### 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

**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 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**

#### Content

**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**
### Learning Standards (continued)

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>Prototyping</strong></td>
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<tr>
<td>• Identify, critique, and use a variety of sources of inspiration and information</td>
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<tr>
<td>• Select appropriate recipes, techniques, and procedures for desired outcome</td>
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<tr>
<td>• Analyze ingredients and materials for effective use and potential for reuse, recycling, and biodegradability</td>
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<td>• Make changes to tools, ingredients, and procedures to create and refine a given culinary task or process</td>
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<td><strong>Testing</strong></td>
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<td>• Identify and communicate with sources of feedback</td>
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<td>• Use an appropriate test to determine the success of the dish, technique, or skill</td>
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<td>• Apply testing results and critiques to make appropriate changes</td>
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<tr>
<td><strong>Making</strong></td>
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<tr>
<td>• Identify and use appropriate tools, technologies, materials, processes, and time needed for production</td>
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<tr>
<td>• Apply diverse artistic elements to culinary creations</td>
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<tr>
<td>• Create and use a variety of garnishes</td>
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<tr>
<td>• Demonstrate several seasoning methods</td>
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<td>• Use materials in ways that minimize waste</td>
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<tr>
<td><strong>Sharing</strong></td>
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<tr>
<td>• Explore how and with whom to share or promote culinary dishes and creativity</td>
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<td>• Critically reflect on the success of their culinary task and/or process and describe how it may be improved</td>
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<td>• Demonstrate and assess their ability to work effectively both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace</td>
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<tr>
<td><strong>Applied Skills</strong></td>
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<tr>
<td>• Apply best practices of culinary professionalism and safety procedures for themselves, co-workers, and users in the teaching kitchen</td>
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Area of Learning: APPLIED DESIGN, SKILLS, AND TECHNOLOGIES — Culinary Arts

Learning Standards (continued)

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<tbody>
<tr>
<td>• Demonstrate and assess their cookery, creativity, and service skills and skill levels</td>
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<td>• Develop and enact specific plans to refine existing skills or learn new skills</td>
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**Applied Technologies**

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<tr>
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<tbody>
<tr>
<td>• Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for culinary tasks</td>
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<td>• Evaluate impacts, including unintended negative consequences, of choices made about technology use</td>
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<tr>
<td>• Analyze and evaluate how land, natural resources, and culture influence the development and use of culinary ingredients, tools, and technologies</td>
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### Curricular Competencies – Elaborations

**APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary Arts**  
**Grade 12**

- **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

**APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary Arts**  
**Grade 12**

- **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