Culinary Technology 120

Acknowledgments

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

See Appendix 6.1.

2.   Pedagogical Components

2.1   Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences.   Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

See Appendix 6.2

English as an Additional Language Curriculum

Being the only official bilingual province, New Brunswick offers the opportunity for students to be educated in English and/or French through our public education system. The EECD provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency through an inclusive learning environment. EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

2.2   Pedagogical Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies, such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

• Questioning	• Projects and Investigations
• Observation	• Checklists/Rubrics
• Conferences	• Responses to texts/activities
• Demonstrations	• Reflective Journals
• Presentations	• Self and peer assessment
• Role plays	• Career Portfolios
• Technology Applications	• Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the Formative Assessment document.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site here.

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day -in and out of school.

3. Subject Specific Guidelines

3.1 Rationale

The culinary industry is always in need of hard working, innovative, and creative individuals. Not only will students learn to cook for themselves and their families, but they will also learn about food safety, the culinary industry, business and entrepreneurial skills, healthy food choices, local food security, and local food systems.

This course will incorporate a hands-on approach of both project-based and experiential learning through enterprise activities using the interdisciplinary skills of observation, reflection, documentation, purposeful/intentional planning, goal setting, decision-making, and problem-solving.

It is important to note that the purpose of this skilled trades course is to engage youth and to develop the skills necessary to follow a career in the foodservice industry. This course is not a nutrition course; however, it will include important facts about healthy eating and the evolution of healthier diets and options in today's foodservice establishments. As part of this course, it should be noted that some choices in restaurant menus are not part of a regular healthy diet.

3.2 Course Description

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, along with large equipment and food preparation skills with a focus on scratch cookery and current trends in nutrition and industry. Culinary Technology 110 is a pre or co-requisite of Culinary Technology 120.

Students will continue to study the theory of each skill and then be encouraged to practice those skills through enterprise activities.

The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to:

- explore employment skills and career awareness in Culinary Arts and associated trades (cook, baker, pastry chef, server, steward, and management);

- identify potential employment options looking at provincial statistics and industry projections; and,

- identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

3.3   Curriculum Organizers and Outcomes

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (**GCO**) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (**SCO**) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Learning Outcomes Summary Chart

GCO 1	Students will examine employment practices and Occupational Health and Safety legislation.
SCO 1.1	Students will examine safe and legal workplace procedures.
SCO 1.2	Students will describe ethical and legal workplace behavior.
SCO 1.3	Students will examine employment opportunities, trades designations, and the Canadian Red Seal Certification program.

GCO 2	Students will identify the food service industry.
SCO 2.1	Students will demonstrate food safety and sanitation.
SCO 2.2	Students will identify nutrition basics.
SCO 2.3	Students will demonstrate standard procedures in food service.
SCO 2.4	Students will identify and distinguish types of food service.
SCO 2.5	Students will identify the importance of menu planning and cost control.

GCO 3	**Students will learn culinary methodology and equipment.**
SCO 3.1	Students will identify and operate cooking equipment.
SCO 3.2	Students will explore cooking methodologies.

GCO 4	**Students will learn culinary production through enterprise activities.**
SCO 4.1	Students will prepare stocks, sauces, and soups.
SCO 4.2	Students will prepare meats, poultry, and game.
SCO 4.3	Students will prepare fish and shellfish.
SCO 4.4	Students will prepare plant-based proteins, vegetables, grains, and special dietary requirements.

4.   Curriculum Outcomes

GCO 1	Students will examine employment practices and Occupational Health and Safety legislation.	
SCO 1.1	**Students will examine safe and legal workplace procedures.**	
Concepts and Content	**I Can – exemplars:**	
New Brunswick Construction Safety Association (NBCSA) online training courses in Workplace Hazardous Materials Information Systems (WHMIS) and Safety Orientation to learn safe work practices regarding WHMIS and the Employment Standards Act. Safe body mechanics (i.e. back safety, lifting, etc.). Basic First Aid.	I can identify potential consequences for unsafe procedures. I can interpret WHIMS symbols as identification for hazardous products. I can locate and properly use safety equipment. I can use Personal Protective Equipment (PPE). I can lockout and tag-out equipment with proper procedures. I can give examples of potential hazards with inappropriate clothing, footwear, and jewellery. I can understand and demonstrate back safety. I can use proper lifting techniques. I can demonstrate safe working loads. I can understand the importance of ergonomics and body mechanics use proper body position when using tools. I can respond to potential hazard or injury.	
Resources		
Video	**Website** New Brunswick Construction Safety Association https://www.worksafenb.ca/	**Document**

SCO 1.2	Students will describe ethical and legal workplace behavior.	
Concepts and Content		**I Can – exemplars:**
Interacting with customers' property regarding appropriate responsible resource management. Obligations to an owner (e.g. bonding, liability, privacy). Examine codes of ethics of organizations and companies. .		I can co-construct a description of appropriate workplace behavior based on my own and my peers' experiences.
Resources		
Video	**Website**	**Document**
	https://www.eca.nb.ca/about/code-of-ethics/ http://www.cba.org/Publications-Resources/Practice-Tools/Ethics-and-Professional-Responsibility-(1)/Codes-of-Professional-Conduct http://www.cips.ca/ethics	

SCO 1.3	Students will examine employment opportunities, trades designations, and the Canadian Red Seal Certification program.
Concepts and Content	**I Can – exemplars:**
Job descriptions and employment opportunities in the skilled trades. Post secondary training options have grown in New Brunswick. Identify trades that are designated. The red seal certification program has a professional designation.	I can discuss employment opportunities and statistics for tradespeople. I can explore post secondary options or apprenticeship programs for trade training. I can identify a designated trade. I can explain the Red Seal Certification Program and its professional designation RSE.

Resources		
Video	**Website** http://nbcc.ca/ www.eastcoasttrades.com https://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/ApprenticeshipAndTrades.html http://www.red-seal.ca/w.2lc.4m.2-eng.html https://www.culinaryfederation.ca/memberships.php https://www.restaurantscanada.org/about-us/	**Document**

GCO 2   Students will identify the food service industry.

SCO 2.1	Students will demonstrate food safety and sanitation.
Concepts and Content	**I Can – exemplars:**
Personal hygiene. Prevention of cross-contamination and food-borne illnesses. Allergens.	I can demonstrate an understanding of how to apply sanitation procedures and safe food handling to prevent food-borne illnesses. I can understand the nature of allergens and how contamination can occur. I can control the exposure to allergens using approved communication and food handling principles.

Resources		
Video	**Website** https://www.restaurantscanada.org/ Food Allergy Canada: Free training https://foodallergycanada.ca/about-allergies/food-allergens/	**Document** Professional Cooking for Canadian Chefs (8th edition)

SCO 2.2	Students will identify nutrition basics.	
Concepts and Content		**I Can – exemplars:**
Nutrients, bodily function, calories, and healthy choices in cooking and menu preparation. Calories, carbohydrates, fats, proteins, vitamins, minerals, and water.		I can list and describe the six categories of nutrients and explain their function in the body. I can describe the relationship between calories and weight gain. I can describe guidelines for maintaining a healthy diet. I can describe ways that cooks can include nutrition principles into cooking and menu production.
Resources		
Video	**Website** Canada Food Guide https://food-guide.canada.ca/en/	**Document** Professional Cooking for Canadian Chefs (8th edition)

SCO 2.3	Students will demonstrate Standard Procedures in food service.
Concepts and Content	**I Can – exemplars:**
Standardized recipes. Measuring techniques. Portion control techniques. Small tools, utensils and appliances. Table setting and service.	I can explain the rationale of standardization as it applies to food service. I can identify and demonstrate the use of standard procedures in food preparation: recipes/formulas, measuring, portion control, terminology, tools**,** utensils, and small equipment. I can demonstrate proper table setting techniques and table service.

Resources		
Video	**Website**	**Document** Professional Cooking for Canadian Chefs (8th edition)

SCO 2.4	Students will identify/select and distinguish types of food service.
Concepts and Content	**I Can – exemplars:**
Commercial, institutional and catering services. Profit versus not-for-profit business. Organization of work space and staff, e.g. "front of the house" and "back of the house" duties. Training, experience, and qualities needed for this type of work. Advantages and disadvantages of careers in food service. Commercial kitchen layout and design: • list and identify the stations used in the food service kitchen. • simplify work through the efficient use of food, time, equipment, energy, and personnel.	I can distinguish between commercial, institutional (non-commercial), and catering food service. I can develop an understanding of how the food service operation is organized, e.g. "front of the house" or service opportunities, "back of the house" or production opportunities, skill/training level. I can identify the qualities needed to work in this industry. I can see connections between the rewards and demands of food service work. I can discuss and recognize the rationale behind the layout of a commercial kitchen design: type of food service establishment, amount of available space, menu items to be prepared, number of meals to be served, and organization within work stations. I can examine terminology necessary to create an efficient work environment: work simplification, work flow, production schedules, time management, and time schedules. I can view, discuss, and create samples of production schedules. I can discuss and consider the importance of teamwork to the overall success of a business.

Resources		
Video	**Website** Restaurants Canada https://www.restaurantscanada.org/	**Document** Professional Cooking for Canadian Chefs (8th edition)

SCO 2.5	Students will identify the importance of menu planning and cost control.	
Concepts and Content		**I Can – exemplars:**
Types of menus: fixed and cycle. Influences on restaurant menus, culture, heritage, and community. Principles of menu planning, nutrition, and balance. The menu as a selling tool. Influences on menu item pricing.		I can identify the two main types of menus: fixed and cycle. I can identify the influences on menus and understand the impact of nutrition. I can identify the principles of menu planning: nutrition, variety, balance, flexibility, and truthfulness. I can understand how board, spoken, and printed menus are used as selling tools. I can understand influences on menu pricing: operating cost, labour cost, and food cost I can apply principles of food cost and selling price of a recipe or menu item. I can calculate the cost of a given recipe or menu item.
Resources		
Video	**Website** Online and local restaurant menus are a good resource Restaurants Canada https://www.restaurantscanada.org/	**Document** Professional Cooking for Canadian Chefs (8th edition)

GCO 3   Students will learn culinary methodology and equipment.

SCO 3.1	Students will identify and operate cooking equipment.

Concepts and Content	I Can – exemplars:
Review small wares and service equipment. Large kitchen equipment, operation, cleaning, and use. Construction, fuel source, and connections to basic concepts in food science.	I can use available resources to safely use, care for, and clean large equipment in food service operations, i.e. griddles, broiler, fryer, range, warmers, convection equipment, sous vide, microwave, and cleaning equipment. I can identify types of equipment and common operating principles, such as fuel type, and special properties, i.e. gas, electric, induction, convection, and micro-air impingement. I can consider the effects of heat on foods, heat transfer, and management.

Resources		
Video	**Website** https://www.garlandcanada.ca/ https://www.alto-shaam.com/en https://www.hobart.ca/ https://www.turbochef.com/	**Document** Chapter 6 of Professional Cooking for Canadian Chefs (8th edition)

SCO 3.2	Students will explore cooking methodologies.
Concepts and Content	**I Can – exemplars:**
Conventional cooking methods: • dry heat: roast and bake, barbeque, broil, grill, griddle and pan broil, sauté, pan-fry, deep fry. • moist heat: poach, simmer, boil, steam, braise(stewing). Microwave cooking. Sous Vide or precision cooking. Molecular Gastronomy: nontraditional thickeners; foams, froths, and bubbles; gels; drying and powdering; spherification/reverse spherification. Flavor building principles and flavor profiles: • purpose, harmony, contrast and balance. • classic pairings. • seasoning and flavorings.	I can experiment with and evaluate different cooking methods to determine the positive and negative attributes of each. I can choose the appropriate cooking and preparation method for the product being cooked (texture and vitamin retention). I can identify modern cooking methods using precision cookery and molecular gastronomy. I can develop the ability to work with various flavor profiles considering purpose, harmony, contrast, and balance. I can consider flavorings and seasonings to integrate in food production (condiments, herbs and spices).

Resources		
Video	**Website**	**Document**
		Professional Cooking for Canadian Chefs (8th edition)

GCO 4   Students will explore culinary production through Enterprise Activities.

SCO 4.1	Students will prepare stocks, sauces, and soups.

Concepts and Content	I Can – exemplars:
Stocks: meat, poultry, game, fish, and vegetable. Quality, flavour, and health benefits of enriched broth as well as waste reduction/value added product. Soups: thick, clear, and purees made from stocks and other ingredients (scratch cookery). Sauces: traditional (mother sauces and their derivatives), international and local specialties.	I can produce various stocks using proper methods for each from resources available (meat, poultry, game, fish, and vegetable). I can compare scratch made stocks to commercially available stock and bouillon /soup base. I can determine the appropriate method to produce a variety of hot and cold soups. I can practice and experiment with the mother sauces and several popular derivatives.

Resources		
Video	**Website**	**Document** Professional Cooking for Canadian Chefs (8th edition)

SCO 4.2	Students will prepare meats, poultry, and game.	
Concepts and Content		**I Can – exemplars:**
Meats: • beef, pork, lamb, venison, moose, and buffalo. Poultry and game birds: • turkey, chicken, duck, grouse, and goose.		I can identify cuts, quality and sources of various meat and game. I can identify cuts, quality and sources of various poultry and game birds. I can prepare various meat poultry and game based on availability and enterprise activities.
Resources		
Video	**Website**	**Document** Professional Cooking for Canadian Chefs (8th edition)

SCO 4.3	Students will prepare fish and shellfish.	
Concepts and Content		**I Can – exemplars:**
Freshwater and salt water commercial fish: • Ocean wise program. • Aquaculture-farm raised and advances in the industry. Shellfish: • Mollusks and crustaceans.		I can identify and prepare local fish and/or shellfish in a variety of ways depending upon availability and enterprise activities. I can identify the ocean wise program and what it means regarding sustainability. I can identify aquaculture and the importance of the industry regionally.
Resources		
Video	**Website**	**Document** Professional Cooking for Canadian Chefs (8th edition)

SCO 4.4	Students will prepare plant-based proteins, vegetables, grains, and special dietary requirements.
Concepts and Content	**I Can – exemplars:**
Plant based proteins, tofu, beyond burgers, and meat substitute products. Vegetables. Grains. Special diets, vegan, vegetarian, gluten free and the importance of complete proteins.	I can identify and/or prepare a variety of plant-based proteins based on availability and enterprise activities. I can identify and prepare for cookery a variety of vegetables. I can identify vegetables in season and what is locally available. I can contrast a variety of special diets and the variety of reasons behind them.

Resources		
Video	**Website**	**Document** Professional Cooking for Canadian Chefs (8th edition)

5. Bibliography

Common Content

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National Food Safety Training Program https://campus.foodsafetymarket.com/mod/page/view.php?id=656

Food Allergy Canada (free training) https://foodallergycanada.ca/about-allergies/food-allergens/

Restaurants Canada https://www.restaurantscanada.org/

Canada Food Guide https://food-guide.canada.ca/en/

Canadas Food Guide Resources https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/resources-download.html

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https://www.hobart.ca/

https://www.turbochef.com/

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http://www.red-seal.ca/w.2lc.4m.2-eng.html

https://www.garlandcanada.ca/

https://www.alto-shaam.com/en

https://www.hobart.ca/

https://www.turbochef.com/

https://www.culinaryfederation.ca/

6. Appendices

6.1 New Brunswick Global Competencies

Critical Thinking and Problem-Solving	Innovation, Creativity, and Entrepreneurship	Self-Awareness and Self-Management
- Engages in an inquiry process to solve problems - Acquires, processes, interprets, synthesizes, and critically analyzes information to make informed decisions (i.e., critical and digital literacy) - Selects strategies, resources, and tools to support their learning, thinking, and problem-solving - Evaluates the effectiveness of their choices - Sees patterns, makes connections, and transfers their learning from one situation to another, including real-world applications - Analyzes the functions and interconnections of social, ecological, and economic systems - Constructs, relates and applies knowledge to all domains of life, such as school, home, work, friends, and community - Solves meaningful, real-life, and complex problems by taking concrete steps to address issues and design and manage projects - Formulates and expresses questions to further their understanding, thinking, and problem-solving	- Displays curiosity, identifies opportunities for improvement and learning, and believes in their ability to improve - Views errors as part of the improvement process - Formulates and expresses insightful questions and opinions to generate novel ideas - Turns ideas into value for others by enhancing ideas or products to provide new-to-the-world or improved solutions to complex social, ecological, and economic problems or to meet a need in a community - Takes risks in their thinking and creating - Discovers through inquiry research, hypothesizing, and experimenting with new strategies or techniques - Seeks and makes use of feedback to clarify understanding, ideas, and products - Enhances concepts, ideas, or products through a creative process	- Has self-efficacy, sees themselves as learners, and believes that they can make life better for themselves and others - Develops a positive identity, sense of self, and purpose from their personal and cultural qualities - Develops and identifies personal, educational, and career goals, opportunities, and pathways - Monitors their progress - Perseveres to overcome challenges - Adapts to change and is resilient in adverse situations - Aware of, manages, and expresses their emotions, thoughts, and actions in order to understand themselves and others - Manages their holistic well-being (e.g., mental, physical, and spiritual) - Accurately self-assesses their current level of understanding or proficiency - Advocates for support based on their strengths, needs, and how they learn best - Manages their time, environment, and attention, including their focus, concentration, and engagement

Collaboration	Communication	Sustainability and Global Citizenship
• Participates in teams by establishing positive and respectful relationships, developing trust, and acting interdependently and with integrity • Learns from and contributes to the learning of others by co-constructing knowledge, meaning, and content • Assumes various roles on the team and respects a diversity of perspectives • Addresses disagreements and manages conflict in a sensitive and constructive manner • Networks with a variety of communities/groups • Appropriately uses an array of technology to work with others • Fosters social well-being, inclusivity, and belonging for themselves and others by creating and maintaining positive relationships with diverse groups of people • Demonstrates empathy for others in a variety of contexts	• Expresses themselves using the appropriate communication tools for the intended audience • Creates a positive digital identity • Communicates effectively in French and/or English and/or Mi'kmaq or Wolastoqey through a variety of media and in a variety of contexts • Gains knowledge about a variety of languages beyond their first and additional languages • Recognizes the strong connection between language and ways of knowing the world • Asks effective questions to create a shared communication culture, attend to understand all points of view, express their own opinions, and advocate for ideas	• Understands the interconnectedness of social, ecological, and economic forces, and how they affect individuals, societies, and countries • Recognizes discrimination and promotes principles of equity, human rights, and democratic participation • Understands Indigenous worldviews, traditions, values, customs, and knowledge • Learns from and with diverse people, develop cross-cultural understanding • Understands the forces that affect individuals and societies • Takes action and makes responsible decisions that support social settings, natural environments, and quality of life for all, now and in the future • Contributes to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner • Participates in networks in a safe and socially responsible manner.
Foundation of Literacy and Numeracy		

6.2 Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of **assistive technology** that could be used to enhance/facilitate this lesson?	General Examples	Example in your subject area
Are there **materials which can appropriately challenge** readers to enhance this learning?	Audiobooks, EBSCO, Worldbook Online	
Are there students in this group who cannot **access this learning (PLP background)** and whose needs I must revisit before teaching?	PLP information/considerations	
Are there other **choices** that can be provided in this learning opportunity?	Differentiation models (RAFTs…)	
Is there another/a **variety of media** available? Only paper-based? Can it be listening? Can I add a visual component?		
Can **movement** be involved?	Quantum techniques	

Grouping and regrouping?	Cooperative learning; team games and tournaments	
Teacher versus non- teacher centered? **Instructional design strategies** –…	web based lesson… project-based, student research based	
Contracts?		
Opportunities for students to **propose variations** to the assignments/projects?	Tic Tac Toe	
Use of **art /music / technology**?	Songs, Videos, URL, YouTube	
Can I use **drama**? Art….	Use of improvisation; Skits; reader's theater; Can we make something? Demonstrate understanding visually? Paint a painting?	
Is there a plan to support the student/s who might already know this subject matter? **Enrichment**	Triad Model	
Does the **language level** need to be adjusted for the student to access this learning?	Link to adjust language level of text; CEFR information… SIOP techniques for EL learners; use of alternate texts…	

Is there an **independent or collaborative activity-project** that would be better meet the needs of one or more students?		
Are there any **experts** that I could bring into the classroom electronically or as a guest speaker?	Speakers list, Skype contacts, media links, television documentary, archived historical documents	
Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more **relevant**?	Can this be applied in real life? TED talk, news item; societal trend, popular song? Can we start the unit and adjust or create it based on the students, interests or direction?	
Is there a **hands-on experience** that we could do to launch this lesson or this learning?		

7. Resources

Teacher Resource: Professional Cooking for Canadian Chefs (8th edition); Gisslen, W. (2014). *Professional Cooking for Canadian Chefs* (8th ed). Canada: Wiley.

Teacher Resource: Professional Cooking for Canadian Chefs (8th edition); Gisslen, W. (2014). *Professional Cooking for Canadian Chefs* (8th ed). Canada: Wiley.

National Food Safety Training Program
https://campus.foodsafetymarket.com/mod/page/view.php?id=656

Food Allergy Canada: Free training
https://foodallergycanada.ca/about-allergies/food-allergens/

Canada Food Guide
https://food-guide.canada.ca/en/

Canadas Food Guide Resources
https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/resources-download.html

Student Resource:

Culinary Essentials -McGraw Hill   ISBN-13: 978-0078690709, ISBN-10: 0078690706