cold menu items.	Introductory	2-5
7B	<b>Food Presentation, Garnish and Decoration (Optional)</b> Evaluate the effects of food presentation for hot and cold buffet items.	Intermediate	6-8
8A	<b>Vegetables and Fruits (Core)</b> Identify, handle and prepare fruits and vegetables to maintain desired taste, texture and nutritional value.	Introductory	5-8
8B	<b>Vegetables and Fruits (Core)</b> Explore the effects of a variety of cooking methods of fruits and vegetables to achieve desired taste, texture and nutritional value and prepare based on seasonality.	Intermediate	4-6
8C	<b>Vegetables and Fruits (Optional)</b> Explore the use of fruits and vegetables to create garnishes for a buffet.	Advanced	4-6
9	<b>Salads and Dressings (Core)</b> Demonstrate decision-making skills when selecting, preparing, and serving salads and dressings.	Introductory	6-10
10	<b>Sandwiches (Core)</b> Design and prepare a variety of sandwiches, including wraps and pizzas using various fillings and toppings.	Introductory	6-10
11	<b>Appetizers and Hors d'oeuvres (Optional)</b> Prepare and present a variety of hors d'oeuvres and appetizers.	Intermediate	6-8



12	<b>Stocks (Core)</b> Prepare and create convenience and scratch stocks.	Introductory	3-5
13A	<b>Soups (Core)</b> Prepare and create broth and cream soups using convenience and scratch stocks.	Introductory	6-10
13B	<b>Soup (Core)</b> Investigate and evaluate a variety of thickening techniques including slurry, beurre manié, white roux, white wash, liaison, lentils and starchy vegetables to prepare soups.	Intermediate	4-6
13C	<b>Soup (Optional)</b> Prepare and serve a variety of soups including consommé, international, specialty and cold soups.	Advanced	6-8
14A	<b>Sauce (Core)</b> Create the five mother sauces and prepare appropriate derivative sauces.	Intermediate	10-12
14B	<b>Sauce (Optional)</b> Explore and prepare a variety of modern sauces and pair with the appropriate menu items.	Advanced	2-4
15	<b>Egg Cookery and Breakfast (Core)</b> Create and serve common breakfast meals.	Introductory	4-10
16	<b>Dairy and Plant-based Alternatives (Optional)</b> Identify and examine the characteristics and use of various dairy products and plant-based dairy alternatives.	Advanced	2-4
17A	<b>Plant-Based Proteins (Core)</b> Examine the taste, texture, nutrition and cooking methods of a variety of legumes including beans, lentils and peas.	Intermediate	4-6
17B	<b>Plant-based Proteins (Optional)</b> Create and evaluate menu items using plant-based proteins.	Advanced	8-10
18A	<b>Meat Proteins (Core)</b> Examine the fundamental culinary properties of meat, poultry and seafood and their safe preparation.	Introductory	3-5
18B	<b>Meat Proteins (Core)</b>	Intermediate	8-10

	Demonstrate cooking techniques of animal proteins using a variety of cooking methods.		
18C	<b>Meat Proteins (Core)</b> Prepare, cut and cook animal protein using dry and moist heat methods.	Advanced	15-25
19	<b>Seafood: Fish, Shellfish and Cephalopods (Optional)</b> Apply knowledge of fish, shellfish and cephalopod composition (e.g., muscle, fat, connective tissue) when cleaning and cooking seafood.	Advanced	6-8
20	<b>Exotic Meats (Optional)</b> Create awareness of animal proteins not commonly consumed in Saskatchewan.	Advanced	5-7
21	<b>Charcuterie, Cheese and Smoked Animal Proteins (Optional)</b> Prepare, create and present a charcuterie platter.	Advanced	12-14
22A	<b>Potatoes (Core)</b> Identify potato types, prepare and apply appropriate cooking methods for various dishes.	Introductory	4-6
22B	<b>Potatoes (Optional)</b> Demonstrate knowledge of potato varieties and appropriate cooking techniques.	Intermediate	6-8
23	<b>Rice (Optional)</b> Examine and prepare various varieties of rice.	Introductory	4-10
24	<b>Grains (Optional)</b> Examine and prepare various types of grains.	Intermediate	4-5
25A	<b>Pasta and Noodles (Core)</b> Identify and prepare various types of pasta and noodles.	Intermediate	6-8
25B	<b>Pasta, Noodles and Dumplings (Optional)</b> Identify and prepare a variety of specialty pasta, noodles and dumplings.	Advanced	4-6
26	<b>Cultural Cuisine (Core)</b> Create dishes selected from the diversity of cultures in Saskatchewan including Métis, First Nations and newcomers.	Intermediate	4-5

27	<b>Cookies (Core)</b> Examine and produce seven types of cookies including bagged and pressed, dropped, rolled, molded, icebox, bar and sheet.	Introductory	5-10
28	<b>Quick Breads (Core)</b> Create and evaluate basic quick breads using the muffin, biscuit and creaming methods.	Introductory	5-10
29A	<b>Yeast Breads (Core)</b> Experiment and produce yeast breads using lean and rich doughs.	Introductory	5-10
29B	<b>Traditional Yeast and Non-Leavened Breads (Core)</b> Experiment and produce traditional yeast and non-leavened breads from various cultures.	Intermediate	6-10
29C	<b>Yeast Breads (Optional)</b> Experiment and produce yeast breads including rolled-in dough.	Advanced	5-25
30A	<b>Cakes (Core)</b> Analyze and create high-fat cakes, sheet cakes and cupcakes.	Introductory	4-10
30B	<b>Cakes (Optional)</b> Experiment with and create low-fat or foam-type cakes and cupcakes.	Intermediate	6-10
30C	<b>Cakes (Optional)</b> Plan and create multiple layer and European-style tortes.	Advanced	6-10
31A	<b>Icings (Optional)</b> Investigate and create icings.	Introductory	2-6
31B	<b>Icings (Optional)</b> Create and apply fondant, foam-type and fudge-type icings.	Intermediate	3-6
31C	<b>Icings (Optional)</b> Create icings and apply techniques for specialty buttercream and fondant icings.	Advanced	3-6
32A	<b>Cake Decorating (Optional)</b> Create simple icings for cupcakes and sheet cakes and experiment with various decorating techniques.	Introductory	4-10

32B	<b>Cake Decorating (Optional)</b> Assemble, fill and decorate a layer cake.	Intermediate	10-15
32C	<b>Cake Decorating (Optional)</b> Assemble and decorate a variety of European-style cakes.	Advanced	10-15
33A	<b>Custards, Creams and Puddings (Optional)</b> Analyze and create starch-thickened puddings, custards and whipped cream.	Introductory	5-10
33B	<b>Custards, Creams and Puddings (Optional)</b> Experiment with and create a variety of pastry creams and crème anglaise.	Intermediate	5-10
33C	<b>Custards, Creams and Puddings (Optional)</b> Create desserts that are derivatives of pastry cream and crème anglaise.	Advanced	5-10
34	<b>Meringue (Optional)</b> Create meringue for use in production of cakes, cookies and other desserts.	Introductory	5-10
35A	<b>Pastries (Optional)</b> Create a variety of pies and tarts using a variety of fillings.	Intermediate	15-20
35B	<b>Pastries (Optional)</b> Create a variety of puff pastry, choux paste, meringue and phyllo pastry baked goods.	Advanced	10-12
36	<b>Frozen Desserts (Optional)</b> Experiment with and create a variety of frozen desserts.	Advanced	5-10
37	<b>Advanced Baking (Optional)</b> Analyze and practise advanced artistic baking skills.	Advanced	10-20
38	<b>Fruit Desserts and Sauces (Optional)</b> Identify and compose fruit desserts and sauces.	Introductory	4-8
39	<b>Planning a Special Event (Optional Project)</b> Plan and organize service that reflects the courses in a meal.	Advanced	4-6

40	<b>Planning a Menu for Special Diets (Optional)</b> Research and design a menu focused on special diets.	Advanced	2-4
41	<b>Farm to Fork (Optional Project)</b> Research and design a menu focused on Saskatchewan produced foods and products.	Advanced	6-8
42	<b>Career Opportunities in Commercial Cooking Industries (Core)</b> Investigate career opportunities in the commercial cooking industries in Saskatchewan and Canada.	Introductory	3-5
50 A, B	<b>Work Study Preparation (Optional)</b> Prepare for the work placement.	Intermediate Advanced	3-5
51 A, B	<b>Work Study Placement (Optional)</b> Participate in a work placement experience.	Intermediate Advanced	25-50
52 A, B	<b>Work Study Follow-up (Optional)</b> Relate one's work placement experience to personal and career goals.	Intermediate Advanced	2-4
99 A, B, C	<b>Extended Study (Optional)</b>	Introductory Intermediate Advanced	10-25
	<b>Minimum</b>		<b>100</b>

## Course Configurations – Core and Suggested Optional Modules

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
<b>Commercial Cooking 10</b>			
1	<b>Professionalism in the Food Service Industry (Core)</b> Analyze and demonstrate professional conduct in a commercial cooking venue.	Introductory	2-4
2	<b>Introduction to the Food Industry (Core)</b> Examine the historical development and evolution of the Food Services Industry.	Introductory	4-7
3A	<b>Kitchen Safety and Sanitation (Core)</b> Apply safety and sanitation processes when selecting, preparing, serving and storing food.	Introductory	8-12
4A	<b>Baking Tools, Equipment and Ingredients (Core)</b> Demonstrate the use of common baking tools, equipment and ingredients found in a commercial kitchen.	Introductory	2-4
4B	<b>Tools and Equipment (Core)</b> Determine which tools and equipment are appropriate for various scenarios.	Introductory	2-4
5	<b>Cooking Methods (Core)</b> Distinguish among and use various cooking methods when preparing dishes.	Introductory	2-4
6A	<b>Knife Skills Core)</b> Demonstrate the proper handling of knives including cleaning, use, storage and sharpening.	Introductory	2-4

7A	<b>Food Presentation, Garnish and Decoration (Optional)</b> Recognize the impact of garnishes through their application to hot and cold menu items.	Introductory	2-5
8A	<b>Vegetables and Fruits (Core)</b> Identify, handle and prepare fruits and vegetables to maintain desired taste, texture and nutritional value.	Introductory	5-8
9	<b>Salads and Dressings (Core)</b> Demonstrate decision-making skills when selecting, preparing, and serving salads and dressings.	Introductory	6-10
10	<b>Sandwiches (Core)</b> Design and prepare a variety of sandwiches, including wraps and pizzas using various fillings and toppings.	Introductory	6-10
12	<b>Stocks (Core)</b> Prepare and create convenience and scratch stocks.	Introductory	3-5
13A	<b>Soups (Core)</b> Prepare and create broth and cream soups using convenience and scratch stocks.	Introductory	6-10
15	<b>Egg Cookery and Breakfast (Core)</b> Create and serve common breakfast meals.	Introductory	4-10
18A	<b>Meat Proteins (Core)</b> Examine the fundamental culinary properties of meat, poultry and seafood and their safe preparation.	Introductory	5-8
22A	<b>Potatoes (Core)</b> Identify potato types, prepare and apply appropriate cooking methods for various dishes.	Introductory	4-6
23	<b>Rice (Optional)</b> Examine and prepare various varieties of rice.	Introductory	4-10
27	<b>Cookies (Core)</b> Examine and produce seven types of cookies including bagged and pressed, dropped, rolled, molded, icebox, bar and sheet.	Introductory	5-10
28	<b>Quick Breads (Core)</b> Create and evaluate basic quick breads using the muffin, biscuit and creaming methods.	Introductory	5-10

29A	<b>Yeast Breads (Core)</b> Experiment and produce yeast breads using lean and rich doughs.	Introductory	5-10
30A	<b>Cakes (Core)</b> Analyze and create high-fat cakes, sheet cakes and cupcakes.	Introductory	4-10
31A	<b>Icings (Optional)</b> Investigate and create icings.	Introductory	2-6
32A	<b>Cake Decorating (Optional)</b> Create simple icings for cupcakes and sheet cakes and experiment with various decorating techniques	Introductory	4-10
33A	<b>Custards, Creams and Puddings (Optional)</b> Analyze and create starch-thickened puddings and whipped cream.	Introductory	4-7
34	<b>Meringue (Optional)</b> Create meringue for use in production of cakes, cookies and other desserts.	Introductory	3-5
38	<b>Fruit Desserts and Sauces (Optional)</b> Identify and compose fruit desserts and sauces.	Introductory	4-8
42	<b>Career Opportunities in Commercial Cooking Industries (Core)</b> Investigate career opportunities in the commercial cooking industries in Saskatchewan and Canada.	Introductory	3-5
99A	<b>Extended Study (Optional)</b>	Introductory	5-25
	<b>Minimum</b>		<b>100</b>



Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
<b>Commercial Cooking 20</b>			
3B	<b>Kitchen Safety and Sanitation (Core)</b> Apply safety and sanitation processes when selecting, preparing, serving and storing food.	Intermediate	3-12
4C	<b>Tools and Equipment (Core)</b> Demonstrate the correct use of commercial electrical industry equipment while preparing menu items.	Intermediate	2-4
6B	<b>Knife Skills (Core)</b> Demonstrate advanced knife skills (e.g., increasing speed) when creating recipes.	Intermediate	2-4
7B	<b>Food Presentation, Garnish and Decoration (Optional)</b> Evaluate the effects of food presentation for hot and cold buffet items.	Intermediate	6-8
8B	<b>Vegetables and Fruits (Core)</b> Explore the effects of a variety of cooking methods of fruits and vegetables to achieve desired taste, texture and nutritional value and prepare based on seasonality.	Intermediate	4-6
11	<b>Appetizers and Hors d'oeuvres (Optional)</b> Prepare and present a variety of hors d'oeuvres and appetizers.	Intermediate	6-8
13B	<b>Soup (Core)</b> Investigate and evaluate a variety of thickening techniques including slurry, beurre manié, white roux, white wash, liaison, lentils and starchy vegetables to prepare soups.	Intermediate	4-6
14A	<b>Sauce (Core)</b> Create the five mother sauces and prepare appropriate derivative sauces.	Intermediate	10-12
17A	<b>Plant-Based Proteins (Core)</b> Examine the taste, texture, nutrition and cooking methods of a variety of legumes including beans, lentils and peas.	Intermediate	4-6

18B	<b>Meat Proteins (Core)</b> Demonstrate cooking techniques of animal proteins using a variety of cooking methods.	Intermediate	8-10
22B	<b>Potatoes (Optional)</b> Demonstrate knowledge of potato varieties and appropriate cooking techniques.	Intermediate	6-8
24	<b>Grains (Optional)</b> Examine and prepare various types of grains.	Intermediate	4-5
25A	<b>Pasta and Noodles (Core)</b> Identify and prepare various types of pasta and noodles.	Intermediate	6-8
26	<b>Cultural Cuisine (Core)</b> Create dishes selected from the diversity of cultures in Saskatchewan including Métis, First Nations and newcomers.	Intermediate	4-5
29B	<b>Traditional Yeast and Non-Leavened Breads (Core)</b> Experiment and produce traditional yeast and non-leavened breads from various cultures.	Intermediate	6-10
30B	<b>Cakes (Optional)</b> Experiment and create low-fat or foam-type cakes and cupcakes.	Intermediate	6-10
31B	<b>Icings (Optional)</b> Create and apply fondant, foam-type and fudge-type icings.	Intermediate	3-6
32B	<b>Cake Decorating (Optional)</b> Assemble, fill and decorate simple layer cake.	Intermediate	10-15
33B	<b>Custards, Creams and Puddings (Optional)</b> Experiment with and create a variety of pastry creams and crème anglaise.	Intermediate	5-10
35A	<b>Pastries (Optional)</b> Create a variety of pies and tarts using a variety of fillings.	Intermediate	15-20
50A	<b>Work Study Preparation (Optional)</b> Prepare for the work placement.	Intermediate	3-5
51A	<b>Work Study Placement (Optional)</b> Participate in a work placement experience.	Intermediate	25-50

52A	<b>Work Study Follow-up (Optional)</b> Relate one's work placement experience to personal and career goals.	Intermediate	2-4
99B	<b>Extended Study (Optional)</b>	Intermediate	10-25
	<b>Minimum</b>		<b>100</b>

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
<b>Commercial Cooking 30</b>			
3C	<b>Kitchen Safety and Sanitation (Core)</b> Apply safety and sanitation processes when selecting, preparing, serving and storing food.	Advanced	3-12
6C	<b>Knife Skills (Core)</b> Select and demonstrate proper use of the required knife for specific jobs.	Advanced	2-4
8C	<b>Vegetables and Fruits (Core)</b> Explore the use of fruits and vegetables to create garnishes for a buffet.	Advanced	4-6
13C	<b>Soup (Optional)</b> Prepare and serve a variety of soups including consommé, international, specialty and cold soups.	Advanced	6-8
14B	<b>Sauce (Optional)</b> Explore and prepare a variety of modern sauces and pair with the appropriate menu items.	Advanced	2-4
16	<b>Dairy and Plant-based Alternatives (Optional)</b> Identify and examine the characteristics and use of various dairy products and plant-based dairy alternatives.	Advanced	2-4
17B	<b>Plant-based Proteins (Optional)</b> Create and evaluate menu items using plant-based proteins.	Advanced	8-10
18C	<b>Meat Proteins (Core)</b> Prepare, cut and cook animal protein using dry and moist heat methods.	Advanced	15-25
19	<b>Seafood: Fish, Shellfish and Cephalopods (Optional)</b> Apply knowledge of fish, shellfish and cephalopod composition (e.g., muscle, fat, connective tissue) when cleaning and cooking seafood.	Advanced	6-8

20	<b>Exotic Meats (Optional)</b> Create awareness of animal proteins not commonly consumed in Saskatchewan.	Advanced	5-7
21	<b>Charcuterie, Cheese and Smoked Animal Proteins (Optional)</b> Prepare, create and present a charcuterie platter.	Advanced	12-14
25B	<b>Pasta, Noodles and Dumplings (Core)</b> Identify and prepare a variety of specialty pasta, noodles and dumplings.	Advanced	4-6
29C	<b>Yeast Breads (Optional)</b> Experiment and produce yeast breads including rolled-in dough.	Advanced	5-25
30C	<b>Cakes (Optional)</b> Plan and create multiple layer and European-style torte.	Advanced	6-10
31C	<b>Icings (Optional)</b> Create icings and apply techniques for specialty buttercream and fondant icings.	Advanced	3-6
32C	<b>Cake Decorating (Optional)</b> Assemble and decorate a variety of European-style cakes.	Advanced	10-15
33C	<b>Custards, Creams and Puddings (Optional)</b> Create desserts that are derivatives of pastry cream and crème anglaise.	Advanced	5-10
35B	<b>Pastries (Optional)</b> Create a variety of puff pastry, choux paste, meringue and phyllo pastry baked goods.	Advanced	10-12
36	<b>Frozen Desserts (Optional)</b> Experiment with and create a variety of frozen desserts.	Advanced	5-10
37	<b>Advanced Baking (Optional)</b> Analyze and practise advanced artistic baking skills.	Advanced	10-20
39	<b>Planning a Special Event (Optional Project)</b> Plan and organize service that reflects the courses in a meal.	Advanced	4-6

40	<b>Planning a Menu for Special Diets (Optional)</b> Research and design a menu focused on special diets.	Advanced	2-4
41	<b>Farm to Fork (Optional Project)</b> Research and design a menu focused on Saskatchewan produced foods and products.	Advanced	6-8
50B	<b>Work Study Preparation (Optional)</b> Prepare for the work placement.	Advanced	3-5
51B	<b>Work Study Placement (Optional)</b> Participate in a work placement experience.	Advanced	25-50
52B	<b>Work Study Follow-up (Optional)</b> Relate one's work placement experience to personal and career goals.	Advanced	2-4
99C	<b>Extended Study (Optional)</b>	Advanced	10-25
	<b>Minimum</b>		<b>100</b>

## Suggested Modules for Secondary PAA Survey Courses

Module Number	Modules	Level	Suggested Time (hrs)	Pre-requisites
1	<b>Professional in the Food Service Industry</b> Apply safety and sanitation processes when selecting, preparing, serving and storing food.	Introductory	2-4	None
3A	<b>Kitchen Safety and Sanitation</b> Apply safety and sanitation processes when selecting, preparing, serving and storing food.	Introductory	8-12	None
4A	<b>Baking Tools, Equipment and Ingredients</b> Demonstrate the use of common baking tools, equipment and ingredients found in a commercial kitchen.	Introductory	2-4	None
5	<b>Cooking Methods</b> Distinguish among and use various cooking methods when preparing dishes.	Introductory	2-4	None
6A	<b>Knife Skills</b> Demonstrate the proper handling of knives including cleaning, use, storage and sharpening.	Introductory	2-4	None
9	<b>Salads and Dressings</b> Demonstrate decision-making skills when selecting, preparing, and serving salads and dressings.	Introductory	6-10	None
10	<b>Sandwiches</b> Design and prepare a variety of sandwiches, including wraps and pizzas using various fillings and toppings.	Introductory	8-10	None
12	<b>Stocks</b> Prepare and create convenience and scratch stocks.	Introductory	3-5	None
13A	<b>Soups</b> Prepare and create broth and cream soups using convenience and scratch stocks.	Introductory	6-10	Module 12
15	<b>Egg Cookery and Breakfast</b> Create and serve common breakfast meals.	Introductory	4-10	None

25A	<b>Pasta and Noodles</b> Identify and prepare various types of pasta and noodles.	Intermediate	6-8	<b>None</b>
26	<b>Cultural Cuisine</b> Create dishes selected from the diversity of cultures in Saskatchewan including Métis, First Nations and newcomers.	Intermediate	4-5	<b>None</b>
27	<b>Cookies</b> Examine and produce seven types of cookies including bagged and pressed, dropped, rolled, molded, icebox, bar and sheet.	Introductory	5-10	<b>None</b>
28	<b>Quick Breads</b> Create and evaluate basic quick breads using the muffin, biscuit and creaming methods.	Introductory	5-10	<b>None</b>
29A	<b>Yeast Breads</b> Experiment and produce yeast breads using lean and rich doughs.	Introductory	6-10	<b>None</b>
30A	<b>Cakes</b> Analyze and create high-fat cakes, sheet cakes and cupcakes.	Introductory	6-10	<b>None</b>
31A	<b>Icings</b> Investigate and create icings.	Introductory	2-6	<b>None</b>
50 A, B	<b>Work Study Preparation</b> Prepare for the work placement.	Intermediate Advanced	3-5	<b>None</b>
51 A,B	<b>Work Study Placement</b> Participate in a work placement experience.	Intermediate Advanced	25-50	<b>Module 50 A,B</b>
52 A,B	<b>Work Study Follow-up</b> Relate one's work placement experience to personal and career goals.	Intermediate Advanced	2-4	<b>Module 51 A,B</b>
99A, B, C	<b>Extended Study</b>	Introductory	5-25	<b>None</b>



<b>Module 1: Professionalism in the Food Service Industry (Core)</b>		
<b>Suggested Time: 2-4 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
<b>Outcomes</b>	<b>Indicators</b>	
<b>Analyze and demonstrate professional conduct in a commercial cooking venue.</b>	<ul style="list-style-type: none"> <li>a. Investigate professionalism in various commercial cooking venues.</li> <li>b. Identify professional and unprofessional conduct.</li> <li>c. Describe expectations for employee and employer professionalism.</li> <li>d. Plan and follow expectations in commercial cooking venues.</li> <li>e. Identify types of harassment and related resolution procedures (e.g., provincial labour mediation and conciliation services).</li> <li>f. Examine characteristics of professionalism including: <ul style="list-style-type: none"> <li>• respect for self, others and equipment;</li> <li>• competence;</li> <li>• dedication to quality;</li> <li>• pride in appearance (cleanliness of self, uniform);</li> <li>• positive attitude;</li> <li>• appropriate behaviour;</li> <li>• appropriate communication skills; and,</li> <li>• eagerness to learn.</li> </ul> </li> </ul>	

<b>Module 2: Introduction to the Food Industry (Core)</b>		
<b>Suggested Time: 5 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Examine the historical development and evolution of the food services industry.</b>	<ul style="list-style-type: none"> <li>a. Discuss the various components that comprise the food services industry.</li> <li>b. Describe influences on the history of the food service industry (e.g., King Henry, Carême, Escoffier).</li> <li>c. Summarize the development of modern cuisine before and after contemporary technological developments (e.g., electricity, gas, electronics, computers).</li> <li>d. Investigate how recipes, menus and procedures have changed over time in the food services industry.</li> </ul>	

	<ul style="list-style-type: none"> <li>e. Design and create standard menus including static, à la carte and cyclic using a variety of budgets.</li> <li>f. Describe and create a standardized recipe for a dish (e.g., protein, garde manger, bakery).</li> <li>g. Describe portion control and measurement traditionally found in the food service industry including weight, volume, count, dry and wet measurement.</li> <li>h. Discuss types of establishments, past and present, rural and urban where commercial cooks can work (e.g., institution, restaurant, hotel, catering, bakery).</li> <li>i. Examine key historical changes in the food services industry in Saskatchewan (e.g., influence of immigrant population on food options and new business development).</li> </ul>
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Module 3 A,B,C: Kitchen Safety and Sanitation (Core)		
<b>Suggested Time: 8-12 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Apply safety and sanitation processes when selecting, preparing, serving and storing food.</b>	<ul style="list-style-type: none"> <li>a. Practise appropriate grooming and personal hygiene when cooking.</li> <li>b. Identify biological, chemical and physical contamination of food borne illness.</li> <li>c. Evaluate and distinguish the microbes that cause food borne illness.</li> <li>d. Evaluate the 6 conditions (i.e., food, acidity, time, temperature, oxygen and moisture) microbes need to grow and how this relates to food safety.</li> <li>e. Research and create a food safety plan.</li> <li>f. Examine and apply the guidelines for temperature and conditions (i.e., Food, Acidity, Time, Temperature, Oxygen and Moisture (FATTOM) and Temperature Danger Zone (TDZ) to keep food safe.</li> <li>g. Demonstrate personal hygiene and the use of Personal Protective Equipment (PPE).</li> <li>h. Practise receiving and storing foods safely.</li> </ul>	

	<p>i. Serve food safely including hot/cold holding and table setting.</p> <p>j. Identify the practice of cleaning and sanitizing and the importance of pest control in a kitchen.</p> <p>k. Practice safe and effective manual dishwashing and/or the use of a dishwasher.</p> <p>l. Recognize the requirements and regulations (e.g., portable water, flow) needed for an open kitchen.</p> <p>m. Apply knowledge of the standards of Workplace Hazardous Materials Information System (WHMIS) to the use of fire extinguishers and cleaning chemicals.</p>
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Module 4A: Baking Tools, Equipment and Ingredients (Core)		
<b>Suggested Time: 2-4 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Demonstrate the use of common baking tools, equipment and ingredients found in a commercial kitchen.</b>	<p>a. Identify and use tools and equipment such as a baker's scale, digital scale pastry bag and tips, pastry wheel, silpat, rolling pin, palette knife, pans, bench scraper, bench mixer/kitchen aid mixer and proofing cabinet.</p> <p>b. Apply proper scaling techniques including measuring by weight and volume in metric and imperial measurements.</p> <p>c. Classify, use and justify the choice of bakeshop ingredients including:</p> <ul style="list-style-type: none"> <li>• Types of flours (e.g., bread, cake, pastry, rye, whole wheat);</li> <li>• Sugars and sweeteners (e.g., agave, brown, decorators, confectioner's, granulated, honey, molasses, Turbinato);</li> <li>• Fats (e.g., butters, oils, shortenings);</li> <li>• Eggs (e.g., fresh, frozen);</li> <li>• Milks (e.g., liquids, dried, non-dairy substitutes);</li> <li>• Thickening agents (e.g., arrowroot, cornstarch, flours, gelatin sheets or granules);</li> <li>• Yeasts (e.g., active dry yeast, compressed yeast, instant yeast, yeast starters and their activation temperatures) and,</li> <li>• Flavourings (e.g., chocolate types, extracts, emulsions, salts, seeds).</li> </ul> <p>d. Demonstrate and use bakery terminology including blend, cream, cut-in, fold, sift, stir, and whip.</p>	

Module 4B: Tools and Equipment (Core)		
<b>Suggested Time: 2-4 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Determine which tools and equipment are appropriate for various scenarios.</b>	<ul style="list-style-type: none"> <li>a. Differentiate among the tools and equipment used in a commercial kitchen (e.g., strainer, colander, china cap, spatula, vegetable peeler, perforated spoon, blenders, mixers).</li> <li>b. Identify and demonstrate the proper use of specific tools (e.g., fry pan, sauce pan, wok, measuring utensils, whisk, wooden spoons) used in different recipes.</li> <li>c. Practise the safe use of small electrical equipment (e.g., hand mixer, bench mixer/kitchen aid mixer, blender, immersion blender)</li> <li>d. Assess whether a specific tool is the best choice for a required task.</li> </ul>	

Module 4C: Tools and Equipment (Core)		
<b>Suggested Time: 2-4 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Demonstrate the correct use of commercial electrical industry equipment while preparing menu items.</b>	<ul style="list-style-type: none"> <li>a. Discuss and demonstrate the proper use of commercial industry equipment (e.g., standing mixer, slicer, food processor, griddle, blender, immersion blender, steamer, dish washer, portable cook tops, fryers, tilt skillets, steam kettles).</li> <li>b. Demonstrate the safe use of commercial industry equipment.</li> <li>c. Assess the choice of tools used for specific tasks.</li> </ul>	

Module 5: Cooking Methods (Core)		
<b>Suggested Time: 2-4 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Distinguish among and use various cooking methods</b>	<ul style="list-style-type: none"> <li>a. Analyze the effects of heat on food structures (e.g., sugar, fibers, proteins, fats and water).</li> <li>b. Discuss the types of heat transfer including conduction, convection and radiation.</li> </ul>	

<b>when preparing dishes.</b>	<ul style="list-style-type: none"> <li>c. Identify and use dry heat methods for cooking including baking, broiling, grilling, barbecuing, pan broiling and griddling.</li> <li>d. Identify and use dry heat methods with fat including sautéing, pan frying and deep frying.</li> <li>e. Recognize the smoke point of various oils and determine the most appropriate oil to use for sautéing and deep frying.</li> <li>f. Identify and use moist heat methods including boiling, steaming, poaching, simmering and braising.</li> <li>g. Recognize the cooking methods used in different dishes.</li> <li>h. Explore the sous vide cooking method.</li> <li>i. Apply relevant food safety standards when cooking.</li> </ul>
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<b>Module 6A: Knife Skills (Core)</b>		
<b>Suggested Time: 2-4 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Demonstrate the proper handling of knives including cleaning, use, storage and sharpening.</b>	<ul style="list-style-type: none"> <li>a. Identify the parts of a knife.</li> <li>b. Demonstrate how to properly carry a knife (i.e., tip down at your side).</li> <li>c. Identify the variety of knives used in the kitchen.</li> <li>d. Demonstrate the techniques for using various knives (e.g., proper grip for a French knife to cut vegetables and fruits includes bear claw, tip down, rocking motion, wet cloth under cutting board).</li> <li>e. Demonstrate proper storage of knives.</li> <li>f. Demonstrate proper cleaning of knives (e.g., not submerging knives in soapy water, proper sanitation).</li> <li>g. Explain the importance of a sharp knife.</li> <li>h. Observe and describe the process of sharpening and honing a knife.</li> <li>i. Demonstrate how to cut mirepoix in a standardized dice for soup (e.g., small, medium and large).</li> </ul>	

	<ul style="list-style-type: none"> <li>j. Demonstrate the chiffonade technique for green leafy vegetables.</li> <li>k. Demonstrate knife skills for a stir fry including florets, dice and julienne.</li> </ul>
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Module 6B: Knife Skills (Core)		
<b>Suggested Time: 2-4 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Demonstrate advanced knife skills (e.g., increasing speed) when creating recipes.</b>	<ul style="list-style-type: none"> <li>a. Practise and demonstrate safety and advanced knife skills when preparing large batch cooking.</li> <li>b. Investigate the need for commercial equipment instead of using knives.</li> <li>c. Prepare fruit and vegetable menu items using brunnoise, parisienne, rondelle and batonnet.</li> </ul>	

Module 6C: Knife Skills (Core)		
<b>Suggested Time: 2-4 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Select and demonstrate proper use of the required knife for specific jobs.</b>	<ul style="list-style-type: none"> <li>a. Select the appropriate knife for the task.</li> <li>b. Demonstrate using a boning knife to debone poultry.</li> <li>c. Identify the use for a scimitar knife.</li> <li>d. Practise safely using a mandolin for accuracy cutting.</li> <li>e. Refine and become efficient with knife skills through preparing menu items.</li> </ul>	

Module 7A: Food Presentation, Garnish and Decoration (Optional)		
<b>Suggested Time: 3-5 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Recognize the impact of garnishes through their application to</b>	<ul style="list-style-type: none"> <li>a. Discuss the term garnish.</li> <li>b. Recognize garnishes on a plated dish.</li> </ul>	

<b>hot and cold menu items.</b>	<ul style="list-style-type: none"> <li>c. Describe the characteristic of garnishes.</li> <li>d. Critique images of plated foods and identify key elements (eg., colour, shape, texture and flavour).</li> <li>e. Determine appropriate garnishes for plated dishes using colour, shape, texture and flavour.</li> <li>f. Create garnishes for hot and cold menu items using a balance (e.g., fundamentals of plating).</li> <li>g. Practise cleaning the rim of the plate to enhance plate presentation.</li> <li>h. Consistently demonstrate food safety practices when preparing, cooking and using garnishes.</li> <li>i. Explore through inquiry how current food trends affect what we eat and are driven by media.</li> </ul>
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<b>Module 7B: Food Presentation, Garnish and Decoration (Optional)</b>		
<b>Suggested Time: 6-8 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 7A</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Evaluate the effects of food presentation for hot and cold buffet items.</b>	<ul style="list-style-type: none"> <li>a. Discuss and differentiate garnishes for buffets and plated dishes.</li> <li>b. Distinguish the fundamentals of plating including balance, portion size, visual appeal and arrangement on plates.</li> <li>c. Analyze the presentation of hot and cold buffet items including platters.</li> <li>d. Prepare a buffet using cold food platter presentation considering design and garnishes (e.g., vegetable and fruit roses, carrot curls, celery fans, turnip and onion flowers).</li> <li>e. Prepare hot buffet items considering presentation.</li> <li>f. Consistently demonstrate food safety practices when preparing, cooking, and using garnishes and decoration.</li> </ul>	

<b>Module 8A: Vegetables and Fruits (Core)</b>		
<b>Suggested Time: 6-8 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Identify and prepare fruits and vegetables to maintain desired taste, texture and nutritional value.</b>	<ul style="list-style-type: none"> <li>a. Compare and classify a variety of fruits and vegetables.</li> <li>b. Discuss factors that affect the storage of fruits and vegetables.</li> <li>c. Identify the common parts (e.g., peel, pith, flesh, seeds, pits) of various fruits and vegetables.</li> <li>d. Identify the common types (e.g., berry, melon) of fruit.</li> <li>e. Identify the common types (e.g. cucumber, lettuce) of vegetables.</li> <li>f. Describe and categorize, using one's senses, flavours and textures of a variety of fruits and vegetables.</li> <li>g. Demonstrate proper knife skills (e.g., batonnet, florets, julienne) when preparing colourful crudité plates.</li> <li>h. Demonstrate proper knife skills (e.g., julienne, dice, batonnet) when preparing a variety of hot vegetable items.</li> <li>i. Assess how cooking times and methods affect nutritional values, texture, flavour and colour.</li> <li>j. Handle and store fruits and vegetables safely following food safety standards.</li> </ul>	

<b>Module 8B: Vegetables and Fruits (Core)</b>		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 8A</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Explore the effects of a variety of cooking methods of fruits and vegetables to achieve desired taste, texture and nutritional value.</b>	<ul style="list-style-type: none"> <li>a. Investigate the effects of a variety of dry cooking methods (e.g., roasting, sautéing, caramelizing, grilling) on the texture, colour and flavour of fruits and vegetables.</li> <li>b. Investigate the effects of a variety of moist heat cooking methods (e.g., poaching, boiling, blanching, steaming) on texture, colour and flavour to ensure maximum nutrition of fruits and vegetables.</li> <li>c. Compare large and small batch cooking methods, considering factors such</li> </ul>	



	<p>as using various methods for a large quantity (e.g., blanching and then deep-frying) and the loss of quality.</p> <p>d. Select and prepare vegetables and fruits for menu items based on season and availability.</p> <p>e. Select and prepare wild fruits or vegetables (e.g., chokecherries, Saskatoon berries, edible flowers or mushrooms) using traditional First Nations and Métis cooking methods.</p>
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<b>Module 8C: Vegetables and Fruits (Optional)</b>		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Explore the use of fruits and vegetables to create garnishes for a buffet.</b>	<p>a. Use knife skills to prepare a variety of garnishes using fruits and vegetables (e.g., tourné, fluted, spiralized, roses, baskets, channel, parisienne, flowers).</p> <p>b. Select the appropriate storing of garnished fruits and vegetables (e.g., Ice water, wet paper towel).</p> <p>c. Design a cold buffet using fruit and vegetable garnishes.</p> <p>d. Using knife skills, prepare fermented foods (e.g. cucumbers, beets, asparagus, cabbage and carrots).</p>	

<b>Module 9: Salads and Dressings (Core)</b>		
<b>Suggested Time: 8-10 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Demonstrate decision-making skills when costing, selecting, preparing, and serving salads and dressings.</b>	<p>a. Discuss, compare, and create salads, including the four required elements: base, body, garnish and dressing.</p> <p>b. Identify, prepare, and create the main types of salads: tossed/composed, bound, vegetable, fruit and combination.</p> <p>c. Identify and prepare 4 types of salads: appetizer, accompaniment, main, and dessert.</p> <p>d. Recognize and compare various salad greens.</p>	

	<p>e. Identify sources of locally sourced produce for salad making (e.g., farmers markets, school green house, local community garden).</p> <p>f. Differentiate and prepare the four main types of salad dressings including vinaigrette, emulsified vinaigrette, mayonnaise and mayonnaise-based.</p> <p>g. Identify and utilize common ingredients used in preparing dressings (e.g., vinegars, oils, herbs, spices, mustard).</p> <p>h. Identify and prepare dips (e.g., guacamole, salsa, hummus, tzatziki).</p> <p>i. Demonstrate food safety principles when preparing, storing and handling salads, specifically those containing mayonnaise and raw eggs.</p> <p>j. Demonstrate preparation skills including washing, storing, and proper knife skills necessary for salad making.</p> <p>k. Describe and demonstrate characteristics of high quality serving practices.</p>
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Module 10: Sandwiches (Core)		
Suggested Time: 8-10 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Design and prepare a variety of sandwiches, including wraps and pizzas, using various fillings and toppings.	<p>a. Design and prepare sandwiches using all components including bread, spread and filling.</p> <p>b. Identify and prepare various types of sandwiches, considering food sensitivities and/or diets, including but not limited to:</p> <ul style="list-style-type: none"> <li>• simple cold;</li> <li>• open-faced;</li> <li>• tea sandwiches;</li> <li>• wraps;</li> <li>• pitas;</li> <li>• simple hot;</li> <li>• open-faced hot;</li> <li>• grilled; and,</li> <li>• pizza.</li> </ul> <p>c. Demonstrate food safety principles in the preparation, storage and service of sandwiches, including fillings and toppings.</p>	

	<ul style="list-style-type: none"> <li>d. Practise the principles of sanitation and cleaning of the work area.</li> <li>e. Discuss how locally sourced and foraged foods could be incorporated into sandwiches.</li> <li>f. Prepare international and specialty sandwiches considering cultural needs.</li> <li>g. Assess preparation and serving practices necessary for special dietary needs.</li> </ul>
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<b>Module 11: Appetizers and Hors d'oeuvres (Optional)</b>		
<b>Suggested Time: 6-8 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Prepare and present a variety of hors d'oeuvres and appetizers.</b>	<ul style="list-style-type: none"> <li>a. Investigate the difference between hors d'oeuvres, canapés and appetizers.</li> <li>b. Research and examine the variety and purpose of hors d'oeuvres.</li> <li>c. Collaborate with peers to determine characteristics (e.g., taste, visual appeal, aroma) of high quality hors d'oeuvres.</li> <li>d. Plan, prepare and present canapés, cocktails, relishes and dips.</li> <li>e. Investigate various methods of serving hors d'oeuvres.</li> <li>f. Practise appropriate grooming and personal hygiene and the use of Personal Protective Equipment (PPE).</li> <li>g. Follow the principles of food safety in the preparation, storing and service of hors d'oeuvres.</li> </ul>	

<b>Module 12: Stocks (Core)</b>		
<b>Suggested Time: 3-5 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Prepare and create convenience and scratch stocks.</b>	<ul style="list-style-type: none"> <li>a. Define key terms commonly found in the food industry to make convenience based stocks and scratch stocks including degrease, blanching bones, sachet bag, mirepoix, deglaze.</li> <li>b. Analyze and compare convenience and scratch stocks including colour, taste, nutritional value and time.</li> <li>c. Prepare a scratch stock.</li> <li>d. Demonstrate stock preparation processes including degreasing and skimming.</li> <li>e. Differentiate between (e.g., cook time, caramelizing and use of acids) indifferent types of stocks including brown, white, vegetable and fish.</li> <li>f. Compare the flavour of a convenience stock with a scratch stock when making soup.</li> <li>g. Consistently demonstrate food safety practices when preparing, cooking, using and storing stocks and soups.</li> </ul>	

<b>Module 13A: Soup (Core)</b>		
<b>Suggested Time: 8 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: Module 12</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Prepare and create broth and cream soups using convenience and scratch stocks.</b>	<ul style="list-style-type: none"> <li>a. Identify the qualities of broth soups and cream soups.</li> <li>b. Prepare broth soups using a convenience stock and a scratch stock.</li> <li>c. Differentiate between a soup made with scratch stock and a convenience stock including colour, texture and flavour.</li> <li>d. Prepare a cream soup and discuss common steps in the creation of all cream soups.</li> <li>e. Create a cream soup without concrete directions, based on previous knowledge.</li> <li>f. Determine the qualities and adjust the soup as necessary to make an</li> </ul>	

	<p>industry standard soup.</p> <p>g. Apply techniques (e.g., adding spices, reduction, thickening) to achieve suitable colour, flavour, and texture and to maintain nutritive values.</p> <p>h. Consistently demonstrate food safety practices when preparing, cooking, using and storing stocks and soups.</p>
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Module 13B: Soup (Core)		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 12, 13A</b>
Outcome	Indicators	
<b>Investigate and evaluate a variety of thickening techniques including slurry, beurre manié, white roux, white wash, liaison, lentils, and starchy vegetables to prepare soups.</b>	<p>a. Prepare and differentiate between a variety of soups (e.g., lentil, vegetable, coconut curry, lemon rice).</p> <p>b. Use a variety of thickening techniques in the preparation of soups including slurry, beurre manié, liaison, starchy vegetables and legumes.</p> <p>c. Create a soup using a specific thickening technique, share and compare the results.</p> <p>d. Analyse the final product and determine how to do things differently when making the soup again.</p> <p>e. Consistently demonstrate food safety practices when preparing, cooking, using and storing soups.</p>	

Module 13C: Soup (Optional)		
<b>Suggested Time: 6-8 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 13B</b>
Outcomes	Indicators	
<b>Prepare and serve a variety of soups including consommé, international, specialty and cold soups.</b>	<p>a. Research and examine varieties of soups including consommé, international, specialty and cold soups.</p> <p>b. Plan and prepare consommé and evaluate for consistency and colour.</p> <p>c. Compare and determine the purpose and use of consommé and stock.</p> <p>d. Prepare international and specialty soups (e.g., scotch broth, oxtail, borscht, vichyssoise) considering the cultural contexts.</p>	

	<ul style="list-style-type: none"> <li>e. Prepare cold soups (e.g., gazpacho, strawberry watermelon).</li> <li>f. Apply skills appropriate to each soup (e.g., whisking, stock reduction, deglaze) considering factors such as texture, time and heat.</li> <li>g. Follow the principles of food safety in preparation, storing and service of soups.</li> </ul>
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Module 14A: Sauces (Core)		
Suggested Time: 10-12 hours	Level: Intermediate	Prerequisite: Module 12
Outcome	Indicators	
<b>Create the five mother sauces and prepare appropriate derivative sauces.</b>	<ul style="list-style-type: none"> <li>a. Differentiate between the five mother sauces including béchamel, velouté, espagnole, tomato and hollandaise.</li> <li>b. Prepare the five mother sauces including béchamel, velouté, espagnole, tomato and hollandaise.</li> <li>c. Select the appropriate mother sauce to make a derivative sauce for each mother sauce including pan gravy (e.g., béchamel derivatives such as mornay or cheese, crème or cream).</li> <li>d. Explore the different techniques for incorporating a roux.</li> <li>e. Determine which finishing technique to use based on the selected sauce (e.g., reducing, straining, deglazing, enriching with butter and cream and seasoning).</li> <li>f. Assess the need for matching a specific roux to the appropriate stocks.</li> <li>g. Apply the skills (e.g., whisking, deglazing, stock reduction, separating eggs) appropriate to each sauce considering factors such as texture, time and heat.</li> </ul>	

Module 14B: Sauces (Optional)		
Suggested Time: 2-4 hours	Level: Advanced	Prerequisite: Module 14A
Outcome	Indicators	
<b>Explore and prepare a variety of modern sauces and pair with the appropriate menu items.</b>	<ul style="list-style-type: none"> <li>a. Prepare a variety of butter sauces (e.g., brown butter, beurre blanc, meuniere butter).</li> <li>b. Prepare a butter-enriched sauce (e.g., beurre blanc).</li> <li>c. Select and prepare appropriate small sauces (e.g., cream, mornay, soubise,</li> </ul>	

	<p>poulette, mushroom, normandy, bordelaise, robert, charcutiere, bercy, creole, mousseline, foyotto) to accompany menu items.</p> <p>d. Evaluate and pair a number of sauces (e.g., beurre blanc with white fish, compound butter to grilled food) to enhance the flavor, texture and colour of a dish.</p> <p>e. Explore the shallow-poaching process with cooking liquid used in the reduction for a beurre blanc sauce.</p> <p>f. Prepare a variety of modern sauces (e.g., coulis, relish, cream reduction, chutney, salsa, purée) paired with appropriate menu items.</p> <p>g. Determine whether a sauce is appropriate (e.g., brown sauce served with most red meats as compared to fish or poultry, white sauces for fish dishes as compared to red meats) for the flavor of the food with which it is paired.</p> <p>h. Demonstrate food safety practices when preparing, cooking, using and storing sauces.</p>
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Module 15: Egg Cookery and Breakfast (Core)		
<b>Suggested Time: 4-10 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Create and serve common breakfast meals.</b>	<p>a. Classify egg grades.</p> <p>b. Explain the composition of eggs.</p> <p>c. Identify correct temperature of coagulation.</p> <p>d. Distinguish and demonstrate the various methods of cooking eggs including:</p> <ul style="list-style-type: none"> <li>Fried- over hard, over medium, over easy;</li> <li>Boiled- soft, medium, hard;</li> <li>Poached- soft, medium, hard and,</li> <li>Scrambled- omelets, shirred and baked eggs.</li> </ul> <p>e. Identify and prepare breakfast meats (e.g., ham, sausage and bacon).</p> <p>f. Prepare pancakes, waffles and French toast.</p> <p>g. Select and prepare grain cereals.</p> <p>h. Investigate breakfast traditions associated with various cultures including First</p>	

	Nations and Metis.
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Module 16: Dairy and Plant-based Alternatives (Optional)		
<b>Suggested Time: 2-4 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Identify and examine the characteristics and use of various dairy products and plant-based dairy alternatives.</b>	<ul style="list-style-type: none"> <li>a. Categorize the major milk, cream and butter products.</li> <li>b. Investigate why milk curdles or scorches and what can be done to prevent this from happening.</li> <li>c. Identify various types of cheese (e.g., soft, hard, fresh and ripened).</li> <li>d. Experiment with substituting different types of cheeses in various dishes.</li> <li>e. Critique the results of substituting different types of cheeses in cooking considering texture, flavor and appearance.</li> <li>f. Explore substitution with dairy alternatives (e.g. nut milks, soy cheese, vegan butter) in recipes.</li> <li>g. Examine research, cultural practices and dietary choices related to dairy products and their plant-based alternatives.</li> <li>h. Practice the principles of food safety that pertain to the storage and use of dairy products.</li> </ul>	



Module 17A: Plant-Based Proteins (Core)		
Suggested Time: 4-6 hours	Level: Intermediate	Prerequisite: None
Outcome	Indicators	
<b>Examine the taste, texture, nutrition and cooking methods of a variety of legumes including beans, lentils and peas.</b>	<ul style="list-style-type: none"> <li>a. Identify a variety of legumes and discuss their handling and storage.</li> <li>b. Differentiate among various types of legumes and their uses (e.g., kidney beans, black beans, peas, lentils, lima beans, chick peas, fava beans, soy beans).</li> <li>c. Research the nutritional value of legumes including fat, carbohydrates and proteins.</li> <li>d. Demonstrate the method of soaking dried beans and peas for cooking.</li> <li>e. Distinguish among dry, frozen and canned varieties of legumes.</li> <li>f. Demonstrate the various methods of simmering dried legumes in preparation for cooking.</li> <li>g. Prepare a variety of mainstream dishes replacing meat with legumes (e.g., kidney beans, peas, lentils, lima beans, black beans and chick peas) for dishes such as beef tacos or meat sauce with lentils.</li> <li>h. Analyze the difference in taste, texture, cost and nutrition between meat and legumes in various dishes.</li> <li>i. Consistently demonstrate food safety practices when preparing, cooking, using and storing legumes.</li> <li>j. Demonstrate proper knife use in the kitchen.</li> <li>k. Compare the cost of a dish when substituting plant-based proteins for meat proteins.</li> </ul>	

<b>Module 17B: Plant- based proteins (Optional)</b>		
<b>Suggested Time: 8-10 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 17A</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Create and evaluate menu items using plant-based proteins.</b>	<ul style="list-style-type: none"> <li>a. Use legumes to prepare a variety of dishes (e.g., salads, breads, sauces, main course, soups and desserts).</li> <li>b. Discuss and identify a complete plant-based protein.</li> <li>c. Distinguish which plant-based proteins are best suited for certain recipes.</li> <li>d. Discuss and experiment with recipes using legume flours and evaluate the differences in taste, texture and cooking methods.</li> <li>e. Prepare main course menu items using plant-based proteins such as soy, tofu, nuts, tempeh and whey.</li> <li>f. Discuss the sustainability (e.g., environmental, financial, agricultural) of plant-based proteins in comparison to meat protein.</li> <li>g. Choose a recipe/menu item to create using plant-based proteins.</li> </ul>	

<b>Module 18A: Meat Proteins (Core)</b>		
<b>Suggested Time: 3-5 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Examine the fundamental culinary properties of meat, poultry, fish and seafood and their safe preparation.</b>	<ul style="list-style-type: none"> <li>a. Describe the typical composition of animal tissue (e.g., protein, fat, and water).</li> <li>b. Discuss aging techniques in beef and why beef is aged.</li> <li>c. Examine food safety legislation that allows for use of local agriculture purchases (e.g., Saskatchewan Animal Products Act).</li> <li>d. Describe connective tissue types and how to prepare meat for cooking.</li> <li>e. Consider and apply food safety techniques including temperature and cooking times when working with meats, fish, poultry and seafood.</li> </ul>	

<b>Module 18B: Meat Proteins (Optional)</b>		
<b>Suggested Time: 8-10 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 18A</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Demonstrate cooking techniques of animal proteins using a variety of cooking methods.</b>	<ul style="list-style-type: none"> <li>a. Prepare animal proteins using a variety of cooking methods (e.g., grilled bison, pan-fried chicken breast, roasted turkey, outside or inside flat of beef).</li> <li>b. Compare cooking times, temperatures and seasonings for each of the animal proteins prepared in class.</li> <li>c. Discuss the relationship between connective tissue and muscle fiber size and the tenderness of various cuts of meat.</li> </ul>	

<b>Module 18C: Meat Proteins (Optional)</b>		
<b>Suggested Time: 15-25 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 18B</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Prepare, cut and cook animal protein.</b>	<ul style="list-style-type: none"> <li>a. Prepare meats for a specific situation (e.g., a meal for someone or oneself, a black box meal).</li> <li>b. Demonstrate knife skills in preparation of primal cuts of meat (e.g., ribeye, strip loin, breaking down a whole chicken, deboning a turkey).</li> <li>c. Prepare and cook a tough cut of meat to make it tender and palatable (e.g., braising, sous vide).</li> <li>d. Prepare a tender cut of meat using a variety of techniques (e.g., grilling, sautéing, roasting, poaching, braising).</li> <li>e. Determine and practice the correct degree of doneness for beef using a thermometer and by touch (e.g., well-done, medium-well, medium, medium-rare, rare and blue-rare).</li> </ul>	

Module 19: Seafood: Fish, Shellfish and Cephalopods (Optional)		
<b>Suggested Time: 6-8 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Apply knowledge of fish, shellfish and cephalopod composition (e.g., muscle, fat, connective tissue) when cleaning and cooking seafood.</b>	<ul style="list-style-type: none"> <li>a. Explore the differences between fish, shellfish and cephalopods analyzing their skeletal, exoskeletal, and muscle structure.</li> <li>b. Differentiate between sea and fresh water fish including lean or fat fish, round and flat fish.</li> <li>c. Analyze muscle composition, connective tissue, and fat content of each of the varieties of fish, shellfish and cephalopods.</li> <li>d. Demonstrate proper methods for storing fish, shellfish, and cephalopods along with cleaning and preparing for cooking preparation.</li> <li>e. Use a variety of cooking methods (e.g., poaching, baking, steaming, deep-frying, sautéing) to prepare varieties of fish, shellfish and cephalopods.</li> <li>f. Apply food safety techniques when preparing fish, shellfish and cephalopods.</li> </ul>	

Module 20: Exotic Meats (Optional)		
<b>Suggested Time: 5-7 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Create awareness of animal proteins not commonly consumed in Saskatchewan.</b>	<ul style="list-style-type: none"> <li>a. Discuss cultural and historical origins of animal proteins not commonly consumed in Saskatchewan, such as kangaroo, camel, frog, partridge, snake and alligator.</li> <li>b. Describe the carcass and bone structure of various animals.</li> <li>c. Analyze the muscle structure (e.g., connective tissue, fat content and muscle use) of the animals studied to determine appropriate cooking methods (e.g., moist or dry heat).</li> <li>d. Clean and, trim, cuts of meat for cooking.</li> <li>e. Cook the meat using appropriate dry or moist heat methods.</li> <li>f. Follow applicable food safety guidelines when handling and storing meat.</li> <li>g. Explore the cost of sourcing exotic meats for use in a commercial kitchen.</li> </ul>	

Module 21: Charcuterie, Cheese and Smoked Animal Proteins (Optional)		
Suggested Time: 12-14 hours	Level: Advanced	Prerequisite: None
Outcome	Indicators	
<b>Prepare, create and present a charcuterie platter.</b>	<ul style="list-style-type: none"> <li>a. Explain why ingredients such as salt, sugar, prague powder and seasonings are used to cure animal proteins.</li> <li>b. Describe the differences between, fresh, cured, and smoked ground animal proteins.</li> <li>c. Assemble proteins for grinding, seasoning and blending.</li> <li>d. Prepare casings and stuff to make sausages.</li> <li>e. Discuss the differences between cold and hot smoking methods and select the appropriate method for the intended product.</li> <li>f. Mix brine or dry ingredients for curing animal proteins.</li> <li>g. Prepare whole cuts of animal protein for brining including trimming, drying, injecting brine and soaking.</li> <li>h. Cook smoked meats adhering to food safety standards.</li> <li>i. Finish products that need further cooking using selected methods (e.g., grilling, pan fry, baking).</li> <li>j. Examine the diversity of cheese making processes.</li> <li>k. Experiment with cheese making techniques including ricotta and mozzarella.</li> <li>l. Investigate and sample various types of cheeses for qualities such as flavour, texture and appearance.</li> <li>m. Research innovative designs for charcuterie presentation.</li> <li>n. Discuss rationale for pairing selected meats and cheeses with accompaniments such as fruit, nuts, vegetables, garnishes or crackers for presentation on a charcuterie platter.</li> </ul>	

Module 22A: Potatoes (Core)		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Identify potato types, prepare and apply appropriate cooking methods for various dishes.</b>	<ol style="list-style-type: none"> <li>Identify and describe cooking methods used to prepare various types of potatoes.</li> <li>Identify types of potatoes including waxy, mealy, new potatoes and describe their uses.</li> <li>Demonstrate and recognize quality, proper handling and storage of potatoes.</li> <li>Determine when potatoes are done.</li> <li>Demonstrate appropriate knife skills when preparing potatoes.</li> <li>Create various potato dishes using the following cooking methods: <ul style="list-style-type: none"> <li>Boil – boiled</li> <li>Simmer – mashed, whipped</li> <li>Bake - baked, oven roasted</li> <li>Deep fry – French fries</li> <li>Sauté and fry– hash browns, potato pancakes.</li> </ul> </li> <li>Investigate various seasonings appropriate for potatoes.</li> <li>Follow safe food handling and kitchen protocols when preparing potatoes.</li> </ol>	

Module 22B: Potatoes (Optional)		
<b>Suggested Time: 6-8 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 22A</b>
Outcome	Indicators	
<b>Demonstrate knowledge of potato varieties and appropriate cooking techniques.</b>	<ol style="list-style-type: none"> <li>Explore varieties of potatoes within the categories of mealy (e.g., russet, white, purple) and waxy (e.g., red, yellow, fingerling).</li> <li>Demonstrate and explain quality, proper handling and storage of potatoes.</li> <li>Demonstrate appropriate knife skills when cutting potatoes.</li> <li>Discuss how various cultures prepare potatoes.</li> <li>Create various potato dishes using the following cooking methods:</li> </ol>	

	<ul style="list-style-type: none"> <li>• Boil – creamed, Hungarian;</li> <li>• Simmer – purée, Duchess;</li> <li>• Bake - stuffed baked, scalloped, au gratin, gratin dauphinoise, boulangère;</li> <li>• Deep fry – croquettes;</li> <li>• Sauté and fry – rissole cocotte, lyonnaise; and,</li> <li>• Roast – lemon roasted.</li> </ul> <p>f. Select various seasonings appropriate for potatoes.</p>
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Module 23: Rice (Optional)		
<b>Suggested Time: 5-7 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Examine and prepare varieties of rice.</b>	<p>a. Discuss the storage and handling of rice.</p> <p>b. Identify types of rice and their use in various dishes including long grain white, parboiled, brown, Arborio, basmati, jasmine, glutinous and instant rice.</p> <p>c. Discuss types of rice and reasons for rinsing rice before cooking.</p> <p>d. Examine long grain white, parboiled, brown, basmati, jasmine and glutinous rice in their cooked form for texture and flavour.</p> <p>e. Explore the appropriate use of rice varieties (e.g., long grain white and parboiled for Rice Pilaf, glutinous rice for sushi type rolls, arborio for risotto).</p> <p>f. Identify the appropriate cooking methods for rice including simmering, pilaf and risotto.</p> <p>g. Distinguish between the ratio of rice to liquid for various types of rice using the simmering method.</p> <p>h. Demonstrate the pasta method for cooking larger quantities of rice.</p> <p>i. Demonstrate the simmering method for varieties of long grain white rice, parboiled long grain white rice and brown rice.</p> <p>j. Demonstrate the pilaf method including rice pilaf and variations.</p> <p>k. Practise food safety standards when preparing rice.</p>	

	I. Discuss rice that is traditional to various regions of the world.
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Module 24: Grains (Optional)		
Suggested Time: 4-5 hours	Level: Intermediate	Prerequisite: None
Outcome	Indicators	
<b>Examine and prepare various types of grains.</b>	<ul style="list-style-type: none"> <li>a. Identify the four parts of a seed including the husk, endosperm, bran and germ.</li> <li>b. Distinguish among parts of the seed used in various grains including wheat berries, cornmeal, wild rice, buckwheat, barley, millet and quinoa.</li> <li>c. Explore the appropriate use of various grains including wheat berries, cornmeal, wild rice, buckwheat, barley, millet, quinoa.</li> <li>d. Identify the appropriate cooking methods for grains including simmering and pilaf methods.</li> <li>e. Demonstrate the appropriate cooking methods for grains including polenta, wild rice, barley and quinoa.</li> <li>f. Prepare grains as in traditional First Nations or Métis cultures.</li> <li>g. Demonstrate proper storage and handling of grains.</li> <li>h. Practise food safety principles when preparing grains.</li> </ul>	

Module 25A: Pasta and Noodles (Core)		
Suggested Time: 6-8 hours	Level: Intermediate	Prerequisite: None
Outcome	Indicators	
<b>Identify and prepare various types of pasta and noodles.</b>	<ul style="list-style-type: none"> <li>a. Identify types of pasta (e.g., spaghetti, fettuccini, couscous, rotini) and their uses.</li> <li>b. Identify types of international noodles (e.g., Chinese, Japanese, Thai) and their uses.</li> <li>c. Discuss the characteristics of the term al dente.</li> <li>d. Demonstrate cooking pasta or noodles to al dente.</li> </ul>	



	<ul style="list-style-type: none"> <li>e. Demonstrate making egg pasta (e.g., spaghetti, fettuccini, ravioli).</li> <li>f. Practice cutting pasta using a knife or machine.</li> <li>g. Demonstrate the ability to combine fresh pasta with sauces including spaghetti and tomato sauce and fettucine Alfredo.</li> <li>h. Compare commercially made pasta to fresh made pasta for taste, texture, cost and labour.</li> <li>i. Explore flour-based pasta substitutes including gluten free.</li> <li>j. Demonstrate proper and safe use of knives and applicable kitchen equipment.</li> <li>k. Practice food safety protocols when cooking pasta.</li> <li>l. Discuss pasta that is traditional to various regions of the world.</li> </ul>
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Module 25B: Pasta, Noodles and Dumplings (Optional)		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 25A</b>
Outcome	Indicators	
<b>Identify and prepare a variety of specialty pasta, noodles and dumplings.</b>	<ul style="list-style-type: none"> <li>a. Discuss pasta, noodles and dumplings that are traditional to various regions of the world.</li> <li>b. Experiment making coloured pasta (e.g., spinach, roasted red pepper, beet, carrot).</li> <li>c. Demonstrate ability to use coloured pasta dough to make spaghetti, fettucine, ravioli and tortellini.</li> <li>d. Identify alternative types of pasta including polenta and gnocchi.</li> <li>e. Demonstrate ability to make polenta and gnocchi.</li> <li>f. Explore alternatives for gluten free pasta (e.g., gluten free all-purpose flour, quinoa pasta, rice pasta).</li> <li>g. Demonstrate ability to combine fresh pasta with a variety of sauces.</li> <li>h. Demonstrate ability to make gluten free pasta.</li> <li>i. Create spaetzle, potato dumplings and potato gnocchi.</li> </ul>	

	<ul style="list-style-type: none"> <li>j. Combine spaetzle and gnocchi with a variety of sauces.</li> <li>k. Experiment with plating techniques.</li> <li>l. Demonstrate proper and safe use of knives and applicable kitchen equipment.</li> <li>m. Follows food safety protocols.</li> </ul>
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Module 26: Cultural Cuisine (Core)		
<b>Suggested Time: 4-5 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Create dishes selected from the diversity of cultures in Saskatchewan including Métis, First Nations and newcomers.</b>	<ul style="list-style-type: none"> <li>a. Explore traditional and contemporary foods from various cultures in Saskatchewan including Métis, First Nations and newcomers.</li> <li>b. Identify food staples, including herbs and spices, from a specific culture.</li> <li>c. Investigate the availability of food staples for selected cultures and plan a menu using those foods.</li> <li>d. Identify substitutions that can be made due to availability of an ingredient.</li> <li>e. Identify equipment and cooking methods appropriate for the selected food.</li> <li>f. Prepare dishes using appropriate ingredients, equipment and cooking method.</li> <li>g. Consider the design and a presentation of cultural foods.</li> <li>h. Explore through inquiry how one's culture and heritage impact cooking choices.</li> <li>i. Conduct an inquiry on how substitutions impact a traditional dish (e.g., Greek yoghurt for sour cream, lemon juice or vinegar plus milk for buttermilk).</li> </ul>	

Module 27: Cookies (Core)		
Suggested Time: 5-10 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
<b>Examine and produce seven types of cookies including bagged and pressed, dropped, rolled, molded, icebox, bar and sheet.</b>	<ul style="list-style-type: none"> <li>a. Identify attributes of cookies including crispness, softness, chewiness, and spread and how this determine the qualities of the cookie.</li> <li>b. Identify and practise three mixing methods including one-stage, creaming and sponge method.</li> <li>c. Implement proper panning, baking and cooling methods when making cookies.</li> <li>d. Create bagged and pressed cookies made from soft dough (e.g., butter tea cookies, whipped shortbread, gingersnaps, spritz, ladyfingers, macaroons).</li> <li>e. Create dropped cookies made from soft doughs (e.g., oatmeal raisin, chocolate chip, almond tuiles, Florentines).</li> <li>f. Create rolled cookies made from a stiff dough (e.g., sugar cookies, shortbread cookies, gingerbread).</li> <li>g. Create molded cookies (e.g., peanut butter cookies, Dutch speculaas).</li> <li>h. Create Icebox cookies (e.g., checkerboard cookies, pinwheel, bull's eye cookies).</li> <li>i. Create bar cookies (e.g., Florentines, raisin spice bars).</li> <li>j. Create sheet cookies (e.g., Swiss leckerli, brownies).</li> <li>k. Implement safe use of bakeshop tools and equipment.</li> </ul>	

Module 28: Quick Breads (Core)		
<b>Suggested Time: 5-10 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Create and evaluate basic quick breads using muffin, biscuit and creaming methods.</b>	<ul style="list-style-type: none"> <li>a. Differentiate the two types of batters (i.e., soft doughs and pour batters).</li> <li>b. Analyze how gluten is developed in quick breads and discuss the importance of properly mixing batter (e.g., tunneling).</li> <li>c. Create quick breads using the muffin method (e.g., banana bread, cornbread, popovers, dumplings, muffins, pancakes, crêpes).</li> <li>d. Create quick breads using the biscuit method (e.g., buttermilk, cheddar, herb, bannock, scones).</li> <li>e. Create quick breads using the creaming method (e.g., biscuits, banana bread, loaves).</li> <li>f. Implement safe use of bakeshop tools and equipment.</li> <li>g. Critique the difference between a muffin made using the biscuit method and muffin method.</li> <li>h. Evaluate why popovers require more mixing than other quick breads.</li> </ul>	

Module 29A: Yeast Breads (Core)		
<b>Suggested Time: 6-10 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Experiment and produce yeast breads using lean and rich doughs.</b>	<ul style="list-style-type: none"> <li>a. Identify the three types of yeast doughs including lean, rich and rolled-in.</li> <li>b. Research and discuss the effects of leavening agents including yeast on dough.</li> <li>c. Examine and analyze the stages in yeast bread production including scaling ingredients, mixing, kneading, fermenting, punching, scaling dough, rounding, shaping, panning, proofing, baking, cooling and storing.</li> <li>d. Identify the three mixing methods for yeast doughs including straight dough, modified straight dough and sponge.</li> <li>e. Produce lean doughs such as hard rolls, baguettes, pizza dough and rye</li> </ul>	

	<p>breads.</p> <p>f. Produce rich doughs such as cinnamon rolls, doughnuts and brioche.</p> <p>g. Compare and analyze the characteristics (e.g., fat, sugars, texture) of lean and rich doughs.</p> <p>h. Discuss and apply principles for proper storage of bread.</p> <p>i. Practise safe use of bakeshop tools and equipment.</p>
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<b>Module 29B: Traditional Yeast and Unleavened Breads (Optional)</b>		
<b>Suggested Time: 6-10 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 29A</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Experiment and produce traditional yeast and unleavened breads from various cultures.</b>	<p>a. Discuss the history of unleavened and yeast breads including the diversity of cultural contexts.</p> <p>b. Explain the purpose of leavening agents and their use in bread making.</p> <p>c. Investigate and produce traditional yeast breads (e.g., Challah, King Cake, Potato Bread, Hot Cross Buns) from various cultures.</p> <p>d. Research and prepare traditional unleavened breads (e.g., bannock, naan, pita, communion, matzo, tortilla, roti, kita) from various cultures.</p> <p>e. Practise safe use of bakeshop tools and equipment.</p>	

<b>Module 29C: Yeast Breads (Optional)</b>		
<b>Suggested Time: 6-10 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 29B</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Experiment and produce yeast breads including rolled-in dough.</b>	<p>a. Discuss and use the baker's percentage (i.e., formula) to produce yeast breads.</p> <p>b. Create a yeast bread recipe using the baker's percentage.</p> <p>c. Examine and demonstrate the process of laminating dough (i.e., layers of dough separated by butter produced by repeated folding and rolling).</p> <p>d. Produce rolled-in dough such as Danish and croissant dough.</p>	

	<p>e. Examine the use of preferments (e.g., poolish, sponge, biga, levain) and create yeast breads such as artesian, Italian, French and sourdough.</p> <p>f. Apply safe use of bakeshop tools and equipment.</p>
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Module 30A: Cakes (Core)		
Suggested Time: 6-10 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
<b>Analyze and create high-fat cakes, sheet cakes and cupcakes.</b>	<p>a. Identify and practise the three main goals of cake batter mixing:</p> <ul style="list-style-type: none"> <li>• creating uniform batter;</li> <li>• forming and incorporating air cells in the batter; and</li> <li>• developing the proper texture in the finished product.</li> </ul> <p>b. Identify and practice correct procedures for scaling, panning, baking and cooling cakes and cupcakes.</p> <p>c. Differentiate between the two types of cakes including high-fat and low-fat or foam-type cakes.</p> <p>d. Identify mixing methods used in creating cakes and cupcakes.</p> <p>e. Create and bake a cake or cupcake using the four methods of mixing cake batter:</p> <ul style="list-style-type: none"> <li>• creaming method;</li> <li>• one-stage method;</li> <li>• two-stage method; and,</li> <li>• flour-batter method.</li> </ul> <p>f. Discuss and practise how to check for cake doneness (e.g., pulling away from the sides of the pan, springy in the middle, when a cake tester comes out clean, internal temperature of 210 degrees).</p> <p>g. Differentiate between boxed cake mixes and two-stage method for cost, taste, texture and volume.</p> <p>h. Plan and create cakes and cupcakes for an event or fundraiser.</p>	

<b>Module 30B: Cakes (Optional)</b>		
<b>Suggested Time: 6-10 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 30A</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Experiment and create low-fat or foam-type cakes and cupcakes.</b>	<p>a. Review and practise the three main goals of cake batter mixing:</p> <ul style="list-style-type: none"> <li>• creating uniform batter;</li> <li>• forming and incorporating air cells in the batter; and,</li> <li>• developing the proper texture in the finished product.</li> </ul> <p>b. Review the correct procedures for scaling, panning, baking, checking for doneness and cooling cakes and cupcakes.</p> <p>c. Review the two types of cakes including high-fat or low-fat and foam-type.</p> <p>d. Apply the mixing methods used in creating low-fat and foam-type cakes:</p> <ul style="list-style-type: none"> <li>• sponge;</li> <li>• angel food; and,</li> <li>• chiffon.</li> </ul> <p>e. Identify and remedy common cake faults involving volume, crust, texture and flavour.</p> <p>f. Plan and create cakes and cupcakes for an event or fundraiser.</p>	

<b>Module 30C: Cakes (Optional)</b>		
<b>Suggested Time: 6-10 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 30B</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Plan and create multiple layer and European-style tortes.</b>	<p>a. Differentiate between a torte and a gâteau.</p> <p>b. Identify and practise the procedure for assembling a torte.</p> <p>c. Plan and create tortes such as Black Forest Torte, mocha or fruit torte, Dobos Torte, Sacher Torte, Swiss Roll or Buche de Noël.</p> <p>d. Design and create a signature torte.</p> <p>e. Assess and evaluate the cost of creating a scratch torte compared to one of equal size and quality purchased at a local bakery or supermarket.</p>	

Module 31A: Icings (Core)		
<b>Suggested Time:</b> 3-6 hours	<b>Level:</b> Introductory	<b>Prerequisite:</b> None
Outcome	Indicators	
<b>Investigate and create icings.</b>	a. Analyze the function of icings: <ul style="list-style-type: none"> <li>• protective coating to seal in moisture and flavour;</li> <li>• add flavor; and,</li> <li>• add eye appeal.</li> </ul> b. Identify basic varieties of icings including fondant, buttercream, foam-type, fudge-type icing, flat-type icing, royal and whipped cream.           c. Prepare a simple buttercream and royal icing and compare the texture, colour and flavour of each.           d. Demonstrate the steps required to assemble and ice a cake or cupcake.	

Module 31B: Icings (Optional)		
<b>Suggested Time:</b> 3-6 hours	<b>Level:</b> Intermediate	<b>Prerequisite:</b> Module 31A
Outcome	Indicators	
<b>Create and apply fondant, foam and fudge icings.</b>	a. Review and apply the steps required to assemble and ice cakes and cupcakes.           b. Differentiate between fondant, foam and fudge icings.           c. Prepare cakes or cupcakes that are iced with foam or fudge icing.           d. Use a convenience fondant to cover cakes and cupcakes.           e. Decorate cakes or cupcakes with piped icing using a pastry bag and a variety of pastry tips.	



Module 31C: Icings (Optional)		
<b>Suggested Time: 3-6 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Create icings and apply techniques for specialty buttercream and fondant icings.</b>	<ul style="list-style-type: none"> <li>a. Differentiate between commercially prepared icings and scratch icings.</li> <li>b. Differentiate between simple buttercream, meringue buttercreams (e.g., Italian and Swiss) and French buttercream.</li> <li>c. Create and use a specialty buttercream icing to ice cakes or cupcakes.</li> <li>d. Practise the technique of spreading buttercream using a turntable and palette knife.</li> <li>e. Create a fondant from scratch and cover cakes or cupcakes.</li> <li>f. Decorate cakes or cupcakes with piped icing using a pastry bag and a variety of pastry tips.</li> <li>g. Apply icing to a layer cake using the techniques of masking, enrobing with fondant, marzipan or ganache.</li> </ul>	

Module 32A: Cake Decorating (Core)		
<b>Suggested Time: 5-10 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Create simple icings for cupcakes and sheet cakes or cookies and experiment with various decorating techniques.</b>	<ul style="list-style-type: none"> <li>a. Identify and practise the correct procedure for icing cupcakes, or cookies sheet cakes including cooling, trimming, brushing crumbs, filling and icing.</li> <li>b. Determine the yield of a cake and cut or mark identical even pieces.</li> <li>c. Identify and use the three main icing methods for cupcakes including dip, spread and piping.</li> <li>d. Discuss with peers, qualities that determine the visual appeal of a cake (e.g., colour combination, texture, type of icing chosen).</li> <li>e. Decorate cupcakes, sheet cakes or cookies with a simple buttercream, royal icing or whipped cream.</li> </ul>	

<b>Module 32B: Cake decorating (Optional)</b>		
<b>Suggested Time: 10-15 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Assemble, fill and decorate a layer cake.</b>	<ul style="list-style-type: none"> <li>a. Identify and use the correct procedure for assembling, filling and icing a layer cake.</li> <li>b. Make and use a paper cone to decorate a layer cake with royal icing and melted chocolate.</li> <li>c. Demonstrate proper filling and decorating techniques using a piping bag for common decorations including shells, rosettes, scrolls, bead border, basket weave, rose, leaves and drop string.</li> <li>d. Pipe script lettering on a cake using a pastry bag and discuss the process and product.</li> </ul>	

<b>Module 32C: Cake decorating (Optional)</b>		
<b>Suggested Time: 10-15 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 30, 31C</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Assemble and decorate a variety of European-style cakes.</b>	<ul style="list-style-type: none"> <li>a. Differentiate between a common layer cake and a European-style cake (e.g., gateau and torte).</li> <li>b. Demonstrate and apply the steps required to assemble and decorate a European-style cake.</li> <li>c. Identify and create advanced cake decorations using several mediums such as pour fondant, rolled fondant, mirror-glaze, marzipan, gum paste, molding chocolate and melted chocolate.</li> <li>d. Examine the finished cakes and discuss the processes and results achieved.</li> </ul>	

Module 33A: Custards, Creams and Puddings (Optional)		
Suggested Time: 5-10 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Analyze and create starch-thickened puddings, custards and whipped cream.	<ul style="list-style-type: none"> <li>a. Discuss why starch-thickened puddings need to be boiled in order to thicken.</li> <li>b. Examine key concepts in the formation of custards and puddings including gelatinization and coagulation.</li> <li>c. Differentiate between cornstarch pudding, blanc mange and cream puddings.</li> <li>d. Prepare a starch-thickened pudding such as chocolate, tapioca, bread or rice pudding.</li> <li>e. Prepare a custard using convenience base or from scratch.</li> <li>f. Compare homemade pudding to convenience products in regard to cost, labour, texture and taste.</li> <li>g. Identify and follow the procedure for whipping cream (e.g., use a cold bowl and cream, add the sugar gradually once the cream has started to thicken, do not over beat).</li> <li>h. Practise stabilizing whipped cream with gelatin or cream of tartar.</li> <li>i. Prepare whipped cream and use as a dessert topping or filling.</li> </ul>	

Module 33B: Custards, Creams and Puddings (Optional)		
Suggested Time: 5-10	Level: Intermediate	Prerequisite: Module 33A
Outcome	Indicators	
Experiment with and create a variety of pastry creams and crème anglaise.	<ul style="list-style-type: none"> <li>a. Differentiate between pastry cream and crème anglaise and how each can be used in the bakeshop (e.g., pastry creams for cream pies and crème anglaise as a sauce and base for desserts).</li> <li>b. Discuss and use food safety guidelines applicable to the handling and storing of pastry creams due to the danger of bacterial contamination.</li> <li>c. Prepare crème anglaise (e.g., dessert sauce, Bavarian cream).</li> </ul>	

	d. Prepare a variety of pastry creams (e.g., napoleons, éclairs, cream puffs).
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<b>Module 33C: Custards, Creams and Puddings (Optional)</b>		
<b>Suggested Time: 5-10 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 33B</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Create desserts that are derivatives of pastry creams, crème anglaise and sabayons.</b>	<ul style="list-style-type: none"> <li>a. Differentiate between a mousseline, crème St. Honoré, Bavarian cream and sweet soufflés.</li> <li>b. Review food safety guidelines applicable to the handling and storing of pastry creams due to the danger of bacterial contamination.</li> <li>c. Create and prepare a mousseline (i.e., pastry cream folded with whipped cream).</li> <li>d. Create and prepare crème St. Honoré (i.e., pastry cream with egg whites and stabilized with gelatin).</li> <li>e. Discuss the three basic elements including custard sauce, gelatin, whipped cream that make up Bavarian cream.</li> <li>f. Create and prepare Bavarian cream.</li> <li>g. Create and prepare a French cheesecake based on crème anglaise.</li> <li>h. Create and prepare a dessert using sabayon.</li> <li>i. Discuss the parts and preparation of a sweet soufflé including the base, egg yolks, flavour and meringue.</li> <li>j. Prepare a soufflé and reflect on the process and quality of the product.</li> </ul>	

<b>Module 34: Meringue (Optional)</b>		
<b>Suggested Time: 5-10 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Create meringue for use in production of cakes, cookies and other desserts.</b>	<ul style="list-style-type: none"> <li>a. Examine quality indicators in meringue production (i.e., fat inhibits foam, sugar stabilizes foam, a mild acid will foam to a greater volume, egg whites foam better at room temperature, overbeaten egg whites will curdle).</li> <li>b. Identify and practise foaming egg whites to the three distinct stages including soft, medium and stiff peak and discuss related quality indicators.</li> <li>c. Create a common meringue for pie or tart topping and crisps.</li> <li>d. Create cookies made from meringue such as pavlova and macaroons.</li> <li>e. Create cakes made from meringue such as angel food and chiffon.</li> </ul>	

<b>Module 35A: Pastries (Optional)</b>		
<b>Suggested Time: 15-20 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Create pies or tarts using a variety of doughs and fillings.</b>	<ul style="list-style-type: none"> <li>a. Discuss and differentiate between mealy and flaky pie dough.</li> <li>b. Identify the four main ingredients needed to create pie dough including flour, fat, liquid and salt and the importance of each one.</li> <li>c. Create short doughs and graham cracker crusts for pies or tarts.</li> <li>d. Follow the procedure for rolling pie dough and lining pans including selecting the best dough to use, scaling, dusting, rolling, placing and crimping.</li> <li>e. Analyze problems with pies including toughness, crumbling, sogginess, shrinkage, curdling and determine their causes.</li> <li>f. Fill, assemble and bake single-crust pies, double-crust pies and lattice-topped pies.</li> </ul>	

	<p>g. Form and bake pie shells for unbaked pies.</p> <p>h. Prepare fruit fillings including cooked juice method, cooked fruit method and old-fashioned method.</p> <p>i. Prepare a sweet or savoury custard-type pie filling (e.g., pumpkin, pecan, sweet potato pie, tortière).</p> <p>j. Prepare cream fillings (e.g., coconut cream, banana cream, chocolate cream).</p> <p>k. Prepare chiffon fillings (e.g., strawberry chiffon, orange chiffon).</p> <p>l. Discuss the qualities of various types of pies and tarts.</p> <p>m. Plan and create a variety of pies for a school or community bake sale considering the cost of ingredients.</p>
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Module 35B: Pastries (Optional)		
<b>Suggested Time: 10-12 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Create a variety of pastries including puff, choux, meringue and phyllo.</b>	<p>a. Prepare baked goods using puff pastry and blitz puff pastry dough such as pinwheels, cream horns, palmiers, turnovers, Napoléons, dumplings and pithiviers.</p> <p>b. Prepare and create eclairs and cream puffs using pâte à choux.</p> <p>c. Use commercially made phyllo dough to produce desserts and savory dishes.</p> <p>d. Differentiate between quality, flavour and cost of commercially-made puff pastry products and scratch-made puff pastry.</p> <p>e. Create different types of baked meringue (e.g., crisp, chantilly, japonaise).</p>	

<b>Module 36: Frozen Desserts (Optional)</b>		
<b>Suggested Time: 5-10 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 33C</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Experiment and create a variety of frozen desserts.</b>	<ul style="list-style-type: none"> <li>a. Discuss the origin and popularity of frozen desserts.</li> <li>b. Differentiate between ice cream, sherbet, sorbet, granita and frozen yogurt.</li> <li>c. Discuss and demonstrate the process of churning and why it is important in the production of ice cream, sherbet and sorbet.</li> <li>d. Use food safety guidelines as they apply to eggs and cream.</li> <li>e. Investigate the qualities that are important in creating frozen desserts (e.g., smoothness, overrun, mouthfeel).</li> <li>f. Create ice cream, sherbet, sorbet, granita and frozen yogurt.</li> <li>g. Create frozen ice cream desserts such as parfaits, sundaes, coupes, Baked Alaska and bombes.</li> <li>h. Differentiate between commercially made ice creams and homemade varieties examining cost, labour, smoothness, overrun and mouthfeel.</li> </ul>	

<b>Module 37: Advanced Baking (Optional)</b>		
<b>Suggested Time: 10-20 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Analyze and practise advanced artistic baking skills.</b>	<ul style="list-style-type: none"> <li>a. Identify different types of chocolate.</li> <li>b. Identify and practise methods used to temper chocolate.</li> <li>c. Create chocolate decorations such as cages, spirals, piping, cut-outs, cigarettes, curls, shavings, truffles and molds.</li> <li>d. Practise dipping and coating desserts with chocolate.</li> <li>e. Create and design chocolate centerpieces with modelling chocolate.</li> <li>f. Identify and practise the stages of cooking sugar such as thread, soft ball, hard ball, crack, hard crack and caramel.</li> </ul>	

	<ul style="list-style-type: none"> <li>g. Use safety procedures when working with boiling sugar.</li> <li>h. Identify how to avoid crystallization and inversion when boiling sugar.</li> <li>i. Differentiate among the types of sugar (e.g., granulated sugar, Isomalt, confectioner's sugar) that are suitable for decorations.</li> <li>j. Create and design sugar pieces such as spun, cage, cast, pulled or blown.</li> <li>k. Create baked goods which incorporate various methods in their production such as macaroons, petit fours, eclairs, brittle, marzipan figurines, nougat, caramels and croque bouche.</li> <li>l. Create culturally-inspired desserts using locally-sourced ingredients (e.g., using Saskatoon berries to create a traditional French Pavlova).</li> </ul>
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Module 38: Fruit Desserts and Sauces (Optional)		
<b>Suggested Time: 5-10 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Investigate and create a variety fruit desserts and sauces.</b>	<ul style="list-style-type: none"> <li>a. Research how fruit can be prepared and used in desserts.</li> <li>b. Differentiate among fruit crisp, cobbler and brown Betty.</li> <li>c. Prepare a fruit crisp, cobbler and brown Betty.</li> <li>d. Prepare a variety of poached fruits, such as pears, peaches and cherries.</li> <li>e. Create a clafouti using cherries or apples.</li> <li>f. Create a fruit coulis from raw and cooked fruits.</li> <li>g. Differentiate between raw and cooked fruit coulis considering qualities such as texture, taste and colour.</li> <li>h. Create a starch-thickened sauce from fresh, canned, or frozen fruit.</li> </ul>	



Module 39: Planning a Special Event Project (Optional)		
Suggested Time: 15-20 hours	Level: Advanced	Prerequisite: None
Outcome	Indicators	
<b>Plan and organize food service for an event that includes three or more complimentary courses.</b>	<p>a. Create a menu with a minimum of three courses including a starter, main course and dessert for service that considers:</p> <ul style="list-style-type: none"> <li>• theme;</li> <li>• readily available ingredients;</li> <li>• available equipment;</li> <li>• beverages;</li> <li>• place settings;</li> <li>• complimentary ingredients and courses.</li> </ul> <p>b. Determine the budget for the food service.</p> <p>c. Execute the chosen menu incorporating plating techniques and garnish taking into consideration:</p> <ul style="list-style-type: none"> <li>• balance;</li> <li>• colour;</li> <li>• shapes;</li> <li>• texture;</li> <li>• flavour; and</li> <li>• unity.</li> </ul> <p>d. Reflect through inquiry how one's food practices (e.g., composting, recycling, minimizing food waste) affect the environmental footprint.</p>	

Module 40: Planning a Menu for Special Diets (Optional)		
Suggested Time: 2-4 hours	Level: Advanced	Prerequisite: None
Outcome	Indicators	
Research, design and create a menu focused on special diets.	<ul style="list-style-type: none"> <li>a. Research the wide-range of special diets related to dietary restrictions (e.g., gluten and lactose intolerance, Ketogenic, Paleo), food allergies (e.g., peanuts, shellfish) and religious restrictions (e.g., halal, lacto vegetarianism).</li> <li>b. Examine the legal issues within the food service industry linked to special diets (e.g., peanut and shellfish allergies) and related food safety procedures (e.g., cross-contamination, signage on buffets and menus).</li> <li>c. Consider local suppliers for pricing and sustainability for commercially prepared specialty meals.</li> <li>d. Design an affordable specialty menu for a meal service considering budget and a balance of dietary needs using locally grown or commercially-sourced products.</li> <li>e. Design a balanced specialty menu following <i>Canada's Food Guide</i>.</li> <li>f. Create labels for each menu item to specify ingredients for clientele.</li> <li>g. Select recipes from reliable sources to prepare specialty foods for an event.</li> <li>h. Create a menu and prepare foods using the brigade system from locally-sourced ingredients for a specific clientele or event considering special dietary needs.</li> <li>i. Reflect on the prepared menu and plan for improvements in the specialty menu for a future event.</li> <li>j. Reflect on the following inquiry question: How do we make informed food choices when creating a specialty menu?</li> </ul>	

Module 41 : Farm to Fork Project (Optional)		
Suggested Time: 8-10 hours	Level: Advanced	Prerequisite: None
Outcome	Indicators	
<b>Research and design a menu focused on Saskatchewan-produced foods and products.</b>	<ol style="list-style-type: none"> <li>Research locally-grown and farmed food products from around Saskatchewan (e.g., beef, pork, poultry, fish, produce, fruit, vegetables, grains).</li> <li>Contact local product suppliers and document delivery methods, pricing and sustainability for restaurants.</li> <li>Design an affordable menu for a meal service considering budget and a balance of dietary needs, using locally-grown and farmed products.</li> <li>Design a vegetarian menu considering budget and a balance of dietary needs, using locally-grown products.</li> <li>Design a balanced menu following <i>Canada's Food Guide</i> using Saskatchewan grown or farmed products.</li> <li>Create a menu and prepare foods from locally-sourced ingredients for a specific clientele including a budget.</li> <li>Explore through inquiry how world events and globalization affect access to food choices.</li> </ol>	

Module 42: Career Opportunities in Commercial Cooking Industries (Core)		
Suggested Time: 3-5 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
<b>Investigate career opportunities in the food service industry in Saskatchewan and Canada.</b>	<ol style="list-style-type: none"> <li>List occupations found in the food service industry.</li> <li>Research aspects of several occupations in the food service industry, including the: <ul style="list-style-type: none"> <li>duties and skills required;</li> <li>work environment, including typical hours, locations and shifts;</li> <li>current wages in Saskatchewan and how these compare to wages in other parts of Canada;</li> <li>current and long-term job prospects in Saskatchewan and Canada;</li> <li>workplace hazards and safety considerations;</li> </ul> </li> </ol>	

	<ul style="list-style-type: none"> <li>• physical, mental and emotional stress; and</li> <li>• initial and continuing educational and training requirements.</li> </ul> <p>c. Discuss apprenticeship, including its advantages and disadvantages, as a pathway to a career in the food service industry.</p> <p>d. Reflect upon one's suitability for a career in the food service industry.</p> <p>e. Discuss a plan for obtaining one's dream job in the food service industry.</p>
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<b>Module 50A, B: Work Study Preparation (Optional)</b>		
<b>Suggested Time: 3-5 hours</b>	<b>Level: Intermediate, Advanced</b>	<b>Prerequisite: None</b>
<p>Note: Work Study is used to prepare students for employment through specific skill development within a workplace. The number of work study opportunities is equal to the number of courses available in the curriculum area at the 20 and 30 level.</p>		
<b>Outcomes</b>	<b>Indicators</b>	
<b>Prepare for the work placement.</b>	<p>a. Explain the roles and responsibilities of each partner (e.g., student, parent, teacher or other school staff, employer) involved in the work placement.</p> <p>b. Research the business/organization to become familiar with its operations.</p> <p>c. In collaboration with all partners, develop personal and learning goals for the work placement.</p> <p>d. Develop a procedural guide for the work placement that includes items such as:</p> <ul style="list-style-type: none"> <li>• transportation to and from the work placement;</li> <li>• hours of work;</li> <li>• guidelines for absence and tardiness;</li> <li>• dress code;</li> <li>• job description; and,</li> <li>• conflict resolution</li> </ul> <p>e. Compile an employer information package that includes documents needed for the work placement (e.g., personal career documentation such as a resume or portfolio, permission forms, logs, self- and employer evaluation forms).</p>	

	<p>f. Brainstorm a list of questions to ask the employer before beginning the work placement; these may include:</p> <ul style="list-style-type: none"> <li>• What is my schedule of work hours?</li> <li>• Who is my supervisor?</li> <li>• What should I wear?</li> <li>• When will I be provided with safety training?</li> <li>• What potential hazards might I encounter in the work placement?</li> <li>• Where do I find fire extinguishers, first aid kits and emergency assistance?</li> <li>• What type of safety gear am I expected to wear? Is it provided?</li> <li>• What should I do if I get injured or have an accident in the workplace?</li> <li>• How can I contact my health and safety committee or representative?</li> <li>• Are there any health and safety procedures I should follow?</li> <li>• Who is the first aid person?</li> <li>• Where are safety notices posted?</li> <li>• What should I do in case of a fire or emergency?</li> </ul> <p>g. Develop a list of questions that could potentially be asked by the employer/work placement in an interview situation as well as answers to the questions.</p> <p>h. Participate in an interview with the employer prior to beginning the work placement.</p> <p>i. Reflect upon one's performance during the interview.</p>
<p>Note: For more information about implementing work study in schools, see the Work Study Guidelines for the Practical and Applied Arts included in the <i>Practical and Applied Arts Handbook</i>.</p>	

Module 51A, B: Work Study Placement (Optional)		
<b>Suggested Time: 25-50 hours</b>	<b>Level: Intermediate, Advanced</b>	<b>Prerequisite: Module 50A, B</b>
Outcomes	Indicators	
<b>Participate in a work placement experience.</b>	<p>a. Apply relevant skills and abilities during the work placement experience.</p> <p>b. Document one's experience using electronic and other tools (e.g., vlogs, blogs, log sheets, reflective journals) to summarize and reflect upon items such as:</p> <ul style="list-style-type: none"> <li>• hours of work including breaks;</li> <li>• responsibilities and tasks performed;</li> </ul>	

	<ul style="list-style-type: none"> <li>• interactions with the employer, staff, customers and others;</li> <li>• company or organization's 'raison d'être;' and,</li> <li>• skills developed and demonstrated during the work placement that enhance one's employability.</li> </ul> <p>a. Document knowledge and awareness of labour standards, safety, workplace ethics, rights and responsibilities, occupational health and safety, and networking observed during the work placement.</p>
<p>Note: For more information about implementing work study in schools, see the Work Study Guidelines for the Practical and Applied Arts included in the Practical and Applied Arts Handbook.</p>	

Module 52A, B: Work Study Follow-up (Optional)		
Suggested Time: 2-4 hours	Level: Intermediate, Advanced	Prerequisite: Module 51A, B
Outcomes	Indicators	
<p><b>Relate one's work placement experience to personal and career goals.</b></p>	<p>a. Showcase one's skills and abilities demonstrated during the work placement using artifacts, evidence of skill development and personal reflections on aspects of the work experience such as:</p> <ul style="list-style-type: none"> <li>• hours worked;</li> <li>• responsibilities and tasks performed;</li> <li>• the importance of attitude towards work and taking responsibility for what needs to be done;</li> <li>• details about the entry level wage, salary scales and earning potential;</li> <li>• worker rights and responsibilities and the role of the union, if applicable;</li> <li>• ownership structure (e.g., corporation, franchise, sole proprietorship, partnership); and,</li> <li>• opportunities for advancement at the workplace and elsewhere in the industry.</li> </ul> <p>b. Reflect on the attainment of personal and learning goals.</p> <p>c. Update personal career documentation (e.g., resume, portfolio) following the work placement.</p> <p>d. In appreciation prepare a letter, note, card or other communication for the work placement employer.</p> <p>e. Develop and/or revise personal and career goals based on the work placement experience.</p>	

Module 99A, B, C: Extended Study (Optional)		
Suggested Time: 10-25	Level: Introductory, Intermediate, Advanced	Prerequisite: None
Outcome	Indicators	
	<p>Note: The extended study module may be used only once in each 100-hour course.</p> <p>Module Overview: Evolving societal and personal needs, advances in technology, and demands to solve current problems require a flexible curriculum that can accommodate new ways and means to support learning in the future. The extended study module is designed to provide schools and teachers with an opportunity to meet current and future demands not provided for in current modules of the PAA curriculum. This flexibility allows a school or teacher to design one new module per credit to complement or extend the study of the core and optional modules to meet the specific needs of students or the community. The extended study module is designed to extend the content of the pure courses and to offer survey course modules beyond the scope of the available selection of PAA modules, either in depth or breadth. The list of possibilities for topics of study or projects for the extended study module approach is as varied as the imagination of those involved in using the module. The extended study module guidelines should be used to strengthen the knowledge, skills, and processes advocated in the PAA curriculum. For more information on the guidelines for the Extended Study module, see the Practical and Applied Arts Handbook.</p>	

## Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

Formative Assessment		Summative Assessment and Evaluation
<b>Assessment for Learning</b> involves the use of information about student progress to support and improve student learning, inform instructional practices, and: <ul style="list-style-type: none"><li>• is teacher-driven for student, teacher and parent use;</li><li>• occurs throughout the teaching and learning process, using a variety of tools; and,</li><li>• engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning.</li></ul>	<b>Assessment as Learning</b> involves student reflection on learning, monitoring of own progress, and: <ul style="list-style-type: none"><li>• supports students in critically analyzing learning related to curricular outcomes;</li><li>• is student-driven with teacher guidance; and,</li><li>• occurs throughout the learning process.</li></ul>	<b>Assessment of Learning</b> involves teachers' use of evidence of student learning to make judgements about student achievement and: <ul style="list-style-type: none"><li>• provides opportunity to report evidence of achievement related to curricular outcomes;</li><li>• occurs at the end of a learning cycle, using a variety of tools; and,</li><li>• provides the foundation for discussions on placement or promotion.</li></ul>

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.



## Glossary

**Arborio** - an Italian short-grain rice.

**Bannock** - a round, flat loaf, typically unleavened.

**Beurre blanc** - literally translated from French as "white butter"—is a hot emulsified butter sauce made with a reduction of vinegar and/or white wine.

**Beurre Manié** - a dough, consisting of equal parts of soft butter and flour, used to thicken soups and sauces.

**Biga** - a type a type of pre-fermentation used in Italian baking. Many popular Italian breads, including ciabatta, are made using a biga.

**Boulangère**- a dish cooked with sliced onions in a casserole.

**Brunnoise** - finely diced vegetables that are cooked in butter and used to flavor soups and sauces.

**Buche de Noël** - the French name for a Christmas cake shaped like a log.

**Cephalopod** - any member of the molluscan class Cephalopoda such as squid or octopus.

**Challah** - a special bread in Jewish cuisine, usually braided and typically eaten on ceremonial occasions such as Sabbath and major Jewish holidays.

**Clafouti** - a baked French dessert of fruit, traditionally black cherries, arranged in a buttered dish and covered with a thick flan-like batter.

**Colcannon** - a traditional Irish dish of mashed potatoes with kale or cabbage.

**Coulis** - a form of thick sauce made from puréed and strained vegetables or fruits.

**Garde manger** - a cool, well-ventilated area where cold dishes are prepared and other foods are stored under refrigeration.

**Gratin dauphinoise** - a dish of sliced potatoes baked in milk or cream.

**Leckerli** - biscuit made with honey, almonds, candied peel, cloves, nutmeg, and ginger.

**Levain** - a substance used to produce fermentation in dough or a liquid.

**Matzo** - an unleavened flatbread that is part of Jewish cuisine and forms an integral element of the Passover festival.

**Mirepoix** - a flavour base made from diced vegetables that are cooked, usually with butter, oil, or other fat, for a long time on a low heat without colour or browning.

**Mousseline** - a very rich version of a classic Hollandaise sauce.

**Palmiers** – a pig's ear or elephant ear is a French pastry in a palm leaf shape or a butterfly shape, sometimes called palm leaves.

**Pâte à choux** - a light pastry dough used in many pastries containing only butter, water, flour and eggs using a high moisture content to create steam during cooking to puff the pastry.

**Pithiviers** - a round, enclosed pie usually made by baking two disks of puff pastry, with filling stuffed in between.

**Rennet** - a complex set of enzymes produced in the stomachs of ruminant mammals.

**Rissole cocotte** - a large circular ball, enclosed in pastry or rolled in breadcrumbs, usually baked or deep fried and filled with savory ingredients.

**Sacher torte** - a specific type of chocolate cake or torte.

**Silpat** – non-stick baking sheets made of a blend of food-safe silicone and a fiberglass mesh.

**Soubise** - an onion sauce based on butter sauce, with the addition of onion purée.

**Spaetzle** - a type of pasta made with fresh eggs.

**Tourné** - a method of cutting and peeling root vegetables into oblong, seven-sided football-like shapes to help vegetables cook evenly.

**Vichyssoise** - a thick soup made of boiled and puréed leeks, onions, potatoes, cream, and chicken stock traditionally served cold but can also be eaten hot.

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## Appendix A: Commercial Cooking 10,20,30 Terminology

À la carte	Chantilly	Drop batter	Guacamole
Al dente	Charcuterie	Drop string	Gum paste
Arborio	Chiffon cake	Dry heat	Haricot bean
Arrowroot	Chiffon fillings	Duchess potatoes	Hollandaise sauce
Au gratin	Chiffonade	Dumplings	Hors d'oeuvres
Baked Alaska	China cap	Egg grades	Hummus
Baker's Percentage	Churn	Egg pastas	Hungarian potatoes
Bannock	Clafouti	Elastin	Husk
Basmati	Cleaver	Emulsified	Immersion blender
Batonet	Colander	Endosperm	International soup
Bavarian cream	Colcannon	Espagnole sauce	Inversion
Bear claw	Collagen	Exoskeleton	Isomalt
Béchamel sauce	Communion	Extracts	Jasmine
Bercy	Conduction	FATTOM	Julienne
Beurre blanc	Confectioner's	Fava bean	King Cake
Beurre Manié	sugar	Fermentation	Kita
Biga	Connective tissue	Flat-type icing	Kneading
Biscuit method	Consommé	Florentines	Laminate
Blanc mange	Convection	Florets	Larding
Blanching	Convenience base	Fluted	Lattice-topped pie
Bombe	Convenience stock	Foam-type icing	Lean dough
Bone structure	Cornstarch	Fold	Leavening agents
Boning knife	Coulis	Fondant	Leckerli
Bordelaise	Couscous	Food danger zone	Legume
Borscht	Cream Horns	Fry pan	Lentils
Boulangère	Crème anglaise	Fudge-type icing	Levain
Bound salad	Crème St. Honoré	Ganache	Liaison
Brine	Creole	Garde manger	Lyonnais
Brown Betty	Crisp meringue	Garnish	Macaroons
Brown butter	Croque bouche	Gateau	Mallard effect
Brunnoise	Croquette	Gazpacho	Mandolin
Buche de Noël	Cube	Gelatin granules	Marbling
Buckwheat	Cuisine	Gelatin sheets	Marzipan
Buttercream	Cut-in	Germ	Matzo
Canapés	Cyclic menu	Glutinous	Mealy dough
Carmelization	Deglaze	Gnocchi	Meringue
Casing	Degrease	Graham crust	Meuniere butter
Cephalopod	Denature	Granita	Milk curdles
Challah	Derivative sauce	Gratin dauphinoise	Millet
Channel	Dice	Green meat	Mince

Mirepoix	Pithiviers	Roti	Sous Vide
Mirror glaze	Platter plating	Rounding	Soy products
Model chocolate	Poach	Roux	Spaetzle
Moist heat	Polenta	Royal icing	Spiralized
Mornay	Poolish	Sacher torte	Standing mixer
Mousseline	Portion size	Sachet bag	Starchy
Muffin method	Poulette	Sankatu knife	Static menu
Muscle fiber	Pour batter	Santuko knife	Steamer
Mushroom	Pour fondant	Sauté	Stone fruit
Naan	PPE	Scaling	Torte
Napoléons	Prague powder	Scalloped	Tortilla
Normandy	Preferment	Scotch broth	Tourné
Nut milks	Proofing	Scratch stock	Tuiles
Oxtail	Punching	Semolina	Tunneling
Palmiers	Purée	Shaping	Turbinato
Panning	Quinoa	Sherbet	Tzatziki
Parboiled	Radiation	Shirred eggs	Unleavened bread
Parfait	Reduction	Short dough	Velouté sauce
Paring knife	Rennet	Sift	Vichyssoise
Pastry cream	Rice noodles	Silpat	Waxy
Pâte à choux	Rich dough	Simmering	Wet and dry aging
Pavlova	Risotto	Slurry	White wash
Petit four	Rissole cocotte	Smoking	WHMIS
Pilaf	Rolled-in dough	Sorbet	Yeast
Pinwheels	Roller fondant	Soubise	
Pipe script	Rosettes	Soufflé	