

FOODS

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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LINKAGES/TRANSITIONS

LINKAGES

There are many linkages between Foods and other CTS strands, and between Foods and other secondary programs. The linkages extend to a variety of post-secondary and career possibilities.

With Other CTS Strands

Many CTS strands link with Foods. In the following strands, specific modules may be of interest to Foods students:

Strand	Module	Linkage Opportunity
Career Transitions	Project modules	<ul style="list-style-type: none"> • if a student undertakes an extensive project beyond the expectations of the Foods module • to increase the proficiency level of various food preparation techniques identified in the Foods module
Design	Living Environments★	<ul style="list-style-type: none"> • offer in the context of kitchen planning
Enterprise and Innovation	Managing the Venture★	<ul style="list-style-type: none"> • offer in the context of a food-related venture; e.g., cafeteria, catering
Tourism	Quality Guest Service The Food Sector Food Functions Food Service Operation	<ul style="list-style-type: none"> • certification potential • to learn the specifics of food service and standards • certification potential • to design a food services operation and develop food service strategies

★These modules are included in this section.

The following CTS strands have linkages that are more general in nature:

Strand	Food-related Themes
Communication Technology	Presentation
Community Health	Nutrition
Financial Management	Management
Management and Marketing	Management
Agriculture	Social and Cultural, Management

Potential linkages of Foods with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see “Foods: Connections with Other CTS Strands” and “Foods in Junior High”).

A number of modules from other CTS strands can be combined effectively with modules from the Foods strand. These “linkage modules” are shown in “Foods: Extended Scope and Sequence” and “Foods: Linkages Within CTS”.

In addition, the following modules include an expanded “notes” section which helps teachers include the module in a Foods course:

- DES3080: Living Environments–Studio
- E&I3010: Managing the Venture.

With Other Secondary Programs

In order for learning to be significant, relevant and reinforced for all students, it is important to integrate the core and complementary areas with the program. Teacher awareness of content of the different curricula will promote cross-curricular learning and team teaching. As students apply the knowledge and skills learned in one subject to solve a problem in another area, they will generate positive attitudes and the confidence to meet the challenges of daily living.

Potential linkages of Foods with other core and complementary subject areas across the curriculum are identified in this section (see “Foods: Connections Across the Curriculum,” “Foods: Linkages with Other Programs.”)

With Practical Arts Courses

Modules in the Foods strand replace existing content in the junior and senior high Home Economics, Food Studies, and Food Preparation courses. A detailed correlation of the Foods strand to these practical arts courses can be found in this section (see “Foods: Correlations with Practical Arts Courses: Home Economics (Foods) 7, 8 and 9,” “Foods: Correlations with Practical Arts Courses: Food Studies 10, 20 and 30,” and

“Foods: Correlations with Practical Arts Courses: Food Preparation 12, 22 and 32”).

TRANSITIONS

To the Workplace

The intermediate and advanced modules are designed to provide students with the knowledge, skills and attitudes that are required in the workplace. Some businesses welcome an individual who has the basic skills and is prepared for further training from the employer.

Information from the National Occupational Classification (NOC) regarding occupations in food-related areas that can be accessed upon completion of high school is provided in this section (see “Foods: Related Occupations”, page H.38).

To Related Post-secondary Programs

The themes and modules offered in Foods are consistent with many of the pre-employment and apprenticeship courses now being offered by post-secondary institutions.

A number of articulation agreements have been established with post-secondary institutions in Alberta. These agreements provide preferred entrance and/or advanced standing/credit for CTS students who have successfully completed designated modules. A current summary of articulation agreements in place that involve CTS modules is available through Alberta Education’s web site at <<http://ednet.edc.gov.ab.ca>>. For further information regarding particular articulation agreements, contact the post-secondary institution and/or review their respective calendar.

CTS courses in Foods may also link with Alberta’s Apprenticeship Training; e.g., Cook, Baker. Students who are employed as an apprentice in one of these trade areas and have successfully completed designated CTS modules may also qualify, upon the recommendation of

their employer, for a portion of the in-school training component. A summary of articulation agreements established for specific apprenticeship trades (including a correlation to CTS modules) is available through Alberta Education's web site. Further information regarding apprenticeship linkages can be obtained by contacting Alberta Advanced Education and Career Development, Apprenticeship and Industry Training Division.

An outline of post-secondary institutions in Alberta currently offering programs in food-related areas is provided in this section (see "Foods: Summary of Related Post-secondary Programs").

To Other Government Initiatives

There are a number of provincial/municipal initiatives:

- Alberta Education Tourism Council, ALBERTA BEST
- Alberta Health, Environmental Health Services, Food Sanitation and Hygiene Program
- Edmonton Board of Health, Heart à la Carte
- Heart and Stroke Foundation of Alberta, Heart Smart.

To Industry Initiatives

In the fall of 1990, the Steering Committee of the Canadian Foodservice Industry published a summary, "Canadian Foodservice Industry: A Human Resource Study," which states:

A number of initiatives are under way to develop certification standards for certain occupations in the foodservices industry. The three main organizations that are addressing non-apprenticeship types of certification at a national level are:

- the Canadian Restaurant and Foodservices Association, which has established a certification program of Foodservices Manager;

- the Canadian Food Service Executive Association, which has established a Certified Food Executive (CFE) program; and
- the Canadian Federation of Chefs de Cuisine, which has established a Chef de Cuisine program.

In addition, provincial organizations are developing standards and certification processes for foodservices occupations with a view to eventually having national standards and certification available. Professional certification programs and minimum standards are intended to accomplish several objectives, including:

- raise the quality, service and professionalism in the industry and individual occupations;
- help enhance the long-term image of the industry by improving workers' self-image and establishing career paths;
- maintain competence through continuing education program; and
- assist education institutions in establishing curricula.

The industry expressed considerable support of the idea of increasing the level of certification. Most managers with staffing responsibilities, especially in institutions, rated certification based on industry standards and defined skills as very or somewhat important.

CREDENTIALLING

Information regarding credentialling in Foods is provided in this section; see "Credentialling Opportunities in Foods".

LINKAGES – Foods: Connections with Other CTS Strands

Foods Modules	Other CTS Strands																				
	Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Electro-Technologies	Energy and Mines	Enterprise and Innovation	Fabrication Studies	Fashion Studies	Financial Management	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Nutrition																					
FOD1010: Food Basics																					
FOD2010: Food & Nutrition Basics																					
FOD2020: Nutrition & the Athlete																					
FOD2030: Food Decisions & Health																					
FOD3010: Food for the Life Cycle																					
FOD3020: Nutrition & Digestion																					
Theme: Preparation & Presentation																					
FOD1020: Baking Basics																					
FOD1030: Snacks & Appetizers																					
FOD2040: Cake & Pastry																					
FOD2050: Yeast Breads & Rolls																					
FOD2060: Milk Products & Eggs																					
FOD2070: Stocks, Soups & Sauces																					
FOD2080: Vegetables/Fruits/Grains																					
FOD2090: Creative Cold Foods																					
FOD2100: Basic Meat Cookery																					
FOD2110: Fish & Poultry																					
FOD3030: Creative Baking																					
FOD3040: Advanced Yeast Products																					
FOD305: Advanced Soups & Sauces																					
FOD3060: Food Presentation																					
FOD3070: Short Order Cooking																					
FOD3080: Advanced Meat Cookery																					
FOD3090: Basic Meat Cutting																					
Theme: Management																					
FOD1040: Meal Planning 1																					
FOD1050: Fast & Convenience Foods																					
FOD2120: Meal Planning 2																					
FOD2130: Vegetarian Cuisine																					
FOD2140: Rush Hour Cuisine																					
FOD2150: Food Safety & Sanitation																					
FOD2160: Food Venture																					
FOD3100: Entertaining with Food																					
FOD3110: Food Processing																					
FOD3120: Food Evolution/Innovation																					
FOD3130: The Food Entrepreneur																					
Theme: Social & Cultural																					
FOD1060: Canadian Heritage Foods																					
FOD2170: International Cuisine 1																					
FOD3140: International Cuisine 2																					

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.



LINKAGES – *Foods in Junior High*

Course Emphasis	Foods Modules	Community Health Modules	Tourism Studies Modules	Agriculture Modules
Nutrition (2 modules)	Food Basics <i>FOD1010</i>			
		Perspectives on Health <i>CMH1080</i>		
Preparation and Presentation (3 modules)	Baking Basics <i>FOD1020</i>		Quality Guest Service <i>TOU1030</i>	
	Snacks & Appetizers <i>FOD1030</i>			
Management (7 modules)	Meal Planning 1 <i>FOD1040</i>	Personal Safety (Management) <i>CTR1210</i>	The Food Sector <i>TOU1040</i>	Consumer Products & Services <i>AGR1060</i>
	Fast & Convenience Foods <i>FOD1050</i>			Agriculture: The Big Picture <i>AGR1010</i>
				Agriculture Technology <i>AGR1100</i>
Social and Cultural (2 modules)	Canadian Heritage Foods <i>FOD1060</i>	Family Dynamics <i>CMH1010</i>		

LINKAGES – Foods: Extended Scope and Sequence

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Food Basics [*] FOD1010	Food & Nutrition Basics FOD2010	Food for the Life Cycle FOD3010	Nutrition
	Nutrition & the Athlete FOD2020	Nutrition & Digestion FOD3020	
	Food Decisions & Health FOD2030		
Baking Basics FOD1020	Cake & Pastry FOD2040	Creative Baking FOD3030	Preparation and Presentation
	Yeast Breads & Rolls FOD2050	Advanced Yeast Products FOD3040	
	Milk Products & Eggs FOD2060		
Snacks & Appetizers FOD1030	Stocks, Soups & Sauces FOD2070	Advanced Soups & Sauces FOD3050	
	Vegetables/Fruits/Grains FOD2080	Food Presentation FOD3060	
	Creative Cold Foods FOD2090	Short Order Cooking FOD3070	
	Basic Meat Cookery FOD2100	Advanced Meat Cookery FOD3080	
	Fish & Poultry FOD2110	Basic Meat Cutting FOD3090	
Meal Planning 1 FOD1040	Meal Planning 2 FOD2120	Entertaining with Food FOD3100	Management
	Vegetarian Cuisine FOD2130	Food Processing FOD3110	
Fast & Convenience Foods FOD1050	Rush Hour Cuisine FOD2140	Food Evolution/Innovation FOD3120	
	Food Safety & Sanitation FOD2150		
	Food Venture FOD2160	The Food Entrepreneur FOD3130	
Canadian Heritage Foods FOD1060	International Cuisine 1 FOD2170	International Cuisine 2 FOD3140	Social and Cultural

—— Prerequisite

---- Recommended sequence

^{*} Prerequisite to all modules in this strand.

LINKAGES – Foods: Linkage Opportunities Within CTS

INTRODUCTORY	INTERMEDIATE	ADVANCED	STRAND
<div data-bbox="207 596 496 659" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 1A <i>CTR1110</i></div> <div data-bbox="207 674 496 737" style="border: 1px solid black; padding: 5px;">Project 1B <i>CTR1120</i></div>	<div data-bbox="553 596 837 659" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 2A <i>CTR2110</i></div> <div data-bbox="553 674 837 737" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 2B <i>CTR2120</i></div> <div data-bbox="553 747 837 810" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 2C <i>CTR2130</i></div> <div data-bbox="553 821 837 884" style="border: 1px solid black; padding: 5px;">Project 2D <i>CTR2140</i></div>	<div data-bbox="915 596 1200 659" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 3A <i>CTR3110</i></div> <div data-bbox="915 674 1200 737" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 3B <i>CTR3120</i></div> <div data-bbox="915 747 1200 810" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 3C <i>CTR3130</i></div> <div data-bbox="915 821 1200 884" style="border: 1px solid black; padding: 5px;">Project 3D <i>CTR3140</i></div>	<p>Career Transitions</p>
<div data-bbox="207 1556 496 1619" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Quality Guest Service¹ <i>TOU1030</i></div> <div data-bbox="207 1650 496 1713" style="border: 1px solid black; padding: 5px;">The Food Sector <i>TOU1040</i></div>	<div data-bbox="553 1650 837 1713" style="border: 1px solid black; padding: 5px;">Food Functions <i>TOU2040</i></div>	<div data-bbox="915 1325 1200 1388" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Living Environment Studio 2 <i>DES3080</i></div> <div data-bbox="915 1419 1200 1482" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Managing the Venture <i>ENT3010</i></div> <div data-bbox="915 1650 1200 1713" style="border: 1px solid black; padding: 5px;">Food Service Operations <i>TOU3030</i></div>	<p>Design Studies</p> <p>Enterprise and Innovation</p> <p>Tourism Studies</p>

1. Teachers registered as ALBERTA BEST Trainers may award ALBERTA BEST Student Certificates.

MODULE DES3080: LIVING ENVIRONMENT STUDIO 2

Level: Advanced

Theme: Design Skills, Processes and Applications

Prerequisites: None

Module Parameters: Sketching, drawing and modelling tools and equipment and access to a computer. Specialized facilities or equipment depend on the approach taken.

Note: It is recommended that students have access to instruction from an individual with formal, specialized training in architectural, interior and/or environmental design.

Module Description: Students learn to consider form and space when developing specific architectural, environmental or interior design solutions specific to human and/or environmental needs. They assess solutions on the basis of functional and aesthetic considerations and appropriateness within the human environment. Materials and production processes may be considered at this stage though not necessarily resolved. When designing at the micro level, students consider the ergonomic aspects of design.

Kitchens may be for cooking, eating, socializing, cleaning, producing or rushing. The design determines how effectively a kitchen meets its function and the needs of those using it. What about its appearance? Develop skill in creating an effective kitchen design.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • produce advanced level designed solutions for problems in one or more living environment themes: architectural design, environmental design, interior design • apply elements and principles of design; e.g., space, form and ergonomics within architectural, environmental, and/or interior design 	<p><i>Assessment of student assessment will be based on:</i></p> <ul style="list-style-type: none"> • resolution of a teacher- and/or student-specified advanced level Living Environment project brief. <i>Assessment Tool</i> <i>Project Assessment: Living Environment Studio 2 (DES3080–1)</i> <i>Standard</i> <i>Performance rating of 2 for each criteria</i> • selection and effective use of elements and principles of design in project work. <i>Assessment Tool</i> <i>Authorized resources for explanation and examples of elements and principle of design</i> <i>Project Assessment: Living Environment Studio 2 (DES3080–1)</i> <i>Standard</i> <i>Performance rating of 2 for each criteria</i> 	<p>50</p> <p>10</p>

MODULE DES3080: LIVING ENVIRONMENT STUDIO 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • make rational judgments with respect to aesthetic quality in architectural, environmental or interior design • select, organize and present design projects • demonstrate basic competencies. 	<p><i>Assessment of student assessment will be based on:</i></p> <ul style="list-style-type: none"> • justification of judgements made during designing with respect to aesthetic quality of the designed solution, brought forth within the presentation/critique. <p><i>Assessment Tool</i> <i>Project Assessment: Living Environment Studio 2 (DES3080–1)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> • maintenance and presentation of a module-based design portfolio and a design journal. Emphasis during the presentation/critique of the module-based portfolio with the teacher and/or peers will be placed on the degree of resolution of the design brief, and the student’s discourse regarding: <ul style="list-style-type: none"> – how human and environmental needs have been addressed through the designed solution – the judgements made during the designing process, – why these were made – the effect they had in shaping the final result. <p><i>Assessment Tool</i> <i>Presentations/Reports: Living Environment Studio (Advanced) (DESPRE–3-D)</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>20</p> <p>Integrated throughout</p>

MODULE DES3080: LIVING ENVIRONMENT STUDIO 2 (continued)

Concept	Specific Learner Expectations	Notes
Skills Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe how form and space are used in the context of architectural, environmental and interior design • research and compare the living and working spaces of two communities that differ in some way; e.g., climatically, socioeconomically, culturally • identify one example drawn from architectural, environmental or interior design (e.g., a frame construction house from Canada and a house from Japan) and compare them • describe the responsibility design has toward the human and natural environment. 	<p>Compare kitchen spaces of a “conventional” family with those of a physically challenged individual OR extended family versus nuclear family OR family home versus “mother-in-law suite” kitchens) OR industrial kitchen versus home kitchen OR fast food kitchen versus classic hotel or banquet kitchen.</p>
Elements and Principles of Design	<ul style="list-style-type: none"> • identify the elements and principles of design used in the solution of each design problem and explain how their use has contributed to the aesthetics and function of the solution. 	
Applied Problem Solving	<ul style="list-style-type: none"> • identify and resolve a design problem in the area(s) of architectural, environmental and/or interior design; e.g., a personal living space, a living space for an extreme environment, a commercial space, a park, a restaurant, a prefabricated living space with components that can be assembled on-location, a survival shelter • identify each problem, write a project brief and structure a plan for resolution • select and use appropriate tools and materials as outlined in the project brief • rationalize decisions made during designing and indicate how these decisions affected the aesthetic quality of the solution. 	<p>Design Problem:</p> <ul style="list-style-type: none"> • design a kitchen for a physically challenged individually OR • design a kitchen for a “mother-in-law suite” OR • design a kitchen for a single parent family with limited resources OR • design a kitchen for a restaurant or food production plant.
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> • see Specific Learner Expectations for 2-D Design Studio 1. 	<p>See notes from 2-D Design Studio and 3-D Design Studio modules.</p>

MODULE ENT3010: MANAGING THE VENTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe critical risks, and develop contingency procedures • describe the monitoring procedure and revisions to the venture plan • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • a contingency plan: Given three problem scenarios, the student will develop a contingency plan for each example: <ul style="list-style-type: none"> – drop-in demand for product – human resource complication – major delay in production – new competition in the market. <p><i>Assessment Tool</i> <i>Framework for Assessing Contingency Plans, ENT3010–2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	45
	<ul style="list-style-type: none"> • an oral presentation on the status of the venture addressing the following: <ul style="list-style-type: none"> – current position, highlighting the strengths, weaknesses and revisions necessary. <p><i>Assessment Tool</i> <i>Framework for Assessing Venture Progress, ENT3010–3</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	20
	<ul style="list-style-type: none"> • reflection record consisting of identification of personally significant knowledge, skills and attitudes within the context of management. <p><i>Assessment Tool</i> <i>Framework for Assessing a Reflection Record, ENT3010–4</i></p> <p><i>Standard</i> <i>A minimum of five of nine criteria must be completed with supportive evidence as outlined</i></p>	5
<ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout	

MODULE ENT3010: MANAGING THE VENTURE (continued)

Concept	Specific Learner Expectations	Notes
<p>Making Decisions</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • evaluate the objectives and goals of the venture plan • create an organizational structure to achieve the goals and objectives of the venture • create a plan of action to fulfill venture requirements in terms of: <ul style="list-style-type: none"> – capital – labour – marketing – production/service • appraise government regulations dealing with: <ul style="list-style-type: none"> – health (<i>Public Health Act</i>) – safety (<i>Occupational Health and Safety Act</i>) – compensation – terms and conditions of employment (Canada Labor Code, <i>Employment Standards Act</i>) • describe ethical and unethical business practices • create and maintain effective internal/external communication functions. 	<p>Examine these concepts in the context of an existing venture, school cafeteria or business developed in the “Food Entrepreneur” module.</p> <p>Government Regulations:</p> <ul style="list-style-type: none"> • review the basic labour regulations from the point of view of both the employee and the employer • interpret the role of the various government agencies that are concerned with the worker’s well-being: <ul style="list-style-type: none"> – Occupational Health and Safety – Workers’ Compensation Board – Board of Public Health. <p>WHMIS</p> <p>See: ATEC Occupational Standards.</p>

MODULE ENT3010: MANAGING THE VENTURE (continued)

Concept	Specific Learner Expectations	Notes
<p>Managing Human Resources</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the necessary components/strategies of: <ul style="list-style-type: none"> – recruitment – human resources development • explain the role of the Human Relations Department within business • explain characteristics for a supervisor role • describe the components of recognition: <ul style="list-style-type: none"> – tangible – intangible • evaluate impact of working conditions on organizational culture • explain impact of morale on productivity • demonstrate dispute resolution strategies • demonstrate negotiating skills • propose a system to deal with tardiness and absenteeism • devise a plan to encourage: <ul style="list-style-type: none"> – team building – professionalism • complete a performance appraisal. 	<p>Food Preparation:</p> <ul style="list-style-type: none"> • practise management strategies for accomplishing tasks: <ul style="list-style-type: none"> – scheduling and planned work activities – job descriptions – “mise en place”. <p>E.g., pay, days off, Certificate of Performance.</p> <p>Organizational Culture:</p> <ul style="list-style-type: none"> • examine and discuss issues and concerns facing today’s food service industry: <ul style="list-style-type: none"> – public image – high staff turnover – sanitary and hygiene conditions.
<p>Managing Finances</p>	<ul style="list-style-type: none"> • describe source documents: <ul style="list-style-type: none"> – sales receipts – cash register records – cheque stubs • describe accounting functions: <ul style="list-style-type: none"> – cash flow – profit and loss – balance sheet 	<p>Purchasing:</p> <ul style="list-style-type: none"> • compare the many specifications, standards, forms and packaging sizes that make up the necessary product knowledge affecting food purchase decisions.

MODULE ENT3010: MANAGING THE VENTURE (continued)

Concept	Specific Learner Expectations	Notes
<p>Managing Finances (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • perform banking functions: <ul style="list-style-type: none"> – identify banking institutions – properly complete various forms • create a sample payroll • explain the function of accounts receivable and accounts payable in relation to cash flow. 	<p>Cost Control:</p> <ul style="list-style-type: none"> • examine the many costs involved in operating a food service establishment: <ul style="list-style-type: none"> – overhead costs, foods costs, etc. • outline the key strategies used by chefs and food service managers to control costs: <ul style="list-style-type: none"> – standardized recipes, portion control, menu planning, etc.
<p>Monitoring</p>	<ul style="list-style-type: none"> • identify factors in the venture plan that require monitoring: <ul style="list-style-type: none"> – cash flow – customer/client satisfaction – human resources effectiveness – supplies and inventory – other factors • create a timeline indicating when and how often each factor would be monitored • explain external factors that may affect the venture: <ul style="list-style-type: none"> – fluctuating economy – fads – seasonal variations • propose adjustments to remedy inconsistencies • identify strategies for changing a plan in progress • describe circumstances when it may be appropriate to downsize or terminate the venture • devise a plan addressing the requirements and responsibilities involved in downsizing or terminating a venture. 	

LINKAGES – Foods: Connections Across the Curriculum

Foods Modules	Across the Curriculum																		
	Junior High								Senior High										
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Nutrition																			
FOD1010: Food Basics																			
FOD2010: Food & Nutrition Basics																			
FOD2020: Nutrition & the Athlete																			
FOD2030: Food Decisions & Health																			
FOD3010: Food for the Life Cycle																			
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FOD2090: Creative Cold Foods																			
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FOD2110: Fish & Poultry																			
FOD3030: Creative Baking																			
FOD3040: Advanced Yeast Products																			
FOD3050: Advanced Soups & Sauces																			
FOD3060: Food Presentation																			
FOD3070: Short Order Cooking																			
FOD3080: Advanced Meat Cookery																			
FOD3090: Basic Meat Cutting																			
Theme: Management																			
FOD1040: Meal Planning 1																			
FOD1050: Fast & Convenience Foods																			
FOD2120: Meal Planning 2																			
FOD2130: Vegetarian Cuisine																			
FOD2140: Rush Hour Cuisine																			
FOD2150: Food Safety & Sanitation																			
FOD2160: Food Venture																			
FOD3100: Entertaining with Food																			
FOD3110: Food Processing																			
FOD3120: Food Evolution/Innovation																			
FOD3130: The Food Entrepreneur																			
Theme: Social & Cultural																			
FOD1060: Canadian Heritage Foods																			
FOD2170: International Cuisine 1																			
FOD3140: International Cuisine 2																			

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.



LINKAGES – Foods: Linkages With Other Programs (continued)

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine I	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meatcutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2					
Collecting & Recording	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C			
Organizing & Communicating	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
Analyzing	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
Connecting, Synthesizing & Integrating	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
Evaluating the Process/Outcomes	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
Mathematics																																										
Number Systems & Operations	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
Ratio & Proportion	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
Measurement	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
Data Management	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Algebra	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Problem Solving	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C

LEGEND: D - Duplicates C - Compliments

LINKAGES – Foods: Correlations With Practical Arts Courses[†]: Food Studies 10, 20, 30

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2			
FOOD STUDIES 10																																								
Introduction to Food Studies																																								
factors affecting food choices and eating habits, nutrition	X						X	X	X									X						X	X													X		
safety and sanitation, equipment and procedures	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Nature of Food - A (Fruits, Vegetables/Breads and Cereals)																																								
conservation of nutrients							X							X	X																									
chemical and physical properties, cookery principles		X								X	X			X																										
production and consumption patterns							X							X																										
significance of fruits, vegetables/breads and cereals											X			X					X																					
Nature of Food - B (Milk Products & Eggs)																																								
selection, storage, and cookery principles							X					X																												
conservation of nutrients												X																												
chemical and physical properties												X																												
milk products and eggs												X																												
Nature of Food - C (Meats & Alternatives)																																								
selection, storage, and cookery principles																X	X		X																				X	
conservation of nutrients																X	X		X																				X	
chemical and physical properties																X	X		X																				X	
meat and alternatives																X	X		X																				X	

* Compulsory Modules

† September 1997: All practical arts courses replaced by Career and Technology Studies.

TRANSITIONS: *Foods: Related Occupations*

Information for this chart was obtained from the National Occupational Classification (NOC) descriptions.

Educational Requirements:

D: High School Education

B: College or Vocational Education

C: Apprenticeship

A: University

Occupational Profile	NOC#	D	C	B	A
Applied Chemical Technologists and Technicians	2211			✓	
Baker	6252		✓		
Banqueting/Catering Supervisors	0631			✓	✓
Biological Technicians and Technologists	2221			✓	
Butchers and Meat Cutters, Retail and Wholesale	9462	✓			
Chef	6241		✓		
Cook	3133		✓		
Dietitians and Nutritionists	9463				✓
Fish Plant Worker	6453	✓			
Food and Beverage Servers	6641	✓			
Food Service Counter Attendants and Food Preparers	6241	✓			
Food Service Supervisors	6212	✓			
Grocery Clerks and Shelf Stockers	6622	✓			
Industrial Butchers and Meat Cutters, Poultry Preparers and Related workers	9462	✓			
Kitchen and Food Service Helpers	6642	✓			
Labourers in Fish Processing	9618	✓			
Labourers in Food, Beverage and Tobacco Processing	9617	✓			
Maitres d'hotel and Hosts/Hostesses	6451	✓			
Manufacturing Manager	0911			✓	
Process Control and Machine Operators, Food and Beverage Processing	9461	✓			
Purchasing Manager	0113				✓
Restaurant and Food Service Managers	0631			✓	
Retail and Wholesale Buyers	6233			✓	✓
Supervisors, Food, Beverage and Tobacco Processing	6212	✓			
Testers and Graders, Foods and Beverage Processing	9465	✓			

Section H: Linkages/Transitions

SUMMARY OF RELATED POST-SECONDARY PROGRAMS

Effective September 2004, the chart Summary of Related Post-secondary Programs has been deleted from ALL CTS strands as the information is out of date.

Current information is available in the publication:
“It’s About Time ... to choose a post-secondary education program 2003–2004” published by Alberta Human Resources and Employment.

This publication is available:

- online through the Alberta Learning Information Services (ALIS) Web site at www.alis.gov.ab.ca/careershop
- in print through the Learning Resources Centre (LRC)
Product Number: 519275.

CREDENTIALLING – *Credentiailling Opportunities in Foods*

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Food Sanitation and Hygiene	Alberta Health Environmental Health Services		Food Safety and Sanitation (FOD2150)		Alberta Health, Environmental Health Services 14 th Floor, Jasper Avenue Bldg, Box 1360, 10025 Jasper Ave. Edmonton, AB T5J 2N3 Telephone: 403-427-2643 Fax: 403-422-9681
Tourism: ALBERTA BEST	Alberta Tourism Education Council	TOU	Quality Guest Service (TOU1030)	ALBERTA BEST Trainers	<i>See Tourism Studies</i>

