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| **Foods 2110 – fish & poultry Checklist** | | |
| The Goal | What I did | Teacher approval |
| **1. identify and describe the variety of fish and poultry products available, considering types, forms and grades** | | |
| 1.1 categorize fish and seafood, considering | | |
| 1.1.1 commercial varieties |  |  |
| 1.1.2 basic market forms |  |  |
| 1.2 identify criteria for distinguishing fish and seafood quality and freshness |  |  |
| 1.3 compare various poultry products available, considering | | |
| 1.3.1 grading |  |  |
| 1.3.2 forms of poultry |  |  |
| 1.3.3 range of convenience products |  |  |
| 1.4 describe the many domestic and game birds available as inspected and graded products in Alberta |  |  |
| **2. identify and describe the variety of fish and poultry products available, considering nutritional value** | | |
| 2.1 describe the composition and structure of fish and poultry |  |  |
| 2.2 describe the nutritional value of fish, seafood and poultry, including | | |
| 2.2.1 complete protein |  |  |
| 2.2.2 amount and type of fat |  |  |
| 2.2.3 concerns over cholesterol |  |  |
| 2.2.4 effect of preparation method on nutritional value; e.g., deep-fried versus poached |  |  |
| **3. identify and describe the variety of fish and poultry products available, considering methods and effects of cooking** | | |
| 3.1 compare the effect of moist-heat and dry-heat cooking methods on various types of fish and seafood |  |  |
| 3.2 compare the effect of moist-heat and dry-heat heat cooking methods on various forms of poultry |  |  |
| **4. identify and describe the variety of fish and poultry products available, considering safe handling and appropriate storage** | | |
| 4.1 relate the perishable nature of fish, seafood and poultry with safe and sanitary handling practices and the prevention of food-borne illnesses |  |  |
| 4.2 demonstrate correct handling and storage procedures for fish and seafood, including: | | |
| 4.2.2 avoiding cross-contamination |  |  |
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| **5. identify boning, filleting, carving, finishing and presenting techniques using a variety of fish and poultry products** | | |
| 5.1 demonstrate a variety of preparatory skills and techniques for cooking poultry dishes; e.g., cutting and boning, trussing, stuffing, coating |  |  |
| 5.2 demonstrate appropriate carving and presentation techniques for cooked poultry |  |  |
| 5.3 identify the use of flat and round fish in the production of ready-to-cook fish products, describing | | |
| 5.3.1 dressing and filleting |  |  |
| 5.3.2 boning |  |  |
| 5.3.3 peeling, deveining and seasoning |  |  |
| 5.4 describe varied finishing and presentation techniques for fish and seafood, including accompaniments and garnishes; e.g., compound butter, bonne femme, vin blanc |  |  |
| **6. demonstrate knowledge and skills in the planning, preparing and evaluating of fish and poultry** | | |
| 6.1 prepare a minimum of five fish and/or poultry products, using | | |
| 6.1.1 moist heat; e.g., poach, steam, boil |  |  |
| 6.1.2 dry heat; e.g., sauté, fry, bake |  |  |
| 6.1.3 popular preferences; e.g., kabob, fried |  |  |
| 6.1.4 multicultural influences; e.g., stir-fry, satay, spring/egg rolls |  |  |
| 6.2 describe how to determine doneness in cooked fish/poultry; e.g., physical characteristics, temperature |  |  |
| **7. identify and demonstrate safe and sanitary practices** | | |
| 7.1 maintain a clean, sanitary, safe work area |  |  |
| 7.2 apply universal precautions related to | | |
| 7.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves |  |  |
| 7.2.2 hand-washing techniques |  |  |
| 7.2.3 infectious diseases |  |  |
| 7.2.4 blood-borne pathogens |  |  |
| 7.2.5 bacteria, viruses, molds |  |  |
| 7.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards |  |  |
| 7.3 use all materials, products and implements appropriately |  |  |
| 7.4 clean, sanitize and store materials, products and implements correctly |  |  |
| 7.5 dispose of waste materials in an environmentally safe manner |  |  |
| **8. demonstrate basic competencies** | | |
| 8.1 demonstrate fundamental skills to | | |
| 8.1.1 communicate |  |  |
| 8.1.2 manage information |  |  |
| 8.1.3 use numbers |  |  |
| 8.1.4 think and solve problems |  |  |
| 8.2 demonstrate personal management skills to | | |
| 8.2.1 demonstrate positive attitudes and behaviours |  |  |
| 8.2.2 be responsible |  |  |
| 8.2.3 be adaptable |  |  |
| 8.2.4 learn continuously |  |  |
| 8.2.5 work safely |  |  |
| 8.3 demonstrate teamwork skills to | | |
| 8.3.1 work with others |  |  |
| 8.3.2 participate in projects and tasks |  |  |
| **9. identify possible life roles related to the skills and content of this cluster** | | |
| 9.1 recognize and then analyze the opportunities and barriers in the immediate environment |  |  |
| 9.2 identify potential resources to minimize barriers and maximize opportunities |  |  |