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

**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
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**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
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary ArtsCurricular 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
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary ArtsContent – 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
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