**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
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