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| **COURSE FOD2070: SOUPS & SAUCES** | | |
| The Goal | What I did | Teacher approval |
| **1. identify the role of sauces in cuisine** | | |
| 1.1 describe the following foundation/mother sauces | | |
| 1.1.1 béchamel |  |  |
| 1.1.2 velouté/brown |  |  |
| 1.1.3 brown |  |  |
| 1.1.4 tomato |  |  |
| 1.1.5 hollandaise |  |  |
| 1.2 identify the composition of the following thickening agents | | |
| 1.2.1 roux |  |  |
| 1.2.2 whitewash |  |  |
| 1.2.3 cornstarch |  |  |
| 1.3 describe the following flavouring agents | | |
| 1.3.1 mirepoix |  |  |
| 1.3.2 bouquet garni |  |  |
| 1.3.3 ready-mixed/instant |  |  |
| 1.4 describe methods of preparation |  |  |
| 1.5 discuss nutritional value |  |  |
| 1.6 explain application for which they are most suited |  |  |
| **2. describe the role of soups in cuisine** | | |
| 2.1 identify the following types of soups: | | |
| 2.1.1 clear soups |  |  |
| 2.1.2 thick soups |  |  |
| 2.1.2 thick soups |  |  |
| 2.1.3 specialty soups |  |  |
| 2.2 discuss the nutritional value of soups prepared from scratch versus commercial product |  |  |
| 2.3 describe the key thickening and flavouring agents in the production of soups |  |  |
| 2.4 identify methods for presenting soups |  |  |
| **3. demonstrate the principles of soup and sauce cookery in the preparation, presentation and evaluation of soup and sauce products** | | |
| 3.1 prepare a minimum of five recipes, including | | |
| 3.1.1 two types of sauces—one savory, one sweet |  |  |
| 3.1.2 two types of soup prepared from scratch—cream soup, broth soup |  |  |
| 3.1.3 one innovative nutritionally enhanced soup based on a commercial product |  |  |
| 3.2 compare a commercially prepared sauce to product prepared by student(s) |  |  |
| 3.3 compare a commercially prepared soup to product prepared by student(s) |  |  |
| **4. identify and demonstrate safe and sanitary practices** | | |
| 4.1 maintain a clean, sanitary, safe work area |  |  |
| 4.2 apply universal precautions related to | | |
| 4.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves |  |  |
| 4.2.2 hand-washing techniques |  |  |
| 4.2.3 infectious diseases |  |  |
| 4.2.4 blood-borne pathogens |  |  |
| 4.2.5 bacteria, viruses, molds |  |  |
| 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards |  |  |
| 4.3 use all materials, products and implements appropriately |  |  |
| 4.4 clean, sanitize and store materials, products and implements correctly |  |  |
| 4.5 dispose of waste materials in an environmentally safe manner |  |  |
| **5. demonstrate basic competencies** | | |
| 5.1 demonstrate fundamental skills to | | |
| 5.1.1 communicate |  |  |
| 5.1.2 manage information |  |  |
| 5.1.3 use numbers |  |  |
| 5.1.4 think and solve problems |  |  |
| 5.2 demonstrate personal management skills to | | |
| 5.2.1 demonstrate positive attitudes and behaviours |  |  |
| 5.2.2 be responsible |  |  |
| 5.2.3 be adaptable |  |  |
| 5.2.4 learn continuously |  |  |
| 5.2.5 work safely |  |  |
| 5.3 demonstrate teamwork skills to | | |
| 5.3.1 work with others |  |  |
| 5.3.2 participate in projects and tasks |  |  |
| **6. identify possible life roles related to the skills and content of this cluster** | | |
| 6.1 recognize and then analyze the opportunities and barriers in the immediate environment |  |  |
| 6.2 identify potential resources to minimize barriers and maximize opportunities |  |  |