**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 Design  Understanding 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, including their 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 |  |

| **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 |

| **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 |