**Area of Learning: Applied Design, Skills, and Technologies —
Specialized Studies in Food Grade 12**

**SPECIALIZED STUDIES IN FOOD 12**

**Description**

Specialized Studies in Food 12 is designed for students who are interested in learning more about a particular cuisine and/or cooking methodology.
The course allows students to delve deeply into a selected specialized area of focus as they pursue the learning standards. For example, an area
of focus could include traditional food preparation techniques of a local First Peoples community or the design and baking of customized specialty
cakes and pastries.

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**BIG IDEAS**

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| Creativity and flavour can enhance food product design and service. |  | Culinary design interests require the evaluation and refinement of skills. |  | 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* Observe and research the context of a recipe preparation task and/or process, including **clientele** and **type of service**

Defining* Identify potential consumers or customers for a chosen design opportunity
* Identify criteria for success, **constraints**, and possible unintended negative consequences
* **Prioritize the steps** needed to complete the task
* Sequence the steps needed to safely organize the workspace and select tools and equipment
* Anticipate and/or address **challenges**
* Evaluate the physical capacities and limitations of the workspace

Ideating* Take creative risks in generating ideas and add to others’ ideas in ways that enhance them
* Analyze and screen ideas and recipes against criteria and constraints, and prioritize them for prototyping
* Identify and apply existing, new, and emerging tools, technologies, and systems for a given task
* Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment
 | *Students are expected to know the following:** specialized recipe design opportunities
* food preparation and methods for selected specialized cuisine
* **best practices** in recipe development and preparation
* **artistic elements** of the culinary arts
* **food science** in recipe development, including characteristics, properties, and functions of ingredients and **substitutions**
* **advancements in ingredients and tools**
* food trends and how they develop
* social, economic, ethical, and environmental **effects** of food production, purchasing, preparation, and disposal
* ethics of **cultural appropriation**
* **interpersonal and consultation skills**, including ways to interact with consumers and customers
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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 and combine appropriate levels of form, scale, and detail for prototyping
* Experiment with a variety of tools, ingredients, and processes to create and refine food products
* Compare, select, and use **techniques that facilitate** a given 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
* Evaluate and apply critiques to design and make changes

Making* Identify appropriate tools, technologies, food sources, processes, cost implications, and time needed for production
* Create food product, incorporating feedback from self, others, and prototype testing
* **Share** their progress while making to gather feedback

Sharing* Decide how and with whom to share finished product
* Critically reflect on their design thinking and processes, and identify new design goals
* Assess their ability to work effectively both individually and collaboratively, includingtheir ability to share and maintain an efficient co-operative workspace
* Identify and analyze new design possibilities, including how they or others might build on their concept

Applied Skills* Apply **safety procedures** for themselves, co-workers, and consumers in both physical and digital environments
* Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time
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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Applied Technologies* Explore existing, new, and emerging tools, **technologies**, and systems to evaluate suitability for their design interests
* Evaluate impacts, including unintended negative consequences, of choices made about technology use
* Analyze the role technologies play in societal change
* Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Specialized Studies in Food 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? formal or informal event?
* **constraints:** limiting factors, such as available technologies and resources, expense, space, materials, time, environmental impact
* **Prioritize the steps:** consider what has to happen first and what needs to be done before going onto 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
* ***Prototyping*:** testing the steps or ingredients needed to create a food product, or creating test samples of a food product
* **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals
* **information:** for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres
* **techniques that facilitate:** For example, when is it of greater value to employ estimation or precision measurement, or use a convenience form of a food product?
* **sources of feedback:** may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline
* **appropriate test:** for example, when to taste test, appropriate people to test, suitable product standards
* **Share:** may include tasting by others, giving away, or marketing and selling
* **safety procedures:** including food safety and sanitation, health, digital literacy
* **technologies:** tools that extend human capabilities
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Specialized Studies in Food Content – Elaborations Grade 12** |
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| * **best practices:** for example:
	+ 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
	+ complimentary and contrasting colours, textures, and flavours
	+ use of negative space on a plate, height, forms and shapes, lines and focal points
* **food science:** for example, pH involved in fermentation; molecular gastronomy; antibacterial qualities involved in smoking meat; gluten development; substitution for allergies, dietary restrictions, or health
* **substitutions:** for gluten-free, lactose-free, and sugar-free cooking; vegetarian cooking; low sodium diets
* **advancements in ingredients and tools:** for example, molecular gastronomy, freeze-drying, immersion circulators, sous vide, smoking, curing, fermentation
* **effects:** for example, land and water use, food miles, workers’ rights, food security, health, affordability, food waste
* **cultural appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, practices, or recipes 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
* **interpersonal and consultation skills:** for example, professional communications and collaboration
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