

## 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> <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 designing and developing a well-balanced dish</li> <li>Explore and apply artistic elements of the culinary arts</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>Identify and adapt to 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 and critically evaluate how culinary decisions impact social, ethical, and sustainability considerations</li> <li>Analyze and screen 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> <li>Contribute to the <b>kitchen environment</b></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>menu design, including recipe factoring, ratios, and costing</li> <li>diverse cuisine and cooking methodologies, including ethnic, multicultural, and First Peoples</li> <li><b>artistic elements</b> of the culinary arts</li> <li>ethics of <b>cultural appropriation</b></li> <li>appropriate selection of primary and secondary cuts of meat and poultry</li> <li><b>characteristics and properties</b> of culinary ingredients</li> <li>methods and principles for <b>seasoning</b> and presentation</li> <li><b>substitutions</b> to facilitate dietary restrictions and food allergies</li> <li>safety in the professional kitchen, including the responsibilities of food service operators</li> <li><b>advancements in culinary tools</b></li> <li>social, economic, and environmental effects of <b>food procurement</b> decisions</li> <li>career opportunities in the culinary arts industry</li> <li>social perceptions of chefs, culinary enthusiasts, and food trends</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Prototyping</b></p> <ul style="list-style-type: none"> <li>• Identify, critique, and use a variety of <b>sources of inspiration and information</b></li> <li>• Select appropriate recipes, techniques, and procedures for desired outcome</li> <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 the dish, 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>• Apply diverse artistic elements to culinary creations</li> <li>• Create and use a variety of garnishes</li> <li>• Demonstrate several seasoning methods</li> <li>• Use materials in ways that minimize waste</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• Explore how and with whom to share or promote culinary dishes 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> </ul>	

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <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> <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 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

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
- **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