**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 |  |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary Arts Curricular 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 |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary Arts Content – 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 |