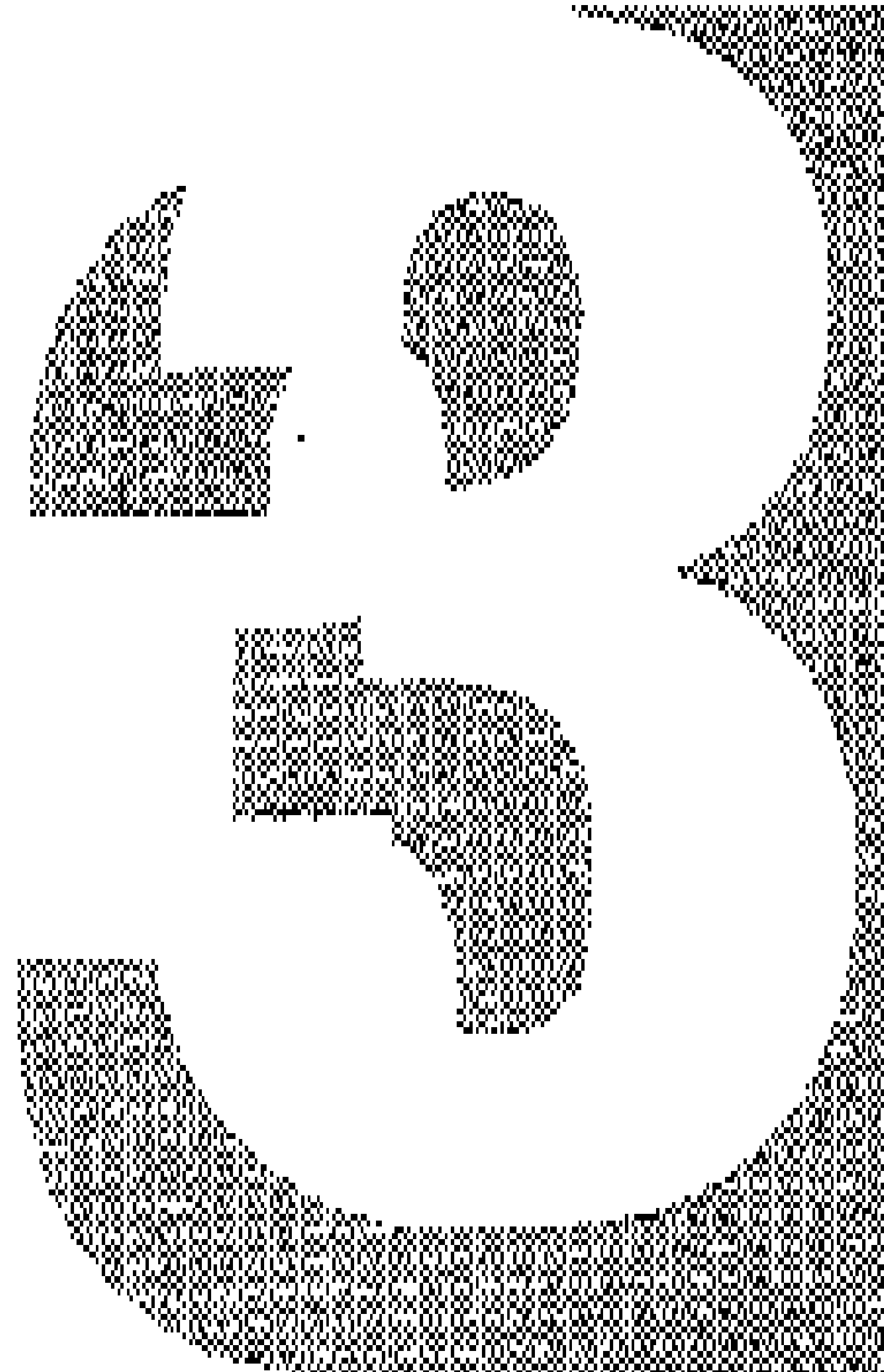




FOOD, HOTEL AND RESTAURANT SERVICES

PASTRY MAKING

PROGRAM OF STUDY
AZU-503
5539

PRELIMINARY VERSION

PASTRY MAKING

PROGRAM OF STUDY
AZU-503
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FOOD, HOTEL AND RESTAURANT SERVICES

PASTRY MAKING

**PROGRAM OF STUDY
AZU-503
5539**

The Pastry Making program leads to the
Secondary School Vocational Diploma (SSVD) and
prepares the student to practise the trade of

PASTRY CHEF

Direction générale de la formation professionnelle

Development Team

Design and Development

Jacques Gaudreau and Jacques Noeninger
Education Development Officer

Special Contribution

Institut de tourisme et d'hôtellerie du Québec

Technical Support

Danielle Paquette
Technical Consultant

Coordination

Jean Turgeon
Coordinator of the Food, Hotel and Restaurant Services Sector

Occupational Health and Safety Consultant

Raymond Mailhot
CSST

English Version

Coordination du développement
pédagogique en langue anglaise

Translation

Jim Edwards and Don McGrath

Although much research went into the choice of technical terminology in the English version, some terms may not reflect current usage or may be inaccurate. The Education Development in the English Language team would much appreciate receiving feedback from users of this document. The translators may be contacted at the:

Ministère de l'Éducation
CDPLA
600, rue Fullum, 8e
Montréal (Québec)
H2K 4L1
Telephone: (514) 873-8063

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8192010

Direction des Communications
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Ghislain Clément
Pâtisserie Jérémienne

Michel Daudon
Pâtisserie La Dacquoise

Michel Fagnoul
Pâtisserie La Liégoise

Dominique Néret
Pâtisserie de Nancy

Denis Viala
Maison des Compagnons du devoir

Representatives from Education

Andrée Beaudoin
C.S. de la Jonquière

François Métivier
C.E.C de Québec

François Samyn
C.E.C de Montréal

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INTRODUCTION

The *Pastry Making* program is based on the orientations for secondary school vocational education adopted by the government in 1986. It was designed on the basis of a new framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules, which are organized into teaching blocks. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for a **Secondary School Vocational Diploma (SSVD)**, for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 1 350 hours, which includes 1 050 hours spent on the specific competencies required to practise the trade and 300 hours on general competencies. The program of study is divided into 22 modules which vary in length

from 15 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide, and a planning guide.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade.

Competency

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

PART I

1. SYNOPTIC TABLE

Number of Modules: 22
 Duration in Hours: 1 350
 Credits: 90

Pastry Making
 SIMCA: AZU-503
 SESAME: 5539

SIMCA	SESAME	TITLE OF THE MODULE	HOURS	CREDITS*
ACQ 285	909-011	1. The Trade and the Training Process	15	1
ACQ 286	909-022	2. Health and Safety	30	2
ACQ 287	909-031	3. Tools and Equipment	15	1
ADB 281	909-044	4. Basic Ingredients	60	4
ACQ 289	909-053	5. Design and Aesthetics	45	3
ACR 281	909-065	6. Shortcrust Pastry	75	5
ADB 282	909-071	7. Requirements of the Trade	15	1
ADB 283	909-088	8. Creams, Fillings and Toppings	120	8
ADB 284	909-097	9. Choux Pastry, Spongecakes and Meringues	105	7
ACR 285	909-106	10. Flaky Pastry Dough Products	90	6
ADB 285	909-117	11. Fresh Biscuits and Petits Fours	105	7
ACR 287	909-126	12. Traditional Entremets	90	6
ADB 286	909-135	13. Additional Decorations	75	5
ADB 287	909-146	14. Modern Entremets	90	6
ADB 288	909-153	15. Petits Fours Secs	45	3
ADB 289	909-164	16. Chocolates	60	4
ADC 281	909-173	17. Chilled and Frozen Desserts	45	3
ACS 284	909-184	18. Leavened Pastry Dough Products	60	4
ACS 285	909-194	19. Croissants and Danish Pastry	60	4
ADC 282	909-201	20. Pastry Presentation	15	1
ADC 283	909-212	21. Desserts to Order and à la Carte	30	2
ACS 288	909-227	22. Integration into the Work Environment	105	7

* 15 hours = 1 credit
 This program leads to a Secondary School Vocational Diploma in Pastry Making.

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2. PROGRAM TRAINING GOALS

The training goals of the *Pastry Making* program are based on the general goals of vocational education and take into account the specific nature of the trade. These goals are:

To develop effectiveness in the practice of the trade.

- To enable students to perform a pastry chef's tasks and activities correctly, and at an acceptable level of competence for entry into the job market.
- To foster a constant concern for occupational health, safety and hygiene and the development of habits conducive to orderliness and cleanliness.
- To foster the development of intellectual and manual skills needed to perform a pastry chef's tasks.
- To foster a concern for quality, economy in the use of materials, a sense of organization and professional ethics.

To ensure integration into the working world.

- To familiarize students with the job market in general and the trade of pastry chef in particular.
- To familiarize students with the rights and responsibilities of pastry chefs.
- To help students to prepare for a creative job search.

To foster the development of occupational knowledge.

- To help students understand the principles underlying the choice of ingredients and the corresponding techniques of pastry preparation.
- To teach students proper, efficient and safe working habits.
- To help students develop the ability to evaluate their own creations.
- To foster autonomy and creativity, and instill a sense of responsibility and aesthetics.

To ensure job mobility.

- To help students develop a positive attitude toward technological change and new situations.
- To prepare students to work as pastry chefs in all potential work environments.
- To help students develop transferable knowledge and skills.
- To foster a concern for further learning and personal development.

3. COMPETENCIES

The competencies to be developed in the *Pastry Making* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade. Specific competencies focus on tasks and activities that are of direct use in the trade. The work process includes the most important steps in carrying out the tasks and activities of the trade.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. The symbol ($\circ$) indicates a correlation between a general and a specific competency.

The symbols (Δ) and ($\bullet$) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF LEARNING FOCUSES PASTRY MAKING		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)					GENERAL COMPETENCIES (technology, personal development, etc.)									TOTALS	
				Plan the work	Prepare the basic equipment and ingredients	Make the product	Add the final touches to the product	Clean and put away the tools and equipment	Determine their suitability for the trade and the training process	Apply health and safety rules and standards	Use tools and equipment	Choose basic ingredients	Apply concepts of design and aesthetics to pastry decorating	Adapt to the requirements of the trade	Make additional decorations	Present pastries	Prepare desserts to order and à la carte	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
	MODULES								1	2	3	4	5	7	13	20	21		
	FIRST-LEVEL OPERATIONAL								S	S	B	B	B	S	B	B	B	9	
	DURATION (IN HOURS)								15	30	15	60	45	15	75	15	30		300
6	Make shortcrust pastries	B	75	▲	▲	▲	▲	▲		●	●	●	○	○		○	○		
8	Make creams, fillings and toppings	B	120	△	△	▲	△	△		●	●	●		○		○	○		
9	Make choux pastry, spongecakes and meringues	B	105	▲		▲	▲	▲		●	●	●		○		○	○		
10	Make flaky pastries (pâtes feuilletées)	B	90	▲	▲	▲	▲	▲		●	●	●	○	○		○	○		
11	Make fresh biscuits and petits fours	B	105	▲	▲	▲	▲	▲		●	●	●	●	○	○	○			
12	Make traditional entremets	B	90	▲	▲	▲		▲		●	●	●	●	○	○	○	○		
14	Make modern entremets	B	90	▲	▲	▲	▲	▲		●	●	●	●	○	○	○	○		
15	Make petits fours secs	B	45	▲		▲	▲	▲		●	●	●	●	○	○	○	○		
16	Make chocolates	B	60	▲	▲	▲	▲	▲		●	●	●	○	○	○	○			
17	Make chilled and frozen desserts	B	45	▲	▲	▲	▲	▲		●	●	●	●	○	○	○	○		
18	Make products with leavened pastry doughs	B	60	▲		▲	▲	▲		●	●	●	○	○	○	○			
19	Make croissants and danish pastries	B	60	▲	▲	▲	▲	▲		●	●	●	○	○	○	○			
22	Integrate into the work environment	S	105	△	△	△	△	△	○	○	○	○	○	○	○	○	○		
NUMBER OF OBJECTIVES		13																22	
DURATION (IN HOURS)			1050																1350

S: Situational objective

△ Correlation between a step and a specific competency

○ Correlation between a general and a specific competency

B: Behavioural objective

▲ Correlation to be taught and evaluated

● Correlation to be taught and evaluated

4. GENERAL OBJECTIVES

The general objectives of the *Pastry Making* program are presented below, along with the major statement of each corresponding first-level operational objective.

To develop in the students the competencies required to practise the trade of pastry chef.

- Use tools and equipment
- Choose basic ingredients

To develop in the students the competencies needed to prepare desserts and pastries.

- Make shortcrust pastries
- Make creams, fillings and toppings
- Make choux pastry, spongecakes and meringues (pâtes battues-poussées)
- Make flaky pastries (pâtes feuilletées)
- Make fresh biscuits and petits fours
- Make traditional entremets
- Make modern entremets
- Make petits fours secs
- Make chocolates
- Make chilled and frozen desserts

- Make products with leavened pastry doughs
- Make croissants and danish pastries
- Prepare desserts to order and à la carte

To develop in the students the competencies needed to decorate and present desserts and pastries.

- Apply concepts of design and aesthetics to pastry decorating
- Make additional decorations
- Present pastries

To develop in the students the competencies required to integrate harmoniously into the work environment.

- Determine their suitability for the trade and the training process
- Apply health and safety rules and standards
- Adapt to the requirements of the trade
- Integrate into the work environment

5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

First-level operational objectives are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- A **behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- A **situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

Second-level operational objectives are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

PART II

MODULE 1: THE TRADE AND THE TRAINING PROCESS

SIMCA: ACQ 285

SESAME: 909-011

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **determine their suitability for the trade and the training process.**

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the nature of the trade.
- Understand the training process.
- Confirm their career choice.

LEARNING CONTEXT

PHASE 1: Information about the Trade

- Learning about the job market in pastry making: potential work environments, job prospects, wages, opportunities for promotion or transfer.
- Learning about the nature and requirements of the trade of pastry making.
- Presenting the information gathered and discussing their views on the trade (advantages, disadvantages and requirements) during a group discussion.
- Recognizing the possibility of creating their own company or of working independently.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Information on and Participation in the Training Project

- Discussing the skills, aptitudes, habits and knowledge required to practise the trade.
- Learning about the training project: program of study, training process, methods of evaluation, certification of studies.
- Discussing the training program and how it relates to the work of a pastry chef.
- Discussing their initial reactions to the trade and the training process.

PHASE 3: Evaluation and Confirmation of Career Choice

- Producing a report in which they must:
 - describe their preferences, aptitudes, and interests with respect to the trade
 - assess their career choice by relating the various aspects and requirements of the trade to their preferences, aptitudes and interests.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate that favours the students' personal growth and entry into the job market.
- Encourage the students to engage in discussions and to express themselves.
- Motivate the students to take part in the suggested activities.
- Help the students to acquire a realistic view of the trade.
- Provide the students with the means to assess their career choice honestly and objectively.
- Make available all pertinent reference materials (e.g. information on the trade, training programs).
- Organize a meeting with specialists in the trade.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on most of the topics to be covered.
- Express their views on the trade at a group meeting, relating them to the information gathered.

PHASE 2:

- Give their opinions on some of the requirements that they will have to meet in order to practise the trade.
- Examine carefully the documents provided.
- Listen carefully to explanations.
- Express themselves clearly on the training program at a group meeting.
- Express themselves clearly on their understanding of the training program.

PHASE 3:

- Write a report that:
 - sums up their preferences, interests and aptitudes;
 - explains in detail how they arrived at their career choice.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Decide on a way to record and present data.
2. Gather information on the job market in pastry making: types of establishments and pastry shops, job prospects, wages, opportunities for promotion and transfer.
3. Gather information on the structure and organization of various establishments.
4. Gather information on the job requirements and working conditions in pastry making.
5. Become aware of the impact of the work on their personal and social lives.
6. Become familiar with the laws governing the food, hotel and restaurant services industry.
7. Explain the main rules governing group discussions.

Before undertaking the activities of Phase 2:

8. Distinguish the skills, aptitudes, attitudes and knowledge required to practise the trade.
9. Describe the nature, purpose and content of the program of study.
10. Relate the competencies to be developed to the requirements of the trade.

Before undertaking the activities of Phase 3:

11. Differentiate between preferences, aptitudes and interests.
12. Become aware of the importance of practising a trade that they enjoy and that meets their expectations and aspirations.
13. Describe the main elements of a report that confirms their career choice.

MODULE 2: OCCUPATIONAL HEALTH AND SAFETY

SIMCA: ACQ 286

SESAME: 909-022

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will
apply health and safety rules and standards.

SPECIFICATIONS

At the end of this module, the students will:

- Assume responsibility for their customers' health and safety.
- Recognize the importance of health and safety rules and standards in pastry making.
- Observe health and safety rules and standards at all times.
- Develop safety-conscious attitudes and safe work habits.

LEARNING CONTEXT

PHASE 1: Information

- Becoming familiar with the laws and the main regulations concerning health and safety in pastry making.
- Establishing the relationship between hygiene and illnesses transmitted through food.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Application

- Discussing the utility of the rules, standards and measures concerning health and safety in pastry making.
- Discussing appropriate behaviour in the event of a work accident.

PHASE 3: Self-Evaluation

- Determining whether their attitudes and work habits are consistent with the principles of health and safety.
- Determining whether their use of tools and equipment is consistent with the principles of health and safety.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Never, under any circumstances, tolerate actions or situations that contravene health and safety rules and standards.
- Do everything possible to help the students understand and observe health and safety rules and standards throughout their training.
- Help the students to adopt safe work habits.
- Review aspects of health and safety on a regular basis.
- Encourage the students to become aware of their responsibilities and the consequences of their actions on themselves, on others and on society in general.
- Teach the students to react quickly and appropriately in emergencies.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Systematically collect data on the main dangerous situations encountered in the trade.
- Collect data on illnesses transmitted through food, what causes them, their effects on health and the measures that can be adopted to prevent them.
- Attend and participate in information sessions and other activities.

PHASE 2:

- Express their opinions on the utility of the health and safety measures.
- Express their opinions on procedures to be followed in an emergency.

PHASE 3:

- Evaluate their attitudes, work habits and techniques for using tools and equipment.
- Discuss health and safety with respect to their habits and work methods.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Become familiar with laws and regulations on health and safety in the food, hotel and restaurant service industries.
2. Recognize the diversity of micro-organisms.
3. Explain some of the beneficial and harmful effects of micro-organisms.
4. Describe the general conditions for the growth of micro-organisms.
5. Describe the principal methods used to control bacterial growth.
6. List some of the problems caused by bacteria.
7. List some of the problems caused by moulds.
8. Explain the main causes of fermentation in food containing sugars.
9. Name the main parasitic diseases transmitted through food.
10. Describe the principal methods used to control the transmission of parasites.
11. List some of the viral illnesses and their principal modes of transmission.
12. Name the main toxic chemicals in pastry, as well as their causes and antidotes.
13. Explain the main causes of food poisoning.
14. Explain the preventive measures to take to avoid food contamination.
15. Discuss the effects of refrigeration, freezing and deep-freezing on food.

Before undertaking the activities of Phase 2:

16. Discuss pastry chefs' responsibilities toward themselves and their customers with respect to health and safety.
17. List the health and safety measures pertaining to the products, materials, equipment and premises.
18. Explain the consequences of disregarding personal and occupational health measures.
19. List the characteristics of the main cleaning products and disinfectants.
20. List the main hazards associated with the equipment, products, environment and working methods and conditions.
21. List the main accident-prevention measures.
22. Explain why it is necessary to act quickly in an emergency.
23. Differentiate between accidents requiring professional care from those that can be treated with first-aid.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

- 24. List the contents of a first-aid kit.
- 25. Learn about the first-aid treatments for cuts, burns and other minor injuries.
- 26. Practise certain types of emergency assistance.
- 27. Analyse situations requiring emergency assistance.

Before undertaking the activities of Phase 3:

- 28. Name the health and safety measures to adopt for handling food, tools and equipment during the preparation and preservation of pastries.
- 29. Describe ways to promote health and safety at work.
- 30. Recognize safety-conscious attitudes and safe work habits and methods.

MODULE 3: USING TOOLS AND EQUIPMENT

SIMCA: ACQ 287

SESAME: 909-031

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use tools and equipment** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following instructions
- Using metric and imperial measuring instruments
- Using equipment for preparing, baking, preserving and washing food
- Using utensils for preparing pastries
- Following operating instructions for equipment

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules when preparing, using, maintaining and storing tools and equipment
- Appropriate choice of tools and equipment
- Accurate checks and precise adjustments of scales and measuring instruments
- Mastery of techniques for using tools and equipment
- Mastery of techniques for cleaning and storing tools and equipment

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|--|
| A. Select tools, accessories and equipment. | <ul style="list-style-type: none"> - Appropriate choice of tools, accessories and equipment |
| B. Prepare the tools, accessories and equipment. | <ul style="list-style-type: none"> - Activation of certain pieces of equipment and appliances - Correct adjustment of accessories - Accurate, complete checks of equipment - Safe, careful preparation |
| C. Use the tools, accessories and equipment. | <ul style="list-style-type: none"> - Mastery of operating techniques - Safe, careful use |
| D. Clean and maintain the tools, accessories and equipment. | <ul style="list-style-type: none"> - Appropriate choice of cleaning and maintenance products - Correct application of cleaning and maintenance techniques - Observance of health and safety rules |
| E. Put away the tools, accessories and equipment. | <ul style="list-style-type: none"> - Appropriate choice of storage places - Safe storage method |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to select tools, accessories and equipment (A):

1. Identify the tools used in pastry making.
2. Identify the equipment used in pastry making.
3. Identify the accessories used in pastry making.
4. Describe the main characteristics of the materials used in the manufacture of the tools and equipment.
5. Identify the dangers presented by certain pieces of equipment.
6. Describe the characteristics of certain pieces of equipment.
7. Describe the characteristics of a palette knife and other types of knives.
8. Describe the main characteristics of work surfaces.
9. Explain the purpose of various tools, accessories and equipment.

Before learning how to prepare the tools, accessories and equipment (B):

10. Explain how to plug in and turn on certain appliances and equipment.
11. List the safety rules to follow when installing and turning on certain appliances and equipment.
12. Describe how to do the routine checks on certain appliances and equipment.
13. Explain how to install accessories on certain appliances and equipment.
14. Install accessories on certain appliances and equipment on the basis of the tasks to be carried out.
15. Turn on certain appliances and equipment.
16. Check and adjust the scales and measuring instruments.

Before learning how to use the tools, accessories and equipment (C):

17. Describe the techniques for using confectioner's tools.
18. Describe the techniques for using palettes and other knives.
19. Describe the techniques for using measuring instruments and scales.
20. Describe how to use the equipment and accessories.
21. Explain how to turn off the equipment.
22. Apply the techniques for using palettes and other knives.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

23. Apply the techniques for using measuring instruments and scales.
24. Apply the techniques for using the equipment and accessories.
25. Explain why it is necessary to do regular maintenance of the tools and equipment.
26. List the precautions to take when cleaning cutting tools and electric appliances.
27. Identify the appropriate cleaning products and disinfectants.
28. Identify the products used in the maintenance of certain appliances and equipment.
29. Describe how to use certain mechanical maintenance tools.
30. Identify the maintenance tools specific to certain appliances and equipment.
31. Replace certain parts on appliances and equipment that are in need of repair.

Before learning how to put away the tools, accessories and equipment (E):

32. Determine appropriate, safe storage places for the tools, accessories and equipment.

MODULE 4: BASIC INGREDIENTS

SIMCA: ADB 281
SESAME: 909-044

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **choose basic ingredients** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Using recipes with twelve different ingredients, some in the imperial system, some in the metric system
- Following formulae for converting from imperial to metric and vice versa, a price list for the basic ingredients, and specifications of production standards
- Referring to directions on packages
- Using the basic ingredients found in the pastry lab or school co-op

GENERAL PERFORMANCE CRITERIA

- Correct, complete choice of basic ingredients
- Justification for choice of grade
- Accurate estimate of quantities of basic ingredients
- Accurate estimate of costs

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Identify the basic ingredients used in pastry making.
- B. Describe the characteristics of the basic ingredients.
- C. Select basic ingredients for various pastry recipes.
- D. Estimate quantities of basic ingredients in both imperial and metric units.
- E. Relate the cost of a product to the cost of the basic ingredients used.

SPECIFIC PERFORMANCE CRITERIA

- Accurate identification of basic ingredients
- Accurate interpretation of information on packages
- Judicious use of visual, olfactory, gustatory and tactile indicators
- Accurate, concise demonstration
- Accurate observations on quality and freshness
- List of main properties and characteristics
- Complete, appropriate choice of ingredients for each recipe
- Appropriate grade of ingredients for each type of recipe
- Observance of health and safety regulations when handling food
- Proportions in keeping with original recipe
- Accurate calculations
- Observance of appropriate rules of notation for each system
- Accurate estimate of the costs of the product
- Appropriate choice of elements for comparison
- Pertinence of comments

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to identify the basic ingredients used in pastry making (A):

1. List the basic ingredients used in pastry making.
2. Group the basic ingredients into categories.
3. List the characteristics shared by basic ingredients in each category.
4. List the visual, olfactory, gustatory and tactile indicators by which basic ingredients can be grouped in the same category.
5. Distinguish basic ingredients in the same category by sight, touch, taste and smell.
6. List the forms in which various basic ingredients are marketed.
7. Explain how basic ingredients are transformed for marketing.
8. List the substitutes used for certain basic ingredients.
9. Interpret information on packages.

Before learning how to describe the characteristics of the basic ingredients (B):

10. Describe the origins of the basic ingredients.
11. Discuss the nutritional value of various basic ingredients in each category.
12. Compare the nutritional value of various basic ingredients.
13. Explain factors affecting the quality of basic ingredients.
14. Explain how to tell whether basic ingredients are fresh.
15. Explain the main rules and procedures for preserving basic ingredients.
16. Explain the terms *acid* and *base* as they apply in pastry making.
17. Name the acids and bases used in pastry making and their principal sources.
18. Explain the principle of neutralization.
19. Explain the principle of solubility and the phenomenon of saturation.
20. List factors affecting the solubility of a product.
21. Explain the phenomena of crystallization, emulsification and fermentation.
22. Describe the physical and chemical properties of the basic ingredients.

Before learning how to select basic ingredients for various pastry recipes (C):

23. Name a few uses for each of the basic ingredients in pastry making.
24. Read pastry recipes.
25. Recognize the requirements of the recipe with respect to the quality and freshness of basic ingredients.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

26. Determine storage areas for basic ingredients on the basis of grades and the forms in which they are marketed.
27. Explain the health and safety rules to follow when handling basic ingredients.
28. Recognize the basic ingredients needed to make various pastries.

Before learning how to estimate quantities of basic ingredients in both imperial and metric units (D):

29. Name the units of measure used in the imperial and metric systems.
30. List equivalent units of weight and measure in each system.
31. Give metric system equivalents for imperial system units.
32. Convert imperial data into metric data.
33. Describe the factors to take into account when adapting recipes for larger or smaller groups.
34. Adapt metric- and imperial system-recipes for larger and smaller groups.

Before learning how to relate the cost of a product to the cost of the basic ingredients (E):

35. Explain the method used to estimate the cost of a recipe.
36. List the factors affecting the cost of a recipe.
37. Estimate the cost of different recipes.
38. Relate production standards to the yield of a recipe.
39. Calculate the yield of a recipe according to various production standards.
40. List the factors to be considered when estimating the cost of a product.
41. Explain the method used to estimate the cost of a product.
42. Estimate the cost of various products.
43. Estimate the cost of a product by varying different factors.
44. Relate the cost of a product to its selling price.

MODULE 5: DESIGN AND AESTHETICS

SIMCA: ACQ 289
SESAME: 909-053

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply concepts of design and aesthetics to pastry decorating** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- For a specific type of occasion
- Using the required tools, materials and products
- Without reference materials

GENERAL PERFORMANCE CRITERIA

- Correct application of design and decorating techniques
- Appropriate use of decorating tools and equipment
- Design suited to the occasion
- Quality of the design

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Choose the theme and decorative motifs.

- Appropriate choice of theme
- Choice of decorative motifs suited to the theme

B. Sketch decorative shapes and motifs.

- Use of appropriate drawing techniques
- Aesthetics of shapes and drawings
- Demonstration of sense of aesthetics

C. Prepare the tools and materials.

- Appropriate choice of decorating tools and materials
- Proper preparation

D. Prepare the coloured decorations.

- Proper preparation of coloured decorations
- Correct proportions of colourings
- Aesthetic blending of colours

E. Reproduce decorative shapes and motifs on real or artificial pastries.

- Appropriate choice of decorating techniques
- Proper handling of tools and equipment
- Quality of results

F. Clean and put away the tools and materials.

- Cleanliness of tools and materials
- Safe, proper storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to choose the theme and decorative motifs (A):

1. Explain the importance of decoration and aesthetics in pastry making.
2. List the rules governing pastry decorating.
3. List the knowledge and skills pastry chefs must have in order to decorate pastries.
4. Explain what is meant by decorative composition and a decorative element.
5. List the main decorative motifs in pastry making.
6. Recognize the main decorative motifs in pastry making.
7. Describe the characteristics of a linear design, a design using lines of variable thickness, a design in relief and a stylized or abstract design.
8. Identify the different lettering used in pastry making.
9. Describe the themes and decorative motifs of various pastries.

Before learning how to sketch decorative shapes and motifs (B):

10. Explain the purpose and characteristics of a sketch.
11. Study different decorative sketches.
12. Experiment with certain techniques for drawing geometric figures.
13. Experiment with certain techniques for drawing symmetrical figures.
14. Reproduce decorative motifs on paper.
15. Create combinations of decorative motifs.
16. Practise letters, script styles and freehand lines.

Before learning how to prepare the tools and materials (C):

17. Identify the tools and materials used in pastry decorating.
18. List the uses of the various decorating tubes.
19. Explain the technique for making parchment cornets.
20. Make parchment cornets.
21. Explain methods of preparing tools and materials.

Before learning how to prepare the coloured decorations (D):

22. Name the main decorating materials.
23. List the characteristics and uses of each material.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

24. Explain how to prepare each material.
25. Identify colourings in paste, powder and liquid forms.
26. Explain how to apply different colourings.
27. Explain the following terms: colour, primary, secondary and tertiary colours, hue, tone, shade of colour.
28. Explain the principle of colour blending in pastry decorating.
29. Colour decorating materials.
30. Blend coloured decorating materials.
31. Explain how to preserve decorating materials.

Before learning how to reproduce decorative shapes and motifs on real or artificial pastries (E):

32. Explain the decorating techniques used with pastry bags and cornets.
33. Use different decorating tubes.
34. Use different decorating materials.
35. Practise motifs, shapes and script styles using various tools and decorating materials.
36. Apply decorating materials using different techniques.

Before learning how to clean and put away the tools and materials (F):

37. Explain the precautions to take when cleaning decorating tools and materials.
38. Explain where and how to store decorating tools and materials.
39. Relate concepts of health and safety to cleaning and storage.

MODULE 6: SHORTCRUST PASTRY

SIMCA: ACR 281
SESAME: 909-065

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make shortcrust pastries** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following a data sheet or recipes and instructions
- Using the basic ingredients necessary to make a round pie using pâte sucrée (sweet shortcrust dough) and a pie with a solid top crust using pâte brisée (basic shortcrust pastry)
- Using the standard tools and equipment of a pastry lab

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Methodical planning of work
- Mastery of techniques for using tools and equipment
- Mastery of pastry-making techniques
- Quality of the products
- Proper preservation of products
- Demonstration of professional attitudes and conduct

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Plan the work.

- Accurate interpretation of recipes and instructions
- Listing, in correct sequence, of the steps in the recipe
- Appropriate choice and proper preparation of tools and equipment
- Correct choice of basic ingredients

B. Make shortcrust pastry.

- Mastery of preparation techniques
- Proper storage

C. Assemble the product.

- Mastery of preparation methods
- Product made in accordance with instructions
- Thorough preparation for baking

D. Bake the product.

- Proper monitoring of baking

E. Store the product.

- Proper application of storage procedures

F. Clean and put away the tools and equipment.

- Cleanliness of tools and equipment
- Careful, safe storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. Classify the different shortcrust pastries.
2. List the characteristics of each shortcrust pastry.
3. Explain how each shortcrust pastry is used.
4. List the products made with shortcrust pastry.
5. Classify the products made with shortcrust pastry.
6. List the ingredients in various products made with shortcrust pastry.
7. Define the terms appearing in the recipes.
8. Describe the steps involved in making a product with shortcrust pastry.
9. Apply principles of health and safety when operating equipment.
10. Recognize tools and equipment used to make shortcrust pastries.
11. Recognize the basic ingredients and foodstuffs required for the preparation of shortcrust pastries.

Before learning how to make shortcrust pastry (B):

12. List the health rules applicable to the preparation of shortcrust pastries.
13. Explain the technique for making pâte brisée (basic shortcrust pastry).
14. Apply the technique for making pâte brisée.
15. Explain the technique for making pâte à foncer (a shortcrust pastry dough used for lining rings and moulds for pies, tarts and cookies).
16. Apply the technique for making pâte à foncer.
17. Explain the technique for making pâte sablée (rich shortcrust dough).
18. Apply the technique for making pâte sablée.
19. Explain the technique for making pâte sucrée (sweet shortcrust dough).
20. Apply the technique for making pâte sucrée.
21. Describe the processes of making each shortcrust pastry.
22. Explain why shortcrust pastries must be allowed to sit before being used.
23. Follow the procedures for storing each shortcrust pastry.

Before learning how to assemble the product (C):

24. Explain the methods for making the products.
25. Make shortcrust pastries for different pastries.
26. Apply the methods for making the pastries.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to bake the product (D):

- 27. Explain the effects of heat on the pastries during baking.
- 28. List the factors affecting the baking times of the pastries.
- 29. Explain ways of monitoring the pastries during baking.
- 30. Monitoring the pastries during baking.
- 31. Check various pastries during baking.
- 32. Explain final touches to be added to different pastries.

Before learning how to store the product (E):

- 33. Describe the principles of hygiene applied in preserving shortcrust pastries.
- 34. List ways of preserving shortcrust pastries.
- 35. Explain the procedures for storing shortcrust pastries.
- 36. Apply the procedures for storing shortcrust pastries.

Before learning how to clean and put away the tools and equipment (F):

- 37. Relate concepts of health and safety to cleaning and storage.

MODULE 7: REQUIREMENTS OF THE TRADE

SIMCA: ADB 282

SESAME: 909-071

Duration: 15 hours

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to adapt to the requirements of the trade.

SPECIFICATIONS

At the end of this module, the students will:

- Understand the need for constantly upgrading their skills.
- Be able to follow the evolution of the trade.
- Have developed the professional attitudes and conduct required in the trade.

LEARNING CONTEXT

PHASE 1: Information about the Trade

- Learning about ways in which the trade has evolved.
- Drawing up a list of professional attitudes and behaviours required in the trade.
- Learning about opportunities for professional development and personal growth in pastry making.

PHASE 2: Information on and Participation in the Training Project

- Finding additional information on evolving aspects of the trade.
- Participating in discussions to assess their professional attitudes and conduct.
- Exploring an area of personal growth in pastry making.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 3: Evaluation and Confirmation of Career Choice

- Writing a report on the results of their research.
- Presenting the results of their research.
- Evaluating the extent to which they have acquired the professional attitudes and conduct required.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Encourage the students to familiarize themselves developments in the trade, such as technology, aesthetic and dietary trends and fads, relationships between lifestyle and pastry making, new products, and the relationship between price and quality.
- Encourage the students to understand the requirements of the trade with respect to personal growth, research and creativity.
- Encourage the students to become committed to and excel at their work.
- Encourage the students to correct attitudes and conduct that may be harmful to themselves or others.
- Help students in their thinking and research.
- Prepare research projects for any students who may still need them.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on certain areas of change in the trade and, as well, on professional development and personal growth opportunities in pastry making.
- Draw up a list of the professional attitudes and behaviours required in the trade.

PHASE 2:

- Do the research required of them.
- Participate in the assessment meetings.
- Carry out a research project in one of the areas listed.

PHASE 3:

- Write the research reports required of them.
- Explain their exploration projects and present the results of the projects.
- Fill out the self-evaluation chart on a regular basis.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. List different changes that have occurred in pastry making.
2. Describe the principal changes in North American lifestyle since 1970.
3. Give a few examples of recent technological change.
4. Explain how trends and fads affect North American consumer habits.
5. Explain the importance of keeping abreast of changes in the trade.
6. Give examples of professional attitudes and conduct.
7. Explain the meanings of the terms, *professional development* and *personal growth*.
8. Name areas of professional development and personal growth.

Before undertaking the activities of Phase 2:

9. List the main sources of information on the trade of pastry making.
10. Explain how one goes about looking for information.
11. Explain what a research project is.
12. Describe the steps involved in carrying out a research project.
13. Describe the teacher's expectations concerning meetings to assess attitudes and conduct.

Before undertaking the activities of Phase 3:

14. Describe the content of a research report.
15. Explain the requirements for writing such a report.
16. Explain the requirements for presenting the results of their research.
17. Examine a chart for evaluating attitudes and conduct.
18. Explain the rules governing self-evaluation.

MODULE 8: CREAMS, FILLINGS AND TOPPINGS

SIMCA: ADB 283

SESAME: 909-088

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make creams, fillings and toppings** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the basic ingredients required to make four creams in different categories and one filling or topping
- Using the standard tools and equipment of a pastry lab

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Accurate interpretation of recipes and instructions
- Appropriate selection and preparation of tools and equipment
- Appropriate choice of ingredients
- Precision in weights and measures
- Methodical organization of work
- Mastery of preparation techniques
- Demonstration of professional attitudes and conduct

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Make a crème pâtissière (custard cream) and its derivatives.

B. Make Bavarian creams.

C. Make butter creams.

D. Make whipped cream and its derivatives.

E. Make almond pastry cream and almond paste.

F. Make ganache creams.

G. Make mousses.

H. Make pie fillings or toppings.

SPECIFIC PERFORMANCE CRITERIA

- Adequate baking
- Satisfaction of criteria governing quality
- Proper storage procedures

- Proper use of gelatins

- Correct preparation procedures
- Satisfaction of criteria governing quality
- Proper storage procedures

- Correct quantity of cream
- Satisfaction of criteria governing quality
- Proper storage procedures

- Consistency of cream
- Proper storage procedures

- Satisfaction of criteria governing quality
- Proper storage procedures

- Satisfaction of criteria governing quality
- Proper storage procedures

- Satisfaction of criteria governing quality
- Proper storage procedures

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to make a crème pâtissière (custard cream) and its derivatives (A):

1. Define the term *crème pâtissière*.
2. Recognize the following terms: *flan*, *trifle*, *mousseline*, *crème caramel* and *cup custard*.
3. Describe the main characteristics of each.
4. Name the uses of *crème pâtissière*.
5. List the ingredients of each cream.
6. Explain the techniques for making each cream.
7. List the rules of hygiene governing the preparation and storage of each cream.
8. Apply the technique for making each cream.
9. List the criteria governing quality for each cream.
10. Assess the quality of a *crème pâtissière*.

Before learning how to make Bavarian creams (B):

11. Define the term *Bavarian cream*.
12. List the main characteristics of a Bavarian cream.
13. Name the different types of Bavarian cream.
14. Name the most common uses of Bavarian cream.
15. List the ingredients in different Bavarian creams.
16. Explain the techniques for making Bavarian creams.
17. List the rules of hygiene governing the preparation and storage of a Bavarian cream.
18. Apply the techniques for making Bavarian creams.
19. List the criteria governing quality for Bavarian creams.
20. Assess the quality of a Bavarian cream.

Before learning how to make butter creams (C):

21. Define the term *butter cream*.
22. Describe the main characteristics of the following butter creams: baked eggs and sugar, custard, meringue: Italian, Swiss, regular, icing.
23. Name the most common uses of these creams.
24. List the ingredients in these creams.
25. Explain the techniques for making each cream.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

26. Name the stages that sugar goes through when cooked.
27. Describe the different procedures for cooking sugar.
28. List the rules of hygiene for cooking sugar.
29. List the rules of hygiene governing the preparation and storage of butter creams.
30. Cook sugars.
31. Apply the technique for making butter creams.
32. List the criteria used to determine the quality of each cream.
33. List the problems that can arise when making a butter cream.
34. Describe various ways of solving these problems.
35. Assess the quality of the creams.

Before learning how to make whipped cream and its derivatives (D):

36. Describe the characteristics of whipped cream and its derivatives.
37. List preparations and pastries associated with these creams.
38. List the ingredients in these creams.
39. Describe different ways of incorporating sugar into these creams.
40. Explain the techniques for making whipped cream, crème Chantilly and fondant.
41. List the rules of hygiene governing the preparation and storage of these creams.
42. Apply the techniques for making these creams.
43. Assess the quality of each.

Before learning how to make almond pastry cream and almond paste (E):

44. Define the terms *almond pastry cream* and *almond paste*.
45. Describe the main characteristics of each cream.
46. Name the pastries made with these creams.
47. List the ingredients in each cream.
48. Explain the techniques for making each cream.
49. List the rules of hygiene governing the preparation and storage of these creams.
50. Apply the techniques for making these creams.
51. List the criteria used to determine the quality of each cream.
52. Assess the quality of the creams.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to make ganache creams (F):

53. Define the term *ganache cream*.
54. List different types of ganache cream, such as regular ganache, flavoured ganache, and ganaches made with milk, eggs, and butter.
55. Describe the characteristics of each cream.
56. Name the pastries made with these creams.
57. Explain the techniques for making each cream.
58. List the rules of hygiene governing the preparation and storage of each of these creams.
59. Apply the techniques for making these creams.
60. Assess the quality of each.

Before learning how to make mousses (G):

61. Define the term *mousse*.
62. List different kinds of mousses.
63. Describe the characteristics of mousses made with milk and egg yolks, with egg yolks alone, with whole eggs and with fruit.
64. Name the preparations and pastries made with mousses.
65. List the ingredients in mousses made with milk and egg yolks, with egg yolks alone, with whole eggs and with fruit.
66. List the rules of hygiene governing the preparation and storage of mousses.
67. Describe each step involved in making mousses with milk and egg yolks.
68. Make a mousse with milk and egg yolks.
69. Explain the techniques for making mousse with egg yolks.
70. Apply the techniques for making mousse with egg yolks.
71. Explain the techniques for making mousse with whole eggs.
72. Apply the techniques for making mousse with whole eggs.
73. Explain the techniques for making a fruit mousse.
74. Apply the techniques for making a fruit mousse.
75. List the criteria used to determine the quality of each mousse.
76. Assess the quality of each mousse.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to make pie fillings or toppings (H) :

77. Define the terms *pie filling* and *topping*.
78. List different kinds of pie fillings and toppings.
79. Describe the main characteristics of fillings and toppings made with sugar and with thickened, dried and fresh fruits.
80. List the most common fillings and toppings made with sugar and with thickened, dried and fresh fruits.
81. Link these fillings and toppings with open-faced pies, pies with solid top crusts, meringue pies and apricot pies.
82. Explain the techniques for making each filling or topping.
83. List the rules of hygiene governing the preparation and storage of fillings and toppings.
84. Apply the techniques for making fillings and toppings.
85. Define the criteria governing the quality of each filling or topping.
86. Assess the quality of each filling or topping.

MODULE 9: CHOUX PASTRY, SPONGECAKES AND MERINGUES

SIMCA: ADB 284
SESAME: 909-097

Duration: 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make choux pastry, spongecakes and meringues (pâtes battues-poussées)** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the standard pastry lab equipment
- Using the basic ingredients required to make batters for choux (cream puff and éclair) pastry, spongecake, succès pastry and Italian meringue

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Methodical planning of work
- Mastery of pastry making techniques
- Quality of the products
- Proper storage of products
- Demonstration of professional attitudes and behaviour

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

B. Make the pâte battue-poussée (beaten, foamy mixture).

C. Bake and store the pâte battue-poussée.

D. Clean and put away the tools and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Accurate interpretation of recipes and instructions
- Listing, in correct sequence, of the steps in the recipe
- Appropriate choice and proper preparation of tools and equipment
- Correct choice of basic ingredients
- Mastery of preparation techniques
- Proper monitoring of baking
- Satisfaction of criteria used to determine quality
- Proper application of storage procedures
- Cleanliness of tools and equipment
- Careful, safe storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. Name the main pâtes battues-poussées (beaten, foamy mixtures).
2. Describe the general characteristics of pâtes battues-poussées.
3. Describe the general characteristics of creamy, foamy, liquid and semi-liquid pâtes battues-poussées.
4. Name the products or preparations most frequently made for each of these batters.
5. Read the recipes for each of these pâtes battues-poussées.
6. Explain the terms used in connection with pâtes battues-poussées.
7. Describe the steps involved in the preparation of each of these pâtes battues-poussées.

Before learning how to make the pâte battue-poussée (B):

8. List the rules of hygiene associated with the preparation of pâtes battue-poussées.
9. Explain the role and importance of cleaning, buttering and lining sheets and trays used in baking.
10. Explain the techniques for cleaning, buttering and lining pans and sheets used in baking.
11. Demonstrate the techniques for cleaning, buttering and lining cookie trays used in baking.
12. Describe the technique for making creamy pâtes battues-poussées.
13. Apply the technique for making creamy pâtes battues-poussées.
14. Describe the technique for making foamy pâtes battues-poussées.
15. Apply the technique for making foamy pâtes battues-poussées.
16. Describe the technique for making liquid and semi-liquid pâtes battues-poussées.
17. Apply the technique for making liquid and semi-liquid pâtes battues-poussées.
18. Describe the procedures for storing certain liquid and semi-liquid pâtes battues-poussées.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to bake and store the pâte battue-poussée (C):

19. Explain the effects of heat on the pastry while it is baking.
20. List the factors that affect the baking time of the pastries.
21. List the criteria for recognizing how well-baked a product is.
22. Appreciate by sight, touch and taste how well-baked a product is.
23. List the rules of hygiene to follow for storing various pâtes battues-poussées.
24. List the procedures for storing products.

Before learning how to clean and put away the tools and equipment (D):

25. Relate concepts of health and safety to cleaning and storage.

MODULE 10: FLAKY PASTRY DOUGH PRODUCTS

SIMCA: ACR 285
SESAME: 909-106

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
make flaky pastries (pâtes feuilletées)
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the basic ingredients, creams and fillings required to make plain, sweet, salted and stuffed flaky pastries (pâtes feuilletées)
- Using the standard tools and equipment of a pastry lab

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Demonstration of professional attitudes and behaviour
- Methodical organization of work
- Mastery of techniques for making flaky pastry dough and flaky pastries
- Adequate monitoring of baking
- Proper preservation of products
- Quality of finished product

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

B. Mix, turn and roll out the dough.

C. Assemble and bake the pastry.

D. Add the final touches to the pastry.

E. Clean and put away the tools and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Accurate interpretation of recipes and instructions
- Listing, in correct sequence, of the steps in the recipe
- Correct choice of basic ingredients
- Mastery of preparation techniques
- Observance of rules of hygiene
- Proper preservation of dough
- Proper monitoring of baking
- Satisfaction of criteria used to determine quality
- Proper application of storage procedures
- Proper monitoring of baking
- Satisfaction of criteria used to determine quality
- Proper application of storage procedures
- Cleanliness of tools and equipment
- Careful, safe storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. Distinguish the different structures of flaky pastries.
2. Describe the characteristics of basic flaky pastry dough.
3. Explain the terms used in recipes to refer to flaky pastry dough.
4. Describe different products made with flaky pastry dough.
5. Describe the steps involved in making plain, sweet, salted and stuffed flaky pastry products.
6. Recognize the tools and equipment required to make flaky pastries.

Before learning how to mix, turn and roll out the dough (B):

7. Describe the steps involved in making flaky pastry dough.
8. Describe the procedure for making the dough.
9. Describe the various methods of incorporating butter into the dough.
10. Describe how to turn and roll out the dough.
11. Describe the characteristics of a properly turned and rolled dough.
12. Describe the procedures for storing flaky pastry dough.
13. Apply the health and safety rules to follow when mixing, turning and rolling out the dough.
14. Apply the techniques for mixing, turning and rolling out the dough.

Before learning how to assemble and bake the pastry (C):

15. Describe ways of shaping and cutting flaky pastry dough.
16. Apply ways of shaping and cutting flaky pastry dough.
17. Describe ways of preparing the pastries for baking.
18. Prepare the pastries for baking.
19. Explain the effects of heat on the pastry during baking.
20. List the factors that influence the baking time.
21. List the checks and operations to be performed during baking.
22. Estimate the baking time of a flaky pastry.
23. Relate concepts of safety to the baking of flaky pastries.
24. Check flaky pastries to see how well-baked they are.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to add the final touches to the pastry (D):

- 25. Describe the final touches called for on various pastries.
- 26. Recognize the final touches on various pastries.
- 27. Add the final touches to various pastries.
- 28. Assess the quality of the pastries.
- 29. List the procedures for storing the pastries.

Before learning how to put away the tools and equipment (E):

- 30. Relate concepts of health and safety to cleaning and storage.

MODULE 11: FRESH BISCUITS AND PETITS FOURS

SIMCA: **ADB 285**
SESAME: **909-117**

Duration: 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
make fresh biscuits and petits fours
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the standard tools and equipment in a pastry lab
- Using the basic products required to make biscuits made with a pastry bag or palette knife, biscuits cut into squares or rectangles, round layered biscuits and fresh petits fours made with choux pastry and pâte sucrée (rich egg pie dough)

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Methodical planning of work
- Mastery of preparation and finishing techniques
- Proper, safe use of tools
- Quality of products
- Proper preservation of products
- Demonstration of professional attitudes and behaviour

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

B. Set out the basic ingredients.

C. Prepare the product.

D. Add the final touches to the product.

E. Clean and put away the tools and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Accurate interpretation of recipes and instructions
- Listing, in correct sequence, of the steps in the recipe
- Appropriate choice of tools and equipment
- Correct choice of basic ingredients
- Appropriate, complete mise en place
- Care in cutting, icing and filling
- Observance of rules of hygiene
- Correct application of final touches
- Satisfaction of criteria used to determine quality
- Cleanliness of materials and work station
- Careful, safe storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. Define the terms *biscuits* and *petits fours*.
2. Describe the main characteristics of biscuits and petits fours.
3. Name the biscuits and petits fours made with choux and shortcrust pastry, with the batters for Génoise cake, spongecake, almond pound cake, meringues and succès pastry, and with baba dough.
4. List the creams, fillings and icings used to make biscuits and petits fours.
5. Recognize biscuits and petits fours.
6. List the ingredients in various biscuits and petits fours.
7. Define the culinary terms used in connection with biscuits and petits fours.
8. Determine the steps in the preparation of biscuits and petits fours.
9. Determine the basic products necessary to make biscuits and petits fours.

Before learning how to set out the basic ingredients (B):

10. Apply the techniques for making the batters called for in biscuit and petits fours recipes.
11. Apply the techniques for making creams and fillings called for in biscuit and petits fours recipes.

Before learning how to prepare the product (C):

12. Explain how to use a pastry bag to fill biscuits made with choux and shortcrust pastry, meringue batter and baba dough.
13. Describe ways in which palette knives and pastry bags may be used to form biscuits and petits fours made with Génoise batter and doughs for almond pound cake, succès pastry and meringue.
14. Explain the function of soaking syrup and the ways it is used.
15. List the decorative elements for biscuits and petits fours.
16. Prepare decorative elements.
17. Apply the methods used to fill, assemble, coat, cut and pipe biscuits and petits fours.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to add the final touches to the product (D):

18. Outline the steps in adding final touches.
19. List various products used in adding final touches.
20. Demonstrate the method for adding the final touches.
21. List procedures for storing biscuits and petits fours.
22. Establish a maximum storage time and an expiry date.
23. Assess the quality of biscuits and petits fours by touch and taste.

Before learning how to clean and put away the tools and equipment (E):

25. Relate concepts of health and safety to cleaning and storage.

MODULE 12: TRADITIONAL ENTREMETS

SIMCA: ACR 287
SESAME: 909-126

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make traditional entremets** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following instructions, data sheets and recipes
- Using the standard tools and equipment of a pastry lab
- Using basic ingredients and the products required to make an iced, decorated entremets, a covered, decorated entremets and a garnished, decorated entremets

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Methodical planning of work
- Mastery of preparation and finishing techniques
- Quality of the finished product
- Proper application of storage procedures
- Demonstration of professional attitudes and behaviour

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

B. Assemble the ingredients.

C. Make the entremets.

D. Clean and put away the tools and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Accurate interpretation of recipes and instructions
- Listing, in correct sequence, of the steps in the recipe
- Correct choice of basic ingredients and materials used in the entremets
- Appropriate, careful mise en place
- Observance of rules of hygiene
- Precision in cutting shapes
- Entremets properly assembled
- Aesthetic decoration
- Proper preservation
- Cleanliness of tools and equipment
- Safe, proper storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. Define the term *traditional entremets*.
2. Describe the characteristics of traditional entremets.
3. Classify traditional entremets by their bases and fillings, as well as by the ways they are assembled and presented.
4. Name some traditional entremets frequently found in pastry making.
5. Describe the ingredients that go into various entremets.
6. Describe the steps involved in making various entremets.

Before learning how to assemble the ingredients (B):

7. List the rules of hygiene applicable to the preparation of traditional entremets.
8. Apply the techniques for making shortcrust pastry, choux pastries, puff and flaky pastries required to prepare the entremets.
9. Explain the different concentrations of syrups.
10. Name the principal uses of syrups.
11. Explain how to make syrups.
12. Make syrups.
13. Name the principal glazes used in pastry making.
14. Explain the culinary terms used in glaze recipes.
15. Make an iced ganache.
16. Make chocolate glaze.
17. Make jellies for glazing.
18. Apply the techniques for making creams and fillings required to do the mise en place for entremets recipes.

Before learning how to make the entremets (C):

19. Describe methods of cutting various doughs for entremets.
20. Cut various doughs for entremets.
21. Describe methods of soaking spongecakes, G noise cakes, savarins, other babas, etc.
22. Apply methods of soaking spongecakes, G noise cakes, savarins, other babas, etc.
23. Describe various methods of finishing entremets.
24. Apply various methods of finishing entremets.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

25. Describe methods of using a palette knife to apply frostings to entremets.
26. Demonstrate various methods of covering entremets with a palette knife.
27. Describe various methods of applying almond paste to entremets.
28. Demonstrate various methods of applying almond paste to entremets.
29. Describe various methods of glazing entremets.
30. Demonstrate various methods of glazing entremets.
31. Describe the final touches added to various entremets.
32. Explain the procedures for storing entremets.
33. Establish an expiry time for stored entremets.
34. Apply various methods of making entremets.
35. Develop skill and dexterity in assembling and finishing traditional and special entremets.
36. Assess the quality of various entremets.

Before learning how to clean and put away the tools and equipment (D):

37. Relate concepts of health and safety to cleaning and storage.

MODULE 13: ADDITIONAL DECORATIONS

SIMCA: **ADB 286**
SESAME: **909-135**

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make additional decorations** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following instructions
- Following a sketch of a pastry or a display arrangement
- Using the standard pastry lab and special decorating tools and equipment
- Using basic ingredients and products required to assemble an item or a display in nougatine or melted sugar decorated with floral or other motifs made of almond paste

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Methodical planning of work
- Mastery of techniques for using special decorating tools and equipment
- Mastery of techniques for making basic products and decorating ingredients
- Mastery of preparation and presentation techniques
- Demonstration of aesthetic sense

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|---|
| A. Determine the additional decorations to be made. | <ul style="list-style-type: none"> - Appropriate choice of decorations - Ordered listing of different work steps |
| B. Select the tools and equipment. | <ul style="list-style-type: none"> - Appropriate choice of tools and equipment |
| C. Prepare the basic products, ingredients and coloured decorating materials. | <ul style="list-style-type: none"> - Appropriate choice of basic products, ingredients - Correct application of preparation methods - Precise proportions of colourings - Aesthetic colouring - Observance of rules of hygiene |
| D. Make additional decorative motifs. | <ul style="list-style-type: none"> - Appropriate, careful use of tools and equipment - Mastery of preparation methods - Accurate reproductions - Correct application of preservation procedures - Demonstration of sense of aesthetics - Observance of rules of hygiene |
| E. Clean and put away the tools and equipment. | <ul style="list-style-type: none"> - Cleanliness of tools and equipment - Safe, proper storage |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to determine the additional decorations to be made (A):

1. Define the terms *additional decorations*, *floral design*, *rosace*, *display case*.
2. Name themes commonly found in pastry decorating.
3. Name varieties of flowers and leaves commonly found in pastry decorating.
4. Name fruits, characters and animals commonly found in pastry decorating.
5. List the names of decorations made with sugar.
6. Recognize additional decorations on an individual pastry or in a display case.

Before learning how to select the tools and equipment (B):

7. Recognize special decorating tools and equipment.
8. Explain how to use special decorating tools and equipment.

Before learning how to prepare the basic products, ingredients and coloured decorating materials (C):

9. Recognize the commercial products generally used in pastry decorating.
10. List ingredients used in the preparation of almond paste and moulding chocolate (*chocolat plastique*).
11. Recognize decorating materials.
12. List the rules of hygiene to follow when working with almond paste.
13. Distinguish colourings in paste, powder and liquid form.
14. Explain ways of using colourings in paste, powder and liquid form.
15. Test their effectiveness as colouring agents.
16. Explain the theory of colours.
17. Explain ways of making almond paste and moulding chocolate.
18. Make almond paste and moulding chocolate.
19. List ingredients used in the preparation of royal icing and decorating chocolate.
20. Explain ways of making decorating materials.
21. Make royal icing and decorating chocolate.
22. Recognize sugar-based preparations used in decorations and aesthetic creations.
23. List the ingredients used in making these products.
24. Describe methods of making gum paste (pastillage), nougatine, liquid sugar and moulded sugar.
25. Apply methods of making gum paste, nougatine, liquid sugar and moulded sugar.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

26. Explain procedures for storing products made with prepared ingredients, sugar-based preparations, and decorating substances.

Before learning how to make additional decorative motifs (D):

27. Describe the parts of a flower and different shapes of leaves.
28. Demonstrate how to use modelling tools and cutters.
29. Describe methods of cutting and shaping flowers and leaves from almond paste, butter cream and chocolat plastique.
30. Apply the methods of cutting and shaping flowers and leaves from almond paste, butter cream and chocolat plastique.
31. Describe methods of making floral motifs from almond paste, chocolate, royal icing, butter cream and candied fruits.
32. Apply the methods of making floral motifs from almond paste, chocolate, royal icing, butter cream and candied fruits.
33. Describe methods of cutting and shaping animals, characters and fruits from almond paste or moulding chocolate.
34. Apply the methods of cutting and shaping animals, characters and fruits from almond paste or moulding chocolate.
35. Describe how to use an airpencil.
36. Apply the methods of diluting colours in paste and powder forms for use with an airpencil.
37. Explain the technique for spraying colours on decorations.
38. Apply the technique for spraying colours on decorations.
39. Demonstrate the use of a stencil.
40. Explain how to use gum paste, nougatine, liquid sugar, moulded sugar and royal icing.
41. Apply the methods of working with gum paste, nougatine, liquid sugar, moulded sugar and royal icing.
42. Describe methods of preparing a display by piping, forming, pouring, cutting and assembling decorations.
43. Apply the methods of preparing a display by piping, forming, pouring, cutting and assembling decorations.
44. Explain the appropriate procedures for storing the various products.

Before learning how to clean and put away the tools and equipment (E):

45. Relate concepts of health and safety to cleaning and storage.

MODULE 14: MODERN ENTREMETS

SIMCA: ADB 287

SESAME: 909-146

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make modern entremets** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the standard tools and equipment of a pastry lab
- Using the basic ingredients required to make a round, layered entremets with a fruit mousse base, a round, layered charlotte with a Bavarian cream base and a side dish for each entremets

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Methodical planning of work
- Mastery of techniques for making entremets
- Quality of entremets
- Correct application of storage procedures
- Demonstration of professional attitudes and behaviour

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

B. Assemble the basic ingredients for the entremets.

C. Make and store the entremets.

D. Finish the entremets

E. Clean and put away the tools and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Accurate interpretation of recipes and instructions
- Listing, in correct sequence, of the steps in the recipe
- Appropriate choice and proper preparation of tools and equipment
- Correct choice of basic ingredients
- Appropriate mise en place
- Precision in cuts
- Observance of rules of hygiene
- Professional conduct
- Mastery of preparation methods
- Precision in cutting and assembly
- Product in accordance with instructions
- Proper application of storage procedures
- Correct, safe use of finishing utensils
- Satisfaction of criteria used to determine quality
- Appropriate preservation
- Cleanliness of tools and equipment
- Safe, proper storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. Define the term *modern entremets*.
2. List the main characteristics of modern entremets.
3. Classify modern entremets by their fillings and modes of presentation.
4. Describe the components of various entremets.
5. Define the culinary terms associated with modern entremets.
6. Describe the steps involved in making various entremets.
7. Recognize the tools and equipment required to make modern entremets.

Before learning how to assemble the basic ingredients for the entremets (B):

8. List the rules of hygiene applicable to the preparation and preservation of modern entremets.
9. Relate concepts associated with the making of pâte battue poussée to the mise en place required for modern entremets.
10. Relate concepts associated with the making of creams and fillings to the mise en place required for modern entremets.
11. Explain why certain cookies are cut when they are frozen.
12. Explain techniques for cutting spongecakes, Gênoise cakes, etc.
13. Apply techniques for cutting spongecakes, Gênoise cakes, etc.

Before learning how to make and store the entremets (C):

14. Describe various methods of mixing and assembling spongecakes, Gênoise cakes, etc. in a round or rectangular pan or mould.
15. Apply various methods of mixing and assembling spongecakes, Gênoise cakes, etc. in a round or rectangular pan or mould.
16. Describe various methods of filling entremets rings, pans or moulds with a pastry bag, cornet or ladle.
17. Apply the methods of filling entremet rings, pans or moulds with a pastry bag, cornet or ladle.
18. Develop skill, dexterity and precision when making entremets.
19. Explain the procedures for storing round, rectangular or moulded entremets, as well as the precautions to be taken.
20. Explain why freezing is advantageous and occasionally necessary in making modern entremets.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to finish the entremets (E):

21. Describe methods of thawing entremets.
22. Explain the final touches to be added before removing entremet rings.
23. List the safety rules to follow when using a torch, an electric spray gun and an electric caramelizing iron.
24. Explain how to use a torch to remove an entremets ring, pan or mould from an entremets.
25. Demonstrate how to use a torch to remove an entremets ring, pan or mould from an entremets.
26. Explain how to use an electric spray gun when finishing an entremets.
27. Demonstrate how to use an electric spray gun when finishing an entremets.
28. Explain how to use an electric caramelizing iron when finishing an entremets.
29. Demonstrate how to use an electric caramelizing iron when finishing an entremets.
30. Make and apply the final touches to various entremets.
31. Explain the procedures for storing finished entremets.
32. Determine the maximum time an entremets can be stored and maintain freshness.

Before learning how to clean and put away the tools and equipment (E):

33. Relate concepts of health and safety to cleaning and storage.

MODULE 15: PETITS FOURS SECS

SIMCA: ADB 288
SESAME: 909-153

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make petits fours secs** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the standard tools and equipment of a pastry lab
- Using the basic ingredients, creams and fillings necessary to make the following petits fours secs: almond biscuits, cigarettes russes, macaroons

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Methodical planning of work
- Mastery of preparation methods
- Adequate baking
- Proper application of storage procedures
- Demonstration of professional attitudes and behaviour

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

SPECIFIC PERFORMANCE CRITERIA

- Accurate interpretation of recipes and instructions
- Listing, in correct sequence, of the steps in the recipe
- Appropriate choice and proper preparation of tools and equipment
- Correct choice of basic ingredients

B. Make the petits fours secs.

- Mastery of preparation techniques
- Complete preparation for baking
- Observance of rules of hygiene

C. Bake the petits fours secs.

- Adequate temperature of oven
- Proper monitoring of baking
- Observance of safety rules

D. Finish and store the petits fours secs.

- Correct application of final touches
- Proper monitoring of baking
- Satisfaction of criteria used to determine quality
- Proper storage

E. Clean and put away the tools and equipment.

- Cleanliness of tools and equipment
- Careful, safe storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. Define the term *petits fours secs*.
2. Classify the varieties of petits fours secs
3. Describe the characteristics of each variety of petits fours secs: mixed, creamed, *montés-poudre*, *montés-pâteux*.
4. Name the most common petits fours secs in each category.
5. Define the culinary terms used in connection with petits fours secs.
6. Describe the steps in the preparation of petits fours secs.
7. Recognize the tools and equipment required to make petits fours secs.
8. Recognize the basic ingredients required to make petits fours secs.

Before learning how to make petits fours secs (B):

9. List the rules of hygiene applicable to the preparation of petits fours secs.
10. Describe how to make mixed petits fours secs.
11. Describe how to make creamed petits fours secs.
12. Describe how to make petits fours secs *montés-poudre*.
13. Describe how to make petits fours secs *montés-pâteux*.
14. Explain why certain petits fours secs must be allowed to rest before piping or cutting.
15. Explain why it is important to butter sheets and moulds for certain petits fours secs.
16. Explain the method for buttering baking trays and moulds.
17. Apply the method for buttering baking trays and moulds.
18. Apply the techniques for making mixed petits fours secs.
19. Apply the techniques for making creamed petits fours secs.
20. Apply the techniques for making petits fours secs *montés-poudre*.
21. Apply the techniques for making petits fours secs *montés-pâteux*.
22. Explain how to add the final touches to petits fours secs before putting them in the oven.
23. Prepare certain petits fours secs for baking.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to bake the petits fours secs (C):

24. List the factors affecting the baking times of petits fours secs.
25. Explain the need for regular and frequent monitoring during baking.
26. List the criteria used to assess the degree of doneness of petits fours secs.
27. Evaluate the degree of doneness of petits fours secs.

Before learning how to finish and store the petits fours (D):

28. Explain the operations used to finish certain types of petits fours secs while they are hot.
29. List the kinds of final touches applied to certain types of petits fours secs.
30. Prepare the final touches or decorations for certain types of petits fours secs.
31. Explain why certain types of petits fours secs need time to dry.
32. Evaluate the taste and appearance of petits fours secs.
33. Explain the procedures for storing petits fours secs.
34. Apply the procedures for storing petits fours secs.

Before learning how to clean and put away the tools and equipment (E):

35. Relate concepts of health and safety to cleaning and storage.

MODULE 16: CHOCOLATES

SIMCA: ADB 289
SESAME: 909-164

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make chocolates** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the standard tools and equipment of a *chocolatier*
- Using basic ingredients necessary to make chocolates with hard and soft (piped) centres and a medium-sized piece of moulding chocolate (*chocolat plastique*).

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Methodical planning of work
- Mastery of techniques for using tools and equipment
- Correct application of preparation methods
- Quality of chocolates
- Proper preservation of chocolates
- Demonstration of professional attitudes and behaviour

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

B. Make various preparations.

C. Finish and decorate the chocolates and the *chocolat plastique*.

D. Clean and put away the tools and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Accurate interpretation of recipes and instructions
- Listing, in correct sequence, of the steps in the recipe
- Appropriate choice and proper preparation of tools and equipment
- Correct choice of basic ingredients
- Correct application of methods for preparing basic ingredients
- Precision and consistency in the application of hard and soft fillings
- Observance of health rules
- Proper application of storage procedures
- Correct preparation techniques
- Demonstration of professional attitudes and behaviour
- Proper application of moulding and finishing techniques
- Satisfaction of criteria used to determine quality
- Proper application of storage procedures
- Cleanliness of tools and equipment
- Careful, safe storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. Define the terms *confectionery*, *chocolate candies*, *fillings*, *moulding*.
2. Recognize and classify the varieties of chocolate candies according to their toppings, compositions and fillings.
3. Differentiate chocolate moulding from the other components of a display or assemblage made out of chocolate.
4. Name the candies and fillings commonly made by *chocolatiers*.
5. Interpret recipes for chocolate products.
6. Define the culinary terms used in chocolate making.
7. Analyse diagrams of displays or assemblages made out of chocolate.
8. Describe the steps in the preparation of chocolate candies and confections.
9. Recognize the tools and equipment used in chocolate making.
10. Recognize the basic ingredients required to make displays and assemblages.

Before learning how to make various preparations (B):

11. List the rules of hygiene applicable to the making and handling of chocolates.
12. Describe the method for making solid centres for cutting.
13. Apply the method for making solid centres for cutting.
14. Describe the method for cutting solid centres.
15. Apply the method for cutting solid centres.
16. Describe the method for making piped centres.
17. Apply the method for making piped centres.
18. Describe the methods for piping centres.
19. Apply the methods for piping centres.
20. Describe the method for making moulded centres and adapting them for fillings.
21. Apply the method for making moulded centres and adapting them for fillings.
22. Describe the method for making shaped or formed centres and candies.
23. Apply the method for making shaped or formed centres and candies.
24. Describe the method for making centres from fruit zests.
25. Apply the method for making centres from fruit zests.
26. Describe the method for cutting centres made with fruit zests.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

27. Apply the method for cutting centres made from fruit zests.
28. Explain the procedures for storing various preparations.
29. Apply the procedures for storing various preparations.
30. Give, in Celsius, the temperatures at which chocolate melts and can best be handled.
31. Name the methods used to melt chocolate and chocolate coatings.
32. Describe the methods used to prepare the following chocolates and chocolate coatings: fondant, milk chocolate, white chocolate.
33. Apply the methods used to prepare the following chocolates and chocolate coatings: fondant, milk chocolate, white chocolate.
34. Define the terms *cooling* and *warming*, associated with chocolate and chocolate coating.
35. Explain how to use and clean chocolate moulds.
36. Demonstrate the methods employed to clean and use chocolate moulds.

Before learning how to finish and decorate the chocolates and the *chocolat plastique* (C):

37. Explain the techniques used to mould chocolate and to remove it from moulds.
38. Apply the techniques used to mould chocolate and to remove it from moulds.
39. Explain the final touches added to chocolate moulding, assemblages and displays.
40. Describe the methods used to bind and finish chocolate moulding, assemblages and displays.
41. Demonstrate the methods used to bind and finish chocolate moulding, assemblages and displays.
42. Explain the method used to make candies with moulded chocolate.
43. Apply the methods used to make candies with moulded chocolate.
44. Explain the techniques used in dipping or coating cut, piped or formed centres.
45. Apply the techniques for dipping or coating cut, piped or formed centres.
46. List the rules and precautions that apply when performing a *blocage parfait* with chocolate-coated candies.
47. Apply the procedures used to store chocolates.
48. Determine the maximum shelf life for each type of chocolate candy.

Before learning how to clean and put away the tools and equipment (D):

49. Relate concepts of health and safety to cleaning and storage.

MODULE 17: CHILLED AND FROZEN DESSERTS

SIMCA: ADC 281
SESAME: 909-173

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make chilled and frozen desserts** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following instructions, data sheets and recipes
- Using the standard tools and equipment in a pastry lab
- Using the basic ingredients required to make a *glace aux oeufs*, a chilled soufflé or a parfait

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Methodical planning of work
- Mastery of techniques for using tools and equipment
- Mastery of preparation techniques
- Quality of desserts
- Proper application of storage procedures
- Demonstration of professional attitudes and behaviour

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

SPECIFIC PERFORMANCE CRITERIA

- Accurate interpretation of recipes and instructions
- Listing, in correct sequence, of the steps in the recipe
- Appropriate choice and proper preparation of tools and equipment
- Correct choice of basic ingredients

B. Prepare the basics.

- Mastery of preparation techniques
- Correct, careful preparation of basics
- Observance of rules of hygiene
- Proper application of storage procedures
- Demonstration of professional attitudes and behaviour

C. Make and store the chilled (or frozen) dessert.

- Mastery of preparation techniques
- Observance of rules of hygiene
- Observance of instructions
- Proper application of storage procedures

D. Add the final touches.

- Suitability of final touches
- Satisfaction of criteria used to determine quality
- Proper application of storage procedures

E. Clean and put away the tools and equipment.

- Cleanliness of tools and equipment
- Careful, safe storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. Name the main frozen desserts: in rings, in moulds, in cups, on serving trays, shaped.
2. Define the terms *sherbet*, *granita*, *glace aux oeufs*, *ice cream*, *bombe glacée*, *chilled soufflé*, *frozen entremets*, *coupe glacée*, and *fruits givrés*.
3. Explain the health regulations governing the making of frozen products.
4. Interpret recipes for chilled and frozen desserts.
5. Define the culinary terms associated with chilled and frozen desserts.
6. Explain the steps used in making different chilled and frozen desserts.
7. Recognize the tools used in a *glacerie*.
8. Name the ingredients in a sherbet, a *glace aux oeufs*, an ice cream, a parfait, a chilled soufflé and a *bombe glacée*.

Before learning how to prepare the basics (B):

9. Relate concepts of hygiene to the making of chilled and frozen products.
10. Apply the techniques used to make the *pâte battue poussée* called for in recipes for chilled and frozen desserts.
11. Explain the method used to make sherbets and granitas.
12. Apply the method used to make sherbets and granitas.
13. Explain the principle and advantages of pasteurization.
14. Explain the method used to *glace aux oeufs* and ice cream.
15. Apply the method used to make *glace aux oeufs* and ice cream.
16. Explain the method used to make a parfait.
17. Apply the method used to make a parfait.
18. Explain the method used to make a chilled soufflé.
19. Apply the method used to make a chilled soufflé.
20. Explain the procedures used to store certain chilled and frozen products.
21. Apply the procedures used to store certain chilled and frozen products.

Before learning how to make and store the chilled (or frozen) dessert (C):

22. Define the term *churning*.
23. Explain how to use an ice cream freezer or churn, as well as the precautions to be taken.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

24. Explain the techniques for churning *glace aux oeufs*, ice cream, sherbet and granita.
25. Apply the techniques for churning *glace aux oeufs*, ice cream, sherbet and granita.
26. Explain the methods used to mould various chilled and frozen products.
27. Apply the methods used to mould various chilled and frozen products.
28. Explain the methods used to line an ice cream mould.
29. Apply the methods used to line an ice cream mould.
30. Explain the various methods used to layer round, frozen entremets to be served on a tray.
31. Apply the methods used to layer round, frozen entremets to be served on a tray.
32. Explain the methods used to fill *fruits givrés* and lined moulds.
33. Apply the methods used to fill *fruits givrés* and lined moulds.
34. Explain the procedures for storing various chilled and frozen products.
35. Apply the procedures for storing various chilled and frozen products.

Before learning how to add the final touches (D):

36. Explain the method for removing frozen desserts from moulds.
37. Apply the method for removing frozen desserts from moulds.
38. Explain the final touches added to frozen desserts and the side dishes that go with them.
39. List the safety rules to follow when flambéing a dessert.
40. Demonstrate how a torch is used to remove an entremet ring.
41. Demonstrate various methods of flambéing various products.
42. Explain methods of making a *coupe glacée*.
43. Make a coupe glacée.
44. Evaluate frozen desserts by means of appearance and taste.

Before learning how to clean and put away the tools and equipment (E):

45. Relate concepts of health and safety to cleaning and storage.

MODULE 18: LEAVENED PASTRY DOUGH PRODUCTS

SIMCA: ACS 284
SESAME: 909-184

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make products with leavened pastry doughs** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following recipes and instructions
- Using the standard tools and equipment of a pastry lab
- Using basic ingredients and products required to make American-style breads and rolls

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Demonstration of professional attitudes and behaviour
- Correct application of rising methods
- Observance of steps in the preparation and baking
- Observance of standards for presentation
- Quality of the products
- Proper storage of the products

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

B. Make the leavened pastry dough and products derived from it.

C. Bake and finish the products.

D. Clean and put away the tools and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate choice of recipe
- Appropriate choice of method of fermentation
- Appropriate choice and proper preparation of tools and equipment
- Correct choice of basic ingredients
- Adherence to steps
- Products in accordance with instructions
- Proper monitoring of baking
- Proper application of final touches after baking
- Proper application of storage procedures
- Cleanliness of materials and work station
- Safe, careful storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. Describe the characteristics of sweet yeast dough and rich yeast dough.
2. Name the doughs that make up the group of sweet yeast doughs.
3. Describe the characteristics of each dough.
4. Name the bread doughs that make up the group of rich yeast doughs.
5. Describe the characteristics of each dough.
6. Recognize the products made from commercial sweet yeast and bread doughs.
7. Name the different rising methods used in baking.
8. Describe the rising methods used with yeast and with sour dough.
9. List the advantages of these methods.
10. Describe the direct rise method.
11. List the advantages of this method.
12. Describe the quick direct rise method.
13. List the advantages of this method.
14. Explain recipes for leavened pastry dough.
15. Explain the technical terms specific to leavened pastry dough.
16. Specify the safety rules to follow when operating certain equipment.
17. Recognize the basic ingredients required to make leavened pastry dough.
18. State the order in which ingredients must be used.

Before learning how to make the leavened pastry dough and products derived from it (B):

19. Explain each step in the preparation of leavened pastry doughs and the products made from them.
20. Observe the sequence of steps in the preparation of leavened pastry doughs and the products made from them.
21. Relate concepts of health and safety to the preparation of leavened pastry doughs and the products made from them.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to bake and finish the products (C):

22. Describe the steps taken prior to baking.
23. Explain how heat affects products during baking.
24. List factors that affect the baking times of various products.
25. List ways of monitoring products during baking.
26. Demonstrate ways of preparing products for baking.
27. Monitor the baking of products.
28. Evaluate the degree of doneness of different products.
29. Explain the final touches to be added to various products.
30. Describe the procedures for storing products.
31. Relate concepts of hygiene to the preservation of products.
32. Explain ways to present leavened pastry dough products.
33. Apply the proper procedures for storing leavened pastry dough products.

Before learning how to clean and put away the tools and equipment (D):

34. Relate concepts of health and safety to cleaning and storage.

MODULE 19: CROISSANTS AND DANISH PASTRY

SIMCA: ACS 285

SESAME: 909-194

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make croissants and danish pastries** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following directions and instructions
- Using the standard pastry lab tools and equipment
- Using the basic ingredients required to make croissants and danish pastries

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Demonstration of professional attitudes and behaviour
- Methodical planning of work
- Proper application of methods used in preparing and baking the products
- Proper monitoring of baking
- Proper application of storage procedures
- Quality of products

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

B. Mix, fold and roll out the dough.

C. Prepare and bake the pastry.

D. Store the product.

E. Clean and put away the tools and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Accurate interpretation of recipes and instructions
- Listing, in correct sequence, of the steps in the recipe
- Correct choice of ingredients
- Proper application of techniques for mixing, folding and rolling out the dough
- Proper storage of dough
- Observance of rules of hygiene
- Proper handling and use of dough
- Uniform cutting of dough
- Proper storage of the product
- Accurate control of final rise
- Accurate monitoring and control of baking
- Proper finishing of product
- Observance of the criteria governing quality
- Proper storage procedures
- Cleanliness of materials and work station
- Safe, appropriate storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. List the characteristics of croissant and danish doughs.
2. Name the products made with these doughs.
3. Interpret recipes for flaky yeast dough.
4. Explain the terms used in connection with flaky yeast dough.
5. Describe the steps involved in preparing products made from flaky yeast doughs.

Before learning how to mix, fold and roll out the dough (B):

6. Describe the steps in the preparation of flaky yeast dough.
7. Demonstrate how to use a rolling pin.
8. List ways of storing pastries.
9. Relate concepts of health and safety to the making of flaky yeast dough.
10. Explain the techniques for mixing, folding and rolling out flaky yeast dough.
11. Apply the techniques for mixing, folding and rolling out flaky yeast dough.

Before learning how to prepare and bake the pastry (C):

12. Describe techniques for shaping and cutting flaky yeast dough.
13. Estimate the quantity of dough necessary to make various products.
14. Apply the techniques for shaping and cutting flaky yeast dough.
15. List ways to store uncooked products.
16. Describe the role of the final rise and the various methods employed to facilitate it.
17. List the checks to be carried out during the final rise.
18. Explain the procedure carried out after the final rise.
19. Demonstrate how to prepare products for baking.
20. Explain the effects of heat on the pastry during baking.
21. List the factors that affect the baking times of the pastries.
22. List ways of monitoring the baking of various products.
23. Apply ways of monitoring the baking of various products.
24. Evaluate the degree of doneness of the product.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to store the product (E):

- 25. Explain how to add finishing touches to various products.
- 26. Describe the procedures for storing products.
- 27. Relate concepts of health and safety to the preservation of products.
- 28. Apply the appropriate procedure for storing each product.

Before learning how to clean and put away the tools and equipment (E):

- 29. Relate concepts of health and safety to cleaning and storage.

MODULE 20: PASTRY PRESENTATION

SIMCA: ADC 282

SESAME: 909-201

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **present pastries** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Using available serving and decorating materials
- Using the standard pastry lab tools and equipment
- On a tray, on a reflecting surface or in a display case

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Appropriate choice of serving and decorating materials
- Proper application of storage procedures
- Demonstration of professional attitudes and conduct

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

B. Decorate and pipe the pastries.

C. Store or present the pastries.

D. Clean and put away the tools and
equipment.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate choice of serving
and decorating materials
- Appropriate choice of tools

- Careful cutting operations
- Careful handling of pastries
- Consistency and harmony of
decorations
- Observance of rules of hygiene

- Proper storage procedures
- Observance of rules of hygiene
- Aesthetic presentation

- Cleanliness of tools and
equipment
- Safe storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work (A):

1. Distinguish the different ways of presenting pastries.
2. Link the different modes of presentation with the following places: hotels, restaurants, pastry shops, tearooms and catering establishments.
3. Describe the serving and decorating materials used in presenting pastries.
4. List criteria for choosing the serving and decorating materials.
5. List the basic ingredients that can be used to add finishing touches to pastries.

Before learning how to decorate and pipe the pastries (B):

6. Explain the importance of the presentation of pastries.
7. Describe the relationship between the sale and presentation of pastries.
8. List the special rules of hygiene to be followed when preparing and piping pastries.
9. Demonstrate certain techniques for cutting pastries.
10. Demonstrate certain methods for piping pastries.
11. Prepare pastries for piping.
12. Describe the importance of manual dexterity and aesthetic sensibility for the presentation of pastries.
13. Describe ways of piping pastries to be served on a tray, on a reflecting surface and in a display case.
14. Explain various ways of preparing the service implements.
15. Name the pastries that require rapid presentation.
16. Explain the need for rapid presentation.
17. Explain the conditioning that certain frozen pastries must undergo before being presented.
18. Demonstrate various ways of piping pastries on a tray, on a reflecting surface and in a display case.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to store or present the pastries (C):

19. Determine the procedures for storing piped pastries.
20. List the rules of hygiene to be followed when storing pastries.
21. Demonstrate how to present a pastry on a dessert cart, on a dining room table, in a display case and in a pastry shop window.
22. Relate the work of the production staff to that of the serving staff.

Before learning how to clean and put away the tools and equipment (E):

23. Relate concepts of health and safety to cleaning and storage.

MODULE 21: DESSERT PLATES TO ORDER AND A LA CARTE

SIMCA: ADC 283
SESAME: 909-212

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare desserts to order and à la carte** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Following directions and instructions
- Using the standard tools and equipment of a pastry lab
- Using the basic ingredients required to make a hot soufflé and present, on a plate, a chilled or frozen dessert and its accompaniments

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety rules
- Methodical planning of work
- Mastery of preparation techniques
- Quality of dessert and its presentation
- Rapidity in execution, and observance of serving time
- Demonstration of professional conduct

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Do the mise en place required for desserts.

B. Plan the work for the service.

C. Finish and present the desserts.

SPECIFIC PERFORMANCE CRITERIA

- Accurate interpretation of directions and instructions
- Proper planning of work
- Complete, careful preparation of basics
- Appropriate preservation
- Correct interpretation of the order
- Listing, in correct sequence, of the steps in the process
- Accurate evaluation of preparation time
- Mastery of preparation and finishing techniques
- Rapidity of execution
- Careful handling
- Perfect coordination with the service
- Observance of instructions
- Observance of health and safety rules

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to do the mise en place required for desserts (A):

1. Define the terms *to order* and *à la carte*.
2. List establishments where desserts are made to order and *à la carte*.
3. Name the main hot desserts made to order and *à la carte*.
4. Name the main chilled desserts made to order and *à la carte*.
5. Name the main frozen desserts made to order and *à la carte*.
6. Interpret recipes for desserts made to order and *à la carte*.
7. Explain how to set up for various desserts.
8. Estimate the quantities required for a mise en place.
9. Recognize the serving implements.
10. List the health and safety rules related to the preparation of desserts made to order.
11. Explain the methods used to make certain chilled desserts.
12. Apply the methods used to make chilled desserts.
13. Explain the methods used to make chilled desserts with fresh fruit.
14. Apply the methods used to make chilled desserts with fresh fruit.
15. Explain the methods used to make zabaglione.
16. Apply the methods used to make zabaglione.
17. Define the term *coulis*.
18. Explain the methods used to make certain accompanying sauces and coulis.
19. Apply the methods used to make the accompanying sauces and coulis.
20. Determine how to set up for hot desserts.
21. Set up for hot desserts.
22. Explain how to store the products.
23. Apply the methods for storing various products.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the work for the service (B):

24. Explain the methods used to convey orders from the service personnel to the pastry shop.
25. Interpret an order for a specific pastry.
26. Explain the methods used to make hot soufflés.
27. Explain the methods used to make other hot desserts.
28. Estimate the preparation time for each hot dessert.
29. Estimate the time required to finish desserts.
30. Establish the sequence of steps used to make and finish desserts, taking account of preparation times and service needs.

Before learning how to finish and present the desserts (C):

31. Apply the methods used to make hot soufflés.
32. Apply the methods used to make other hot desserts.
33. Finish and present chilled desserts.
34. Finish and present frozen desserts.
35. Present fresh fruit desserts.

MODULE 22: INTEGRATION INTO THE WORK ENVIRONMENT

SIMCA: ACS 288
SESAME: 909-227

Duration: 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **integrate into the work environment.**

SPECIFICATIONS

At the end of this module, the students will:

- Look for a practicum position.
- Practise the trade of pastry making outside the school context.
- Continue personal and professional development in a work environment.

LEARNING CONTEXT

PHASE 1: Looking for a Practicum Position

- Identifying the establishments that are likely to accept trainees
- Selecting an establishment and asking for an interview
- Presenting résumés
- Applying for a position and requesting an answer

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Practising the Trade

- Becoming familiar with the organization and operation of the establishment
- Becoming familiar with the position to be filled and the tasks to be carried out
- Carrying out the tasks according to the supervisor's standards
- Asking for feedback from the supervisor
- Keeping a daily journal

PHASE 3: Evaluation

- Presenting a report on the practicum
- Discussing experiences with others in the class
- Assessing career choices and clarifying career objectives
- Participating in a joint evaluation of the practicum

INSTRUCTIONAL GUIDELINES

The teacher should:

- Contact various establishments and make a list of establishments in the area that might be willing to accept trainees
- Make formal arrangements for the support and supervision of the trainees
- Encourage cooperation between the establishments and the school
- Help the students look for a practicum position
- Visit the trainees at work on a regular basis
- Help the students solve problems that may arise during the practicum
- Assess the establishments and their supervision of the students
- Discuss the practicum regularly with each student, using the student's journal as the basis for discussion
- Encourage the students to evaluate the practicum critically
- Ensure that the trainee is not paid during the practicum

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Prepare for interviews and write résumés according to set rules.
- Carry out all the steps involved in looking for a practicum position.
- Be able to explain the choice of a particular establishment and present the results of the search to the teacher.

PHASE 2:

- Carry out all the tasks assigned to them, according to their agreement with the establishment and the supervisor of the practicum.
- Be open to and participate actively in meetings with the supervisor of the practicum.
- Show that they have written in their journals on a daily basis.
- Demonstrate, throughout the practicum, the attitudes and behaviour expected of a pastry chef.

PHASE 3:

- Write and present a report on their practicum according to the instructions received.
- Describe specific aspects of their practicum.
- Participate actively in the joint evaluation of their practicum.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. List the steps involved in looking for a practicum position.
2. Evaluate, in terms of their own expectations, the opportunities offered by the various establishments authorized to accept trainees.
3. Identify the people responsible for granting interviews.
4. Practise requesting an interview.
5. Gather the information needed to write a résumé.
6. Become familiar with the rules for writing résumés.
7. Write a letter of application.
8. Set up an appointment with the employer.
9. Explain what they expect of the practicum.
10. Evaluate the employer's expectations.
11. Establish the terms of the agreement with the establishment and the supervisor of the practicum.

Before undertaking the activities of Phase 2:

12. Become familiar with the information to be kept in the journal.
13. Become familiar with the way in which the journal is to be kept.

Before undertaking the activities of Phase 3:

14. Identify the various sections of a practicum report.
15. Become familiar with the way in which the report is to be written.
16. Explain the concept of joint evaluation.
17. Identify the role of each person involved in the joint evaluation.
18. List the criteria for evaluating the practicum.

