**Area of Learning: Applied Design, Skills, and Technologies — Culinary Arts Grade 10**

**BIG IDEAS**

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| Diner needs and  tastes inform  culinary service. |  | Social, ethical, and sustainability considerations impact the culinary arts. |  | Complex tasks  require different technologies and tools at different stages. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Applied Design  *Understanding context*   * Identify the **clientele** and **type of service**,and apply to service procedures   Defining   * Identify tasks involved in completing a recipe or service * **Prioritize** the steps needed to complete a task * Sequence the steps needed to safely organize the workspace and select tools and equipment * Anticipate and/or address **challenges** * Examine and consider the physical capabilities and **limitations** of the teaching kitchen   *Ideating*   * Explore the impacts of culinary decisions on social, ethical, and sustainability considerations * Interpret recipes and assess comprehension level * Identify the suitability of existing, new, and emerging tools, **technologies**, and systems  for a given task   Prototyping   * Identify and use **sources of inspiration** and information * Identify recipes, techniques, and procedures for desired outcome * Evaluate ingredients and materials for effective use and potential for reuse, recycling,  and biodegradability * Make changes to tools, ingredients, and procedures when appropriate | *Students are expected to know the following:*   * **culinary best practices** * safe food handling and personal safety * food service tools and equipment * **units and types** of measurement * types, varieties, and classifications of **culinary ingredients** * components of **cooking methodology** * elements of **professionalism** in a food service kitchen * First Peoples food **protocols**, including land stewardship, harvesting/gathering, food preparation and/or preservation, ways of celebrating, and cultural ownership * ethics of **cultural appropriation** * food products available locallyvia agriculture, fishing, and foraging, and their culinary properties |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Testing   * Identify **sources of feedback** * Develop an **appropriate test** to determine the success of a standard recipe, technique, or skill * Use feedback to make appropriate changes   Making   * Identify appropriate tools, technologies, materials, processes, and time needed  for production * Use materials in ways that minimize waste * Demonstrate appropriate skills, methodology, and food safety practices needed  to successfully complete a recipe * Demonstrate correct and safe operation of culinary equipment   Sharing   * Explore how and with whom to share or promote products and creativity * Assess their ability to work effectively in both individual and collaborative contexts * Critically evaluate the success of food products and describe suitable improvements   Applied Skills   * Demonstrate **best practices** of culinary professionalism * Demonstrate an awareness of precautionary and emergency **safety procedures**  for self, co-workers, and users in the teaching kitchen * Identify and assess their cookery and service skills and skill levels * Develop specific plans to refine existing skills or learn new skills   Applied Technologies   * Choose, adapt, and if necessary learn more about appropriate tools and technologies  to use for culinary tasks * Evaluate the influences of land, natural resources, and culture on the development  and use of culinary ingredients, tools, and technologies |  |