BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

Diner needs and tastes inform culinary service.	Social, ethical, and sustainability considerations impact the culinary arts.	Complex tasks require different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Applied Design	• **culinary best practices**
Understanding context	• safe food handling and personal safety
• Identify the **clientele** and **type of service**, and apply to service procedures	• food service tools and equipment
Defining	• **units and types** of measurement
• Identify tasks involved in completing a recipe or service	• types, varieties, and classifications of **culinary ingredients**
• **Prioritize** the steps needed to complete a task	• components of **cooking methodology**
• Sequence the steps needed to safely organize the workspace and select tools and equipment	• elements of **professionalism** in a food service kitchen
• Anticipate and/or address **challenges**	• First Peoples food **protocols**, including land stewardship, harvesting/gathering, food preparation and/or preservation, ways of celebrating, and cultural ownership
• Examine and consider the physical capabilities and **limitations** of the teaching kitchen	• ethics of **cultural appropriation**
Ideating	• food products available locally via agriculture, fishing, and foraging, and their culinary properties
• Explore the impacts of culinary decisions on social, ethical, and sustainability considerations	
• Interpret recipes and assess comprehension level	
• Identify the suitability of existing, new, and emerging tools, **technologies**, and systems for a given task	
Prototyping	
• Identify and use **sources of inspiration** and information	
• Identify recipes, techniques, and procedures for desired outcome	
• Evaluate ingredients and materials for effective use and potential for reuse, recycling, and biodegradability	
• Make changes to tools, ingredients, and procedures when appropriate	

Learning Standards (continued)

Curricular Competencies	Content
Testing • Identify **sources of feedback** • Develop an **appropriate test** to determine the success of a standard recipe, technique, or skill • Use feedback to make appropriate changes ***Making*** • Identify appropriate tools, technologies, materials, processes, and time needed for production • Use materials in ways that minimize waste • Demonstrate appropriate skills, methodology, and food safety practices needed to successfully complete a recipe • Demonstrate correct and safe operation of culinary equipment ***Sharing*** • Explore how and with whom to share or promote products and creativity • Assess their ability to work effectively in both individual and collaborative contexts • Critically evaluate the success of food products and describe suitable improvements **Applied Skills** • Demonstrate **best practices** of culinary professionalism • Demonstrate an awareness of precautionary and emergency **safety procedures** for self, co-workers, and users in the teaching kitchen • Identify and assess their cookery and service skills and skill levels • Develop 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 the influences of land, natural resources, and culture on the development and use of culinary ingredients, tools, and technologies	