

## BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Applied Design</b></p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> <li>Identify the <b>clientele</b> and <b>type of service</b>, and apply to service procedures</li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>Demonstrate the tasks involved in replicating a recipe</li> <li><b>Prioritize the steps</b> needed to complete a task</li> <li>Sequence the steps needed to safely organize the workspace and select tools and equipment</li> <li>Anticipate and/or address <b>challenges</b></li> <li>Examine and consider the physical capabilities and <b>limitations</b> of the teaching kitchen</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>Examine how culinary decisions impact social, ethical, and sustainability considerations</li> <li>Analyze recipes and assess comprehension level</li> <li>Identify and apply existing, new, and emerging culinary tools, <b>technologies</b>, and systems for a given task</li> </ul> <p><i>Prototyping</i></p> <ul style="list-style-type: none"> <li>Identify, critique, and use a variety of <b>sources of inspiration</b> and <b>information</b></li> <li>Select appropriate recipes, techniques, and procedures for desired outcome</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>culinary best practices</b></li> <li><b>principles of cooking methodology</b></li> <li>diverse cuisine, and the ethics of <b>cultural appropriation</b></li> <li><b>artistic elements of the culinary arts</b></li> <li>identification and selection of suitable culinary ingredients for a specific recipe and/or cooking method</li> <li>anatomy and preparation of meat, poultry, and seafood</li> <li><b>dietary restrictions</b> and food allergies, and strategies to address them</li> <li>safety in the teaching kitchen, including the nature of <b>pathogens</b> associated with foodborne illness and <b>prevention strategies</b></li> <li>operational procedures for kitchen tools and equipment</li> <li>literacy related to culinary recipes and procedures, including <b>conversions</b></li> <li><b>B.C. agricultural practices</b></li> <li>ethical, social, and environmental considerations related to commercial waste management and recycling</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Analyze ingredients and materials for effective use and potential for reuse, recycling, and biodegradability</li> <li>• Make changes to tools, ingredients, and procedures to create and refine a given culinary task or process</li> </ul> <p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• Identify and communicate with <b>sources of feedback</b></li> <li>• Use an <b>appropriate test</b> to determine the success of a standard recipe, technique, or skill</li> <li>• Apply testing results and critiques to make appropriate changes</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Identify and use appropriate tools, technologies, materials, processes, and time needed for production</li> <li>• Explore artistic elements of the culinary arts during creation</li> <li>• Use materials in ways that minimize waste</li> <li>• Demonstrate appropriate skills, methodology, and food safety practices needed to successfully replicate a recipe</li> <li>• Demonstrate correct and safe operation of culinary equipment</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• Explore how and with whom to share or promote culinary products and creativity</li> <li>• Critically reflect on the success of their culinary task and/or process and describe how it may be improved</li> <li>• Demonstrate and assess their ability to work effectively both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace</li> </ul> <p><b>Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Apply <b>best practices of culinary professionalism and safety</b> procedures for themselves, co-workers, and users in the teaching kitchen</li> <li>• Demonstrate and assess their cookery, creativity, and service skills and skill levels</li> <li>• Develop and enact specific plans to refine existing skills or learn new skills</li> </ul>	

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>• Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for culinary tasks</li> <li>• Evaluate impacts, including unintended negative consequences, of choices made about technology use</li> <li>• Analyze and evaluate how land, natural resources, and culture influence the development and use of culinary ingredients, tools, and technologies</li> </ul>	

Curricular Competencies – Elaborations

- **clientele:** for example, students or adults?
- **type of service:** for example, buffet or à la carte?
- **Prioritize the steps:** 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:** 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

Content – Elaborations

- **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