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| **Foods 3090: Butcher Shop** |
| **1. identify the processing and handling practices in the transformation of the carcass into cuts**  |
| The Goal | What I did | Teacher approval |
| 1.1 describe the breakdown of various carcasses into wholesale, primal and retail cuts; e.g., beef, pork, lamb, veal, game  |  |  |
| 1.2 identify the retail cuts of various carcasses  |  |  |
| 1.3 describe criteria for assessing meat quality in order to satisfy consumer demands, including:  |
| 1.3.1 inspection and grading process  |  |  |
| 1.3.2 methods to enhance tenderness and palatability of meats prior to cooking  |  |  |
| 1.4 demonstrate proficiency in meat cutting skills and techniques in the breakdown of primal cuts into retail cuts by: |
| 1.4.1 identifying bones, meat/muscle seams and seam structure  |  |  |
| 1.4.2 knife-cutting through muscle seams and bone structure joints  |  |  |
| 1.4.3 producing saleable retail cuts from block-ready wholesale cuts  |  |  |
| 1.4.4 employing current meat nomenclature  |  |  |
| **2. demonstrate proficient and safe operation of power and hand tools used by the butcher** |
| 2.1 explain the need to protect the health of the consumer and maintain the merchandising appeal of meats through: |
|  2.1.1 prevention of food-borne illnesses  |  |  |
| 2.1.2 observing and practising safe and hygienic handling skills  |  |  |
| 2.1.3 employing appropriate storage methods and times for varying cuts  |  |  |
| 2.2 practise appropriate safety while cleaning and sanitizing |
| **3. demonstrate skills in the preparation of meats for cooking** |
| 3.1 identify quality factors and purchasing standards for meats and/or variety meats  |  |  |
| 3.2 demonstrate proficiency in meat cutting skills and techniques, including: |
|  3.2.1 boning and trimming for retail cuts  |  |  |
| 3.2.2 tying roasts  |  |  |
| 3.2.3 cubing, slicing, grinding, tenderizing  |  |  |
| 3.3 demonstrate safe handling and storage procedures for meats and/or variety meat |
| **4. apply skills and techniques for professionalism in the industry** |
| 4.1 prepare a minimum of three recipes  |  |  |
| 4.2 participate in all kitchen brigade activities  |  |  |
| 4.3 use appropriate resources to: |
|  4.3.1 adhere to a detailed time line  |  |  |
| 4.3.2 plan effectively  |  |  |
| 4.3.3 prioritize tasks  |  |  |
| 4.3.4 manage facilities, equipment and supplies |  |  |
| 4.4 demonstrate the use of food preparation techniques, including: 4.4.1 safety and sanitation  |
| 4.4.2 measurement  |  |  |
| 4.4.3 recipe terminology/modification  |  |  |
| 4.4.4 use of available kitchen equipment  |  |  |
| 4.5 explain and demonstrate the ability to use the: 4.5.1 metric system  |
| 4.5.2 imperial system  |  |  |
| **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. create a transitional strategy to accommodate personal changes and build personal values** |
| 6.1 identify short-term and long-term goals  |  |  |
| 6.2 identify steps to achieve goals |  |  |