**Area of Learning: Applied Design, Skills, and Technologies — Culinary Arts Grade 12**

**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 Design  Understanding context   * Identify the **clientele** and **type of service**,and apply to service procedures   Defining   * Demonstrate the tasks involved in designing and developing a well-balanced dish * Explore and apply artistic elements of the culinary arts * **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** * Identify and adapt to the physical capabilities and **limitations** of the teaching kitchen   Ideating   * Examine and critically evaluate how culinary decisions impact social, ethical,  and sustainability considerations * Analyze and screen recipes and assess comprehension level * Identify and apply existing, new, and emerging culinary tools, **technologies**,  and systems for a given task * Contribute to the **kitchen environment** | *Students are expected to know the following:*   * **culinary best practices** * menu design, including recipe factoring, ratios, and costing * diverse cuisine and cooking methodologies, including ethnic, multicultural, and First Peoples * **artistic elements** of the culinary arts * ethics of **cultural appropriation** * appropriate selection of primary and secondary cuts  of meat and poultry * **characteristics and properties** of culinary ingredients * methods and principles for **seasoning** and presentation * **substitutions** to facilitate dietary restrictions and  food allergies * safety in the professional kitchen, including the responsibilities of food service operators * **advancements in culinary tools** * social, economic, and environmental effects of **food procurement** decisions * career opportunities in the culinary arts industry * social perceptions of chefs, culinary enthusiasts,  and food trends |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Prototyping   * Identify, critique, and use a variety of **sources of inspiration** and **information** * Select appropriate recipes, techniques, and procedures for desired outcome * 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 the dish, 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 * Apply diverse artistic elements to culinary creations * Create and use a variety of garnishes * Demonstrate several seasoning methods * Use materials in ways that minimize waste   Sharing   * Explore how and with whom to share or promote culinary dishes 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 |  |

**Area of Learning: Applied Design, Skills, and Technologies — Culinary Arts Grade 12**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * 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   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 |  |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary Arts Curricular Competencies – Elaborations Grade 12** |
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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 meaning of new culinary terms, food and personal safety precautions, and equipment needed and how  to properly operate * **limitations:** factors such as physical space, group size, allotted time, budget, seasonal ingredients, environmental impacts * **technologies:** tools that extend the chef’s capabilities * **kitchen environment:** positive learning space, group collaboration, leadership * ***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, 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 |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary Arts Content – Elaborations Grade 12** |
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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 * **artistic elements:** 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 * **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 * **characteristics and properties:** physical and chemical transformations of ingredients that occur in cooking * **seasoning:** use of acids, herbs, spices, condiments, and salts to enhance flavours * **substitutions:** consider savory substitutions that can be used for gluten-free, lactose-free, and sugar-free cooking, vegetarian cooking,  low sodium diets * **advancements in culinary tools:** for example, immersion circulators, modern smokers, combination ovens, sous vide, smoking, curing,  molecular gastronomy * **food procurement:** for example, local food choices, conventional versus organic, food security, land use |