**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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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary ArtsCurricular Competencies – Elaborations Grade 10** |
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| * **clientele:** for example, students or adults?
* **type of service:** for example, buffet or à la carte?
* **Prioritize:** consider what has to happen first and what needs to be done before going on to the next steps in order to complete a recipe or service
* **challenges:** for example, figure out the meaning of new culinary terms and food and personal safety precautions, and what equipment is needed and how to properly operate it
* **limitations:** factors such as physical space, group size, allotted time, budget, seasonal ingredients, environmental impacts
* **technologies:** tools that extend a chef’s capabilities
* ***Prototyping*:** creating, cooking, and improving recipes
* **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, consumers and professionals
* **sources of feedback:** may include First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers, consumers, and culinary experts
* **appropriate test:** considering the conditions of the task and the number of trials
* **best practices:** for example, sanitation, personal hygiene, kitchen safety, kitchen attire, FOODSAFE procedures
* **safety procedures:** food safety and sanitation, health, digital literacy
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary ArtsContent – Elaborations Grade 10** |
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| * **culinary best practices:** for example, using just-in-time cooking techniques, planning balanced and flavourful cuisine, limiting salt and sugar when building flavour, including fresh and seasonal produce when possible, providing interesting alternatives to address dietary restrictions
* **units and types:** imperial and metric, weight and volume
* **culinary ingredients:** vegetables, fruit, pasta, rice, grains, flours, cheese, meats, and seafood
* **cooking methodology:** how to prepare stocks, soups, sauces, thickening agents; dry and moist cookery; principles of baking
* **professionalism:** uniform, work ethic, roles, collaborative work, code of conduct in the kitchen
* **protocols:** will vary depending on the traditions and practices of local First Peoples
* **cultural appropriation:** use of a cultural motif, theme, “voice”, image, knowledge, story, or recipe shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
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