**Area of Learning: Applied Design, Skills, and Technologies — Culinary Arts Grade 11**

**BIG IDEAS**

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| Service and creativity inform the culinary arts. |  | Cuisine design interests require the evaluation and refinement of culinary principles and practices. |  | Tools and technologies can be adapted for specific purposes. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Applied DesignUnderstanding context* Identify the **clientele** and **type of service**,and apply to service procedures

Defining* Demonstrate the tasks involved in replicating a recipe
* **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* Examine how culinary decisions impact social, ethical, and sustainability considerations
* Analyze recipes and assess comprehension level
* Identify and apply existing, new, and emerging culinary tools, **technologies**, and systems for a given task

Prototyping* Identify, critique, and use a variety of **sources of inspiration** and **information**
* Select appropriate recipes, techniques, and procedures for desired outcome
 | *Students are expected to know the following:** **culinary best practices**
* **principles of cooking methodology**
* diverse cuisine, and the ethics of **cultural appropriation**
* **artistic elements of the culinary arts**
* identification and selection of suitable culinary ingredients for a specific recipe and/or cooking method
* anatomy and preparation of meat, poultry, and seafood
* **dietary restrictions** and food allergies, and strategies to address them
* safety in the teaching kitchen, including the nature of **pathogens** associated with foodborne illness and **prevention strategies**
* operational procedures for kitchen tools and equipment
* literacy related to culinary recipes and procedures, including **conversions**
* B.C. **agricultural practices**
* ethical, social, and environmental considerations related to commercial waste management and recycling
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**Area of Learning: Applied Design, Skills, and Technologies — Culinary Arts Grade 11**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Analyze ingredients and materials for effective use and potential for reuse, recycling, and biodegradability
* Make changes to tools, ingredients, and procedures to create and refine a given culinary task or process

Testing* Identify and communicate with **sources of feedback**
* Use an **appropriate test** to determine the success of a standard recipe, technique, or skill
* Apply testing results and critiques to make appropriate changes

Making* Identify and use appropriate tools, technologies, materials, processes, and time needed for production
* Explore artistic elements of the culinary arts during creation
* Use materials in ways that minimize waste
* Demonstrate appropriate skills, methodology, and food safety practices needed to successfully replicate a recipe
* Demonstrate correct and safe operation of culinary equipment

Sharing* Explore how and with whom to share or promote culinary products and creativity
* Critically reflect on the success of their culinary task and/or process and describe how it may be improved
* Demonstrate and assess their ability to work effectively both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace

Applied Skills* Apply **best practices of culinary professionalism and safety** procedures for themselves, co-workers, and users in the teaching kitchen
* Demonstrate and assess their cookery, creativity, and service skills and skill levels
* Develop and enact specific plans to refine existing skills or learn new skills
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**Area of Learning: Applied Design, Skills, and Technologies — Culinary Arts Grade 11**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Applied Technologies* Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for culinary tasks
* Evaluate impacts, including unintended negative consequences, of choices made about technology use
* Analyze and evaluate how land, natural resources, and culture influence the development and use of culinary ingredients, tools, and technologies
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary ArtsCurricular Competencies – Elaborations Grade 11** |
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| * **clientele:** for example, students or adults?
* **type of service:** for example, buffet or à la carte?
* **Prioritize the steps:** considerwhat 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*:** for example, 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
* **information:** may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres
* **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 of culinary professionalism and safety:** for example, sanitation, personal hygiene, kitchen safety, kitchen attire, FOODSAFE procedures
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary ArtsContent – Elaborations Grade 11** |
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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
* **principles of cooking methodology:** ways to select what method to apply in each recipe to achieve desired results
* **cultural appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, recipe, or practice 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
* **artistic elements of the culinary arts:** consider:
	+ the art of preparing, cooking, and presenting meals to enhance the dining experience
	+ complementary and contrasting colours, textures, and flavours
	+ use of negative space on a plate, height, forms and shapes, lines and focal points
* **dietary restrictions:** based on religious or personal beliefs, such as veganism and vegetarianism, or medical conditions, such as celiac disease and high blood pressure
* **pathogens:** micro-organisms that inhabit or contaminate food
* **prevention strategies:** includes
	+ the effect of time and temperature on microorganisms
	+ the danger zone
	+ possible methods of transmission of microbes
	+ the preventive role of hand washing
* **conversions:** for example, imperial to metric measures, changing quantity proportions and cooking time ratios
* **agricultural practices:** for example, aquaculture, greenhouses, ranching, conventional growing, organic growing
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