**Area of Learning: Applied Design, Skills, and Technologies — Culinary Arts Grade 11**

**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 replicating a recipe * **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** * Examine and consider the physical capabilities and **limitations** of the  teaching kitchen   Ideating   * Examine how culinary decisions impact social, ethical, and sustainability considerations * Analyze recipes and assess comprehension level * Identify and apply existing, new, and emerging culinary tools, **technologies**,  and systems for a given task   Prototyping   * Identify, critique, and use a variety of **sources of inspiration** and **information** * Select appropriate recipes, techniques, and procedures for desired outcome | *Students are expected to know the following:*   * **culinary best practices** * **principles of cooking methodology** * diverse cuisine, and the ethics of **cultural appropriation** * **artistic elements of the culinary arts** * identification and selection of suitable culinary ingredients for a specific recipe and/or cooking method * anatomy and preparation of meat, poultry, and seafood * **dietary restrictions** and food allergies, and strategies to address them * safety in the teaching kitchen, including the nature  of **pathogens** associated with foodborne illness  and **prevention strategies** * operational procedures for kitchen tools and equipment * literacy related to culinary recipes and procedures, including **conversions** * B.C. **agricultural practices** * ethical, social, and environmental considerations related to commercial waste management  and recycling |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * 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 a standard recipe, 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 * Explore artistic elements of the culinary arts during creation * Use materials in ways that minimize waste * Demonstrate appropriate skills, methodology, and food safety practices needed  to successfully replicate a recipe * Demonstrate correct and safe operation of culinary equipment   Sharing   * Explore how and with whom to share or promote culinary products 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 * 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 |  |

**Area of Learning: Applied Design, Skills, and Technologies — Culinary Arts Grade 11**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| 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 11** |
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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 the meaning of new culinary terms and food and personal safety precautions, and what equipment is needed  and how to properly operate it * **limitations:** factors such as physical space, group size, allotted time, budget, seasonal ingredients, environmental impacts * **technologies:** tools that extend a chef’s capabilities * ***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, consumers 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 11** |
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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 * **principles of cooking methodology:** ways to select what method to apply in each recipe to achieve desired results * **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 * **artistic elements of the culinary arts:** 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 * **dietary restrictions:** based on religious or personal beliefs, such as veganism and vegetarianism, or medical conditions, such as celiac disease  and high blood pressure * **pathogens:** micro-organisms that inhabit or contaminate food * **prevention strategies:** includes   + the effect of time and temperature on microorganisms   + the danger zone   + possible methods of transmission of microbes   + the preventive role of hand washing * **conversions:** for example, imperial to metric measures, changing quantity proportions and cooking time ratios * **agricultural practices:** for example, aquaculture, greenhouses, ranching, conventional growing, organic growing |