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	

- **clientele:** for example, students or adults?
- **type of service:** for example, buffet or à la carte?
- **Prioritize:** 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 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*: 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
- **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:** for example, sanitation, personal hygiene, kitchen safety, kitchen attire, FOODSAFE procedures
- **safety procedures:** food safety and sanitation, health, digital literacy

- **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
- **units and types:** imperial and metric, weight and volume
- **culinary ingredients:** vegetables, fruit, pasta, rice, grains, flours, cheese, meats, and seafood
- **cooking methodology:** how to prepare stocks, soups, sauces, thickening agents; dry and moist cookery; principles of baking
- **professionalism:** uniform, work ethic, roles, collaborative work, code of conduct in the kitchen
- **protocols:** will vary depending on the traditions and practices of local First Peoples
- **cultural appropriation:** use of a cultural motif, theme, "voice", image, knowledge, story, or recipe shared 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