

Cook Level 1

Cook

Unit: A1 Learning About Work

Level: One

Duration: 7 hours

Theory: 7 hours

Practical: 0 hours

Overview:

A sign that an apprentice has become competent in a task or technique is to be asked to share this knowledge. Worksite skills-exchange has long been fundamental to trade-learning. Even trade veterans rely on peers to refine their knowledge and skill. The opportunity to benefit from this process, however, is shaped by complex factors that include worksite 'politics' and job deadlines. As adult trade-learners, apprentices at all levels of training must use their observational, listening and interpersonal skills to benefit from the Journeyperson's knowledge and experience. This requires understanding the trade's dynamics, as well as the roles and responsibilities which determine work-life.

This unit profiles the trade's structure and scope as determined by The Apprenticeship and Certification Act, Apprenticeship and Certification Board, Sector Committees, and Industry Working Groups using the occupational standards from which the technical training is derived. This unit also includes short-term and long-term career progression and social competencies. This includes information about major areas of working knowledge, activities and interactions at work, and expansive and restrictive workplaces, stressing their application to apprenticeship on-the-job training.

A sound grasp of the roles, workplace relationships, and possibilities introduced in this unit are part of 'learning to learn' in Manitoba's apprenticeship system. Senior apprentices are later offered information about the transfer of knowledge and skills in this system. Please refer to unit C1 Journeyperson Trainer which explores the central and time-honoured foundation of trades journeywork.

Note: No percentage-weightings for test purposes are prescribed for this unit's objectives. Instead, a 'Pass/Fail' grade will be recorded for the unit in its entirety.

Objectives and Content:	Percent of Unit Mark (%)
1. Describe the structure and scope of the Cook trade.	n/a
a. The Apprenticeship and Certification Act	
• Apprenticeship and Certification Board	
• Sector Committees and Industry Working Groups (IWG)	
• General regulation, and specific trade regulations/by-laws	
• Policies regarding attendance, evaluation procedures, conduct and progression requirements (Apprenticeship Manitoba, training provider)	
b. Uses of the Red Seal Occupational Standard (RSOS)	
• Apprenticeship Manitoba technical training standards	
• On-the-Job report of hours	

- Examinations (unit tests, final certification examinations)
- c. Opportunities and future career options
 - Generalists and specialists. The move toward specialization is well known to modern tradespeople. Some prefer to specialize and others want to do it all. Supervisory positions require a broad scope.
 - Lead hands and other immediate supervisors. Apprentices need to know how to become a lead hand as much as they need to know the benefits and pit-falls of leadership between management, journeypersons, tradespersons, and other workers.
 - Geographic mobility. What does it mean to a tradesperson to have to travel to find work? Are there more opportunities if they do? What are they? What are the drawbacks to being away from home for several weeks at a time?
 - Job hierarchies and innovations. What trade specific special training opportunities are available in the trade? Is there travel involved? How do these opportunities affect work assignments and career progression?

2. Describe two levels of workplace competency.

n/a

- a. Job competencies related to workplace culture
 - Knowledge of workplace equipment and materials
 - Skills and techniques
- b. Social competencies related to workplace culture
 - Language of work
 - Workplace belief systems
 - Rules and meanings
 - Equity, diversity, and inclusion in the workplace

3. Describe accommodation for apprentices with accessibility requirements.

n/a

- a. Awareness of the *Accessibility for Manitobans Act*
 - Customer service accessibility standard
 - Employment accessibility standard
 - Information and communications accessibility standard
 - Built environment
 - Transportation
- b. Technical training
 - Requirements
 - Roles and responsibilities
 - Services and information required by persons with accessibility requirements
- c. On-the-job
 - Requirements
 - Roles and responsibilities
 - Services and information required by persons with accessibility requirements

Cook

Unit: A2 Trade Safety Awareness

Level: One

Duration: 7 hours

Theory: 7 Hours

Practical: 0 Hours

Overview:

Safe working conditions, injury prevention, and the preservation of health are of primary importance to industry in Canada. These responsibilities are shared and require the joint efforts of government, employers, supervisors, and workers. It is imperative to be familiar and apply the Manitoba Workplace Safety and Health Act and Regulations. Safety education is an integral part of apprenticeship training both in school and on-the-job. This unit is an overview of occupational safety and health best practices in Manitoba and covers Personal Protective Equipment, the Workplace Hazardous Materials Information System and Safe Work Procedures. The unit also describes injury prevention and response. Finally, the unit reinforces these best practices by navigating the SAFE Work Manitoba website through each objective to apply Manitoba's most current safety and health standards. Additional trade safety awareness related resources are located on the Apprenticeship Manitoba website link below. Trade specific hazards and safe work practices are supplemented and delivered in-context within technical training units.

- **SAFE Work Manitoba website:** <https://www.safemanitoba.com/>
- **Safety resources:** <http://www.gov.mb.ca/wd/apprenticeship/generalinfo/instructoreducators.html>

Note: No percentage-weightings for test purposes are prescribed for this unit's objectives. Instead, a 'Pass/Fail' grade will be recorded for the unit in its entirety.

Objectives and Content:	Percent of Unit Mark (%)
1. Define and describe Manitoba safety and health requirements.	n/a
a. Overview of the <i>Workplace Safety and Health Act and Regulations</i> <ul style="list-style-type: none"> • Rights and responsibilities of workers under the <i>Act</i> • Rights and responsibilities of supervisors under the <i>Act</i> • Rights and responsibilities of employers under the <i>Act</i> 	
b. Public agencies <ul style="list-style-type: none"> • Workplace Safety and Health (Enforcement) • SAFE Work Manitoba (Prevention) • Other 	
c. Codes of practice, guidelines, policies and standards (differences)	
d. Worker rights <ul style="list-style-type: none"> • Right to know, participate and refuse • Protection from reprisal 	
e. Workplace safety and health program (worker's involvement) <ul style="list-style-type: none"> • Workplace safety and health committee 	

- Participation in investigation and inspection process
2. **Identify and describe Personal Protective Equipment (PPE) requirements and standards in the workplace.** n/a
 - a. Employer, supervisor and worker responsibilities
 - b. Hierarchy of control measures
 - c. Personal Protective Equipment (PPE)
 - Eye and face protection
 - Hearing protection
 - Foot, head, hand and skin protection
 - Respiratory protection
 - Protective clothing (including Hi-Visibility/Hi-Vis)
 - Fall protection (trade specific)
 3. **Identify and describe the Workplace Hazardous Material Information System (WHMIS) and procedures.** n/a
 - a. Hazard identification
 - b. Product labels, symbols and classification
 - Supplier
 - Workplace
 - c. Safety Data Sheets (SDS)
 - d. Chemical and biological hazards
 - Emergency washing
 - Transportation of dangerous goods
 - Storage and handling
 4. **Identify and describe Safe Work Procedures (SWP).** n/a
 - a. Hazard identification
 - b. Uncontrolled risk
 - c. SWP development
 5. **Identify and describe injury prevention.**
 - a. Hazard recognition, evaluation, and control (SAFE acronym)
 - b. Occupational disease and illness
 - c. Musculoskeletal
 - Ergonomics
 - d. Psychological health and safety
 - Harassment and violence
 - Working alone
 - e. Young workers
 - f. Physical hazards
 - g. Chemical and biological hazards and exposures
 - Dust and fibres
 - Fumes, aerosols, gases and vapours
 - h. Confined space entry
 - i. Electrical safety
 - Lockout/tagout procedures
 - j. Fire types, fire extinguisher classifications and applications
 6. **Identify and describe injury response.** n/a
 - a. Control the scene

- b. Incident investigation
 - Near miss
 - Incident
 - Serious incident
- c. Corrective actions
- d. Follow-up
- e. Reporting an injury - Workers Compensation Board of Manitoba (WCB)

7. Demonstrate navigation and retrieval of key content areas from SAFE Work Manitoba's website and apply resources directly to unit objectives.

n/a

- a. Legislation
- b. Bulletins
- c. Templates
- d. Shop Talk
- e. Other resources

Apprenticeship Manitoba Cook

Unit: A3 Food Safety Procedures I

Level: One

Duration: 7 hours

Theory: 6 hours

Practical: 1 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of kitchen sanitation standards, personal hygiene principles and practices, and food handling and storage practices.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with personal hygiene and hygienic practices.	5%
2. Identify and interpret codes, public health regulations and jurisdictional requirements pertaining to kitchen sanitation and safe food handling practices.	15%
3. Identify sanitizing products and describe their applications and procedures for use.	5%
4. Describe the procedures used to disassemble and assemble kitchen tools and equipment and their accessories for sanitizing purposes.	10%
5. Describe the procedures used to maintain a sanitary food service operation.	15%
a. Clean, sanitize and sterilize <ul style="list-style-type: none"> • Three sink method of sanitization • Manage waste and recycle • Control pests and rodents • Prevent cross contamination • Hand washing • Personal hygiene and clean apparel • Hazard Analysis Critical Control Points (HACCP) system and its use in food service operations 	
6. Interpret jurisdictional regulations and company guidelines associated with wearing personal items.	5%
a. Fragrances	
b. Hair restraints	
c. Jewelry	
d. Nail polish	
7. Identify proper food handling and storage techniques.	15%

- a. Cleanliness
- b. Preventing cross-contamination
- c. Maintaining foods at safe temperatures
- d. Receiving and storing foods (first in, first out – FIFO)
- e. Food-borne illnesses and contamination, their causes and prevention
 - Chemical
 - Biological
 - Physical

8. Demonstrate proper kitchen sanitation, personal hygiene, food handling and storage practices. 30%

- a. Cleanliness
- b. Preventing cross-contamination
- c. Maintaining foods at safe temperatures

Cook

Unit: A4 Communication and Trade Related Documents

Level: One

Duration: 14 hours

Theory: 12 hours

Practical: 2 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of effective communication practices and of communication equipment and their applications.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Identify the types of communication methods and equipment and describe their applications.	10%
2. Describe and identify types of trade-related documents and their applications.	30%
a. Cost analysis sheets	
b. Recipe forms	
c. Requisitions	
d. Work schedules	
e. Production forms	
f. Invoicing	
3. Describe and demonstrate the importance of effective verbal, non-verbal and written communication.	30%
a. Customers	
b. Co-workers	
c. Suppliers	
d. Journeypersons/apprentices	
4. Prepare and complete trade-related forms and documents.	30%

Cook

Unit: A5 Tools and Equipment

Level: One

Duration: 14 hours

Theory: 2 hours

Practical: 12 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of kitchen tools and equipment, their applications, basic maintenance and procedures for use.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with kitchen tools and equipment.	5%
2. Describe safety practices and precautions related to the use of kitchen tools and equipment.	5%
3. Describe and identify knives, their function, care and use.	10%
a. Types	
b. Characteristics	
c. Applications	
d. Procedures for use	
e. Maintenance	
• Inspection	
• Storage	
• Sharpening	
4. Describe and identify pots and pans, their function, care and use.	10%
a. Types	
b. Characteristics	
c. Applications	
d. Procedures for use	
e. Maintenance	
• Inspection	
• Storage	
5. Describe and identify equipment and utensils, their function, care and use.	10%
a. Types	
b. Characteristics	

- c. Applications
- d. Procedures for use
- e. Maintenance
 - Inspection
 - Storage

6. Demonstrate proper use of kitchen tools and equipment and their maintenance and procedures for use. 60%

- a. Knives
- b. Pots and pans
- c. Equipment and utensils

Cook

Unit: A6 Trade Related Mathematics

Level: One

Duration: 7 hours

Theory: 5 hours

Practical: 2 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of systems of measurement and their conversions and of cost controls.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with systems of measurement and their abbreviations.	10%
2. Describe general math concepts and use of electronic calculators.	20%
a. Basic operations	
• Addition	
• Subtraction	
• Multiplication	
• Division	
• Fractions and decimals	
b. Percentage calculations	
c. Constructing/solving simple equations	
d. Units of measure	
• Imperial	
• Metric (SI)	
• Conversion factors	
3. Describe and demonstrate the procedures used to read and follow recipes.	30%
a. Adjust recipe yields	
b. Recipe conversions	
c. Calculations and formulas	
d. Cost control implications	
4. Perform recipe conversions using systems of measurement with consideration to recipe yields and cost controls.	40%

Cook

Unit: A7 Manages Products I: Receiving and Storage

Level: One

Duration: 7 hours

Theory: 2 hours

Practical: 5 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of the procedures used to receive, inspect and store goods.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with receipt, inspection and storage of goods.	5%
2. Describe the procedures used to confirm information contained on invoices.	5%
a. Purchase specifications	
3. Describe and demonstrate food storage procedures and their applications.	15%
a. Frozen	
b. Refrigerated	
c. Dry storage	
d. Labeling	
• Date	
• Initial	
• Rotate stock (FIFO)	
4. Identify and describe types of goods and the procedures used to receive, inspect and store them.	15%
a. Dairy	
b. Produce	
c. Meats	
d. Poultry	
e. Seafood	
f. Dry goods	
g. Non-food items	
h. Chemicals	
5. Describe and demonstrate the use of documents relating to receiving, inspecting and storing goods and their related procedures.	20%
a. Requisitions	

- b. Inventory forms
- c. Credit notes/refusals
- d. Product tracking slips

6. Perform the procedures used to receive, inspect and store goods.

40%

Cook

Unit: A8 Cooking Principles I

Level: One

Duration: 28 hours

Theory: 7 hours

Practical: 21 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of basic food preparation and service procedures.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with basic planning principles for cooking. a. Workspace planning and safety b. Mise en place	5%
2. Explain the principles of heat transfer. a. Conduction b. Convection c. Radiation d. Induction e. Chemical process of cooking	5%
3. Describe and demonstrate methods used to cook foods and describe their associated procedures. a. Dry b. Moist c. Combination	5%
4. Describe and demonstrate methods used to check for doneness of foods and describe their associated procedures. a. Probe thermometer b. Visual inspection	5%
5. Identify methods of flavour enhancement and their applications. a. Seasonings b. Flavourings	5%
6. Identify basic kitchen practices, food quality indicators and finishing techniques. a. Finishing techniques	5%

- b. Holding foods
- c. Plating techniques
- d. Re-thermalization
- e. Food quality indicators
 - Visual inspection
 - Tasting
- f. Finishing techniques
 - Plating
 - Presentation

7. Identify the styles of menus and describe their characteristics. 5%

8. Prepare a three-course meal for two people. 65%

- a. Menu composition **(10% of total mark allocation)**
 - Black box ingredients and inventory of basic ingredients available
 - Compose menu from ingredients
- b. Work plan/Efficiency **(10% of total mark allocation)**
 - Steps
 - Organization
 - Wastage of food
 - Size of servings
 - Cooking only the required amount of food
- c. Use of equipment and tools **(10% of total mark allocation)**
 - Techniques
- d. Sanitation **(10% of total mark allocation)**
 - Handling of food and equipment
- e. Attitude and composure **(5% of total mark allocation)**
 - In control at all times
 - Using the work plan
 - Mise en place
- f. Personal appearance **(5% of total mark allocation)**
 - Clean uniform: jacket, pants, kerchief, head covering and apron
 - Grooming (short nails, hair neat and tidy, etc.)
- g. Food presentation **(50% of total mark allocation)**
 - Timing
 - Presentation at specified time
 - Temperature appropriate for dish
 - Texture/colour
 - Flavour

Cook

Unit: A9 Eggs and Dairy Products

Level: One

Duration: 7 hours

Theory: 5 Hours

Practical: 2 Hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of eggs, dairy products, substitutes and their applications.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with eggs and dairy products.	10%
2. Identify and describe the composition of eggs. <ul style="list-style-type: none"> a. Grades b. Sizes c. Characteristics d. Applications 	10%
3. Describe the procedures used to handle and store eggs and dairy products.	20%
4. Identify and describe the classifications and types of egg and dairy products, and their characteristics and applications. <ul style="list-style-type: none"> a. Cheese and cheese products b. Milk and milk products c. Creams and cream products d. Butters and butter products 	40%
5. Identify market forms (pre-prepared and packaged) of eggs, cheese, milk, creams and butters and describe their characteristics and applications. <ul style="list-style-type: none"> a. Local b. Freshness c. Storage life d. Certified organic e. Applications f. Processed 	5%
6. Identify and describe the types of egg and dairy substitutes and describe their characteristics and applications.	15%

Cook

Unit: A10 Breakfast Cookery

Level: One

Duration: 14 hours

Theory: 3 Hours

Practical: 11 Hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of breakfast dishes and their applications, and of the procedures used to prepare breakfast dishes.

Objectives and Content:	Percent of Unit Mark (%)
1. Define terminology associated with breakfast cookery.	5%
2. Describe types of egg-related dishes used in breakfast cookery and demonstrate the procedures for preparing them. a. Fried b. Poached c. Boiled d. Scrambled e. Baked f. Omelette g. Quiche	5%
3. Describe types of proteins used in breakfast cookery and demonstrate the procedures for preparing them. a. Meat b. Poultry c. Fish d. Other (plant-based and alternative)	5%
4. Describe types of batters used in breakfast cookery and demonstrate the procedures for preparing them. a. Pancakes b. Crêpes c. Waffles	5%
5. Describe types of hot and cold cereals used in breakfast cookery and demonstrate the procedures for preparing them.	5%

- | | |
|--|------------|
| 6. Identify types of hot and cold beverages and describe their applications. | 5% |
| 7. Identify market forms (pre-prepared and packaged) of breakfast products and describe their applications. | 5% |
| 8. Describe the procedures used to handle and store breakfast items. | 5% |
| 9. Perform the procedures used to prepare breakfast dishes. | 60% |
| a. Selection of ingredients | |
| b. Preparation | |
| c. Cooking methods | |
| d. Applications | |
| • Finishing and plating | |
| • Buffet and service | |

Cook

Unit: A11 Pastas and Noodles

Level: One

Duration: 7 hours

Theory: 2 Hours

Practical: 5 Hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of pastas and noodles and their applications, and of the procedures used to prepare pastas and noodles.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with dry pastas and noodles.	10%
2. Identify and describe classifications and types of dry pastas and noodles, and their characteristics and applications.	10%
3. Describe the procedures used to handle and store dry pastas and noodles.	10%
4. Describe and demonstrate the procedures used to prepare dry pastas and noodles. a. Yield b. Doneness c. Finishing d. Assemble	30%
5. Perform the procedures used to prepare dry pastas and noodles. a. Yield b. Doneness c. Finishing d. Assemble	40%

Cook

Unit: A12 Salads and Dressings

Level: One

Duration: 14 hours

Theory: 3 hours

Practical: 11 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of salads and salad dressings and their applications, and of the procedures used to prepare salads.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with salads and dressings.	10%
2. Identify and describe types of hot/cold salads and dressings, and their characteristics.	10%
3. Identify and describe the components of salads and dressings, and factors to consider when selecting their ingredients.	10%
a. Tossed	
b. Composed	
c. Bound	
d. Pasta	
4. Describe the procedures used to handle and store salads and dressings.	15%
5. Describe and demonstrate procedures used to prepare salads and dressings.	20%
a. Applications	
b. Ingredient selection	
c. Preparation procedures	
d. Assembly	
e. Finishing	
f. Plating/buffet	
6. Perform the procedures used to prepare salads and salad dressings.	35%
a. Applications	
b. Ingredient selection	
c. Preparation procedures	
d. Assembly	
e. Finishing	

f. Plating/buffet

Cook

Unit: A13 Sandwiches

Level: One

Duration: 14 hours

Theory: 2 Hours

Practical: 12 Hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of sandwiches and their applications, and of the procedures used to prepare sandwiches.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with sandwiches.	5%
2. Identify types of sandwiches and describe their characteristics. <ul style="list-style-type: none">a. Open-facedb. Hot/coldc. Fancy (rolled)d. Specialtye. Styles of service	10%
3. Identify and describe the components of sandwiches and factors to consider when selecting sandwich ingredients.	10%
4. Describe and demonstrate the procedures used to handle and store sandwiches and fillings.	15%
5. Describe and demonstrate the procedures used to prepare sandwich ingredients. <ul style="list-style-type: none">a. Assemblyb. Finishingc. Plating/platter	20%
6. Perform the procedures used to prepare sandwiches. <ul style="list-style-type: none">a. Assemblyb. Finishingc. Plating/platter	40%

Cook

Unit: **A14 Stocks, Broths and Soups I**

Level: One

Duration: 21 hours

 Theory: 4 Hours

 Practical: 17 Hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate advanced knowledge of stocks, broths and soups, their applications, and of the procedures used to prepare stocks, broths and soups.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with stocks, broths and soups.	10%
2. Identify types of stocks and broths.	10%
a. Bases	
b. Characteristics	
c. Applications	
d. Procedures for use	
e. Factors to consider when selecting ingredients	
• Types of bones	
3. Identify and describe types of soups and their characteristics.	15%
a. Bases	
b. Clear	
c. Thickened	
d. Serving temperature	
e. Factors to consider when selecting ingredients	
4. Describe and demonstrate the procedures used to prepare stocks.	15%
a. Selection of ingredients	
b. Ratios	
c. Selecting cooking time and temperature	
d. Skimming	
e. Straining	
f. Remouillage	
g. Reduction	
• Glace	

5. **Describe the procedures used to cool and store stocks, broths and soups.** **10%**
6. **Perform the procedures used to prepare stocks, broths and soups.** **40%**
- a. Ingredient ratios
 - b. Selecting cooking time and temperature
 - c. Skimming
 - d. Straining
 - e. Remouillage
 - f. Reduction
 - Glace

Cook

Unit: A15 Thickening and Binding Agents I

Level: One

Duration: 7 hours

Theory: 2 Hours

Practical: 5 Hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of thickening and binding agents and their applications, and of the procedures used to prepare thickening and binding agents.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with thickening and binding agents.	10%
2. Identify and describe types of thickening and binding agents, and factors to consider when selecting ingredients. <ul style="list-style-type: none">a. Rouxb. Other starchesc. Liaisond. Beurre maniee. Vegetable pureesf. Reductions	15%
3. Describe and demonstrate applications of thickening and binding agents, and procedures for their use. <ul style="list-style-type: none">a. Preparationb. Ingredients and ratios used to producec. Finishing (consistency)	25%
4. Identify and describe the mother sauces and their characteristics. <ul style="list-style-type: none">a. Espagnoleb. Béchamelc. Velouted. Tomatoe. Hollandaise	10%
5. Perform the procedures used to prepare thickening and binding agents.	40%

Cook

Unit: A16 Fruits and Vegetables I

Level: One

Duration: 21 hours

Theory: 6 Hours

Practical: 15 Hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of fruits and vegetables and their applications, and of the procedures used to prepare fruits and vegetables.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with fruits and vegetables.	5%
2. Identify and describe the classifications of fruits and vegetables, and their characteristics and applications.	15%
a. Fruits	
• Stone	
• Core	
• Pitted	
• Berries	
• Citrus	
• Tropical	
• Melons	
b. Vegetables	
• Roots and tubers	
• Seeds and pods	
• Fungi	
• Squash	
• Stem	
• Leafy	
3. Identify and describe the factors to consider when selecting fruits and vegetables.	5%
a. Characteristics	
b. Applications	
c. Local	
d. Season	
e. Freshness	
f. Storage life	

- g. Certified organic
 - h. Processed
 - i. Classical cuts (knife skills)
 - j. Preparation procedures
4. **Describe the procedures used to handle and store fruits and vegetables.** **5%**
 5. **Identify factors that affect flavour, colour, texture and nutrients of vegetables.** **10%**
 - a. Cooking process
 - b. Acids/alkalis
 - c. Water amounts
 - d. Size and cut
 6. **Describe and demonstrate the procedures used to prepare fruit.** **10%**
 - a. Applications
 - b. Selection (quality)
 - c. Preparation procedures
 - d. Plating and finishing
 7. **Perform the procedures used to prepare potatoes.** **10%**
 - a. Cooking methods
 - b. Finishing
 8. **Identify and describe the market forms (pre-prepared and packaged) of fruits and vegetables, and describe their characteristics and applications.** **10%**
 9. **Perform the procedures used to prepare fruit.** **15%**
 - a. Applications
 - b. Selection (quality)
 - c. Preparation procedures for raw fruit
 - d. Plating and finishing
 10. **Perform the procedures used to prepare vegetables.** **15%**
 - a. Cooking methods
 - b. Finishing

Cook

Unit: A17 Potatoes

Level: One

Duration: 14 hours

Theory: 2 hours

Practical: 12 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of potatoes and their applications, and of the procedures used to prepare potatoes.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with potatoes.	10%
2. Identify and describe the classifications and types of potatoes and their characteristics and applications.	10%
a. Waxy	
b. Starchy	
c. Selection considerations	
• Local	
• Season	
• Freshness	
• Certified organic	
• Applications	
3. Describe the procedures used to handle and store potatoes.	10%
4. Identify market forms (pre-prepared and packaged) of potatoes.	5%
5. Describe and demonstrate the procedures used to prepare potatoes.	25%
a. Baking	
b. Roasting	
c. Pan frying	
d. Steaming	
e. Boiling	
f. Pureeing	
g. Finishing and taste	

6. Perform the procedures used to prepare potatoes.

40%

- a. Baking
- b. Roasting
- c. Pan frying
- d. Steaming
- e. Boiling
- f. Pureeing
- g. Finishing and taste

Cook

Unit: A18 Grains, Pulses, Seeds and Nuts

Level: One

Duration: 14 hours

Theory: 4 hours

Practical: 10 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of grains, pulses, seeds and nuts and their applications, and of the procedures used to prepare grains, pulses, seeds and nuts.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with grains, pulses, seeds and nuts.	5%
2. Identify and describe types of grains, pulses, seeds and nuts, and their characteristics and applications. a. Nutritional considerations b. Sustainability	15%
3. Describe the procedures used to handle and store grains, pulses, seeds and nuts.	5%
4. Describe and demonstrate the procedures used to prepare grains, pulses, seeds and nuts. a. Cooking method b. Yield c. Ratios d. Doneness e. Finishing	30%
5. Identify market forms (pre-prepared and packaged) of grains, pulses, seeds and nuts.	5%
6. Perform the procedures used to prepare grains, pulses, seeds and nuts. a. Cooking method b. Yield c. Ratios d. Doneness e. Finishing	40%

Cook

Unit: A19 Meats, Poultry and Fin Fish

Level: One

Duration: 28 hours

Theory: 12 hours

Practical: 16 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of meats, poultry and fin fish and their applications, and of the procedures used to prepare meats, poultry and fin fish.

Objectives and Content:	Percent of Unit Mark (%)
1. Define terminology associated with meats, poultry and fin fish.	10%
2. Describe safety practices and precautions related to the storage and handling of meats, poultry and fin fish.	10%
a. Canadian Food Inspection Agency (CFIA) regulations pertaining to the inspection of meats, poultry and fin fish. b. Cultural considerations c. Storage	
3. Identify and describe types of domestic meats, and their characteristics and applications.	15%
a. Beef b. Pork c. Veal d. Lamb e. Goat	
4. Identify and describe types of poultry, and their characteristics and applications.	15%
a. Chicken b. Turkey c. Duck d. Specialty	
5. Identify and describe types of fin fish, and their characteristics and applications.	15%
a. Flat b. Round c. Lean d. Fatty	

- | | | |
|-----------|---|------------|
| 6. | Identify and describe market forms (pre-prepared and packaged) of meats, poultry and fin fish, and their applications. | 10% |
| 7. | Describe and demonstrate the procedures used to prepare meats, poultry and fin fish. | 25% |
| | a. Pork | |
| | b. Chicken | |
| | c. Round fish | |

Cook

Unit: A20 Baking I: Cookies and Quick Breads

Level: One

Duration: 28 hours

Theory: 8 Hours

Practical: 20 Hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of bakeshop ingredients and their applications, and of baking formulas and measurements.

Objectives and Content:	Percent of Unit Mark (%)
1. Define terminology associated with bakeshop ingredients. a. Cookies b. Quick breads	5%
2. Identify bakeshop tools and equipment and describe their applications.	5%
3. Identify and describe bakeshop ingredients and their characteristics, applications and factors to consider when selecting ingredients. a. Flour b. Fats/shortening c. Sweeteners d. Liquids e. Leavening agents f. Flavourings g. Dairy products h. Specialty products	15%
4. Describe the procedures used to handle and store bakeshop ingredients and products. a. Cookies b. Quick breads	5%
5. Identify market forms (pre-prepared and packaged) of baking products and describe their characteristics and applications. a. Cookies b. Quick breads	5%
6. Describe and demonstrate methods of mixing and make-up used to prepare cookies.	20%

- a. Mixing
 - Creaming
 - Sponge/foam
 - One-staged
- b. Make-up
 - Dropped
 - Bar
 - Molded
 - Ice box
 - Sheet
 - Rolled
 - Bagged
- c. Consistency
 - Crispness
 - Softness
 - Chewiness
 - Spread

7. Describe and demonstrate the types and characteristics of quick breads, and methods of mixing (creaming and one-staged) used to prepare them. 10%

- a. Quick breads
 - Muffins
 - Scones
 - Tea biscuits

8. Perform the procedures used to prepare bakeshop products. 35%

- a. Cookies
 - Muffins
 - Applications
 - Selection of ingredients
 - Preparation procedures
- b. Quick breads
 - Applications
 - Selection of ingredients
 - Preparation procedures
