



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack – SD 33	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 33
Developed by: Richard Niezen	Date Developed: May 8, 2020
School Name: Chilliwack Secondary School	Principal's Name: Brian Fehlauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Culinary Arts Leadership 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s): CKT 11 (Culinary Arts 11)

Special Training, Facilities or Equipment Required:

This course would take place in the school's Teaching Kitchen and would run concurrently with the other existing culinary classes. No extra facilities or staffing would be needed to facilitate the implementation of this course.

Course Synopsis:

This course is designed for those who are interested in pursuing the Culinary Arts as a career opportunity. It will continue to develop the basic cooking skills introduced in previous Culinary classes. It will introduce the leadership and kitchen management skills needed to successfully run a kitchen environment. Mentorship will be a large focus of the course, allowing opportunity to practice the skills taught in a controlled environment.

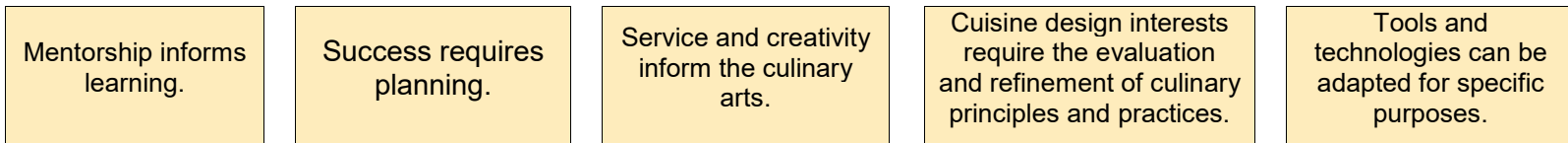
Goals and Rationale:

Students will be able to: successfully share the knowledge and skills they have learned with others. They will understand the basic kitchen management skills that are essential to the successful running of a professional kitchen. Students will be able to plan a menu, evaluate the items needed to create the menu, prepare the food and present it to the customers. Students will be able to evaluate the food they have created and use the feedback they have received to inform their subsequent efforts.

Aboriginal Worldviews and Perspectives:

Students will consider: Investigation of the First Nations, Métis, or Inuit practices will help make students aware that much of what we know has been passed on down through the generations via mentorship by community members; keepers of other traditional cultural knowledge and approaches; peers, consumers, and culinary experts. There are cultural factors that influence the cuisine that a customer may enjoy and there are traditional methods that are required to produce that cuisine.

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <p>Understanding context</p> <ul style="list-style-type: none"> Identify the clientele and type of service, and apply to service procedures <p>Defining</p> <ul style="list-style-type: none"> Identify how a kitchen team must work to complete a unified task Demonstrate the tasks involved in planning and implementing a culinary event 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 and service environment <p>Ideating</p> <ul style="list-style-type: none"> Examine the many factors that go into successfully running a culinary event Identify interpersonal factors that facilitate group cooperation and cohesion Examine how culinary decisions impact social, ethical, and sustainability considerations Create, analyze and screen recipes and assess comprehension level Identify and apply existing, new, and emerging culinary tools, technologies, and systems for a given task <p>Prototyping</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> leadership mentorship interpersonal dynamics 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

- Identify, critique, and use a variety of **sources of inspiration and information**
- Select appropriate recipes, techniques, and procedures for desired outcome
- 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 menu idea, dish, standard recipe, technique, skill or mentorship practice
- Apply testing results and critiques to make appropriate changes

Making

- Create an appropriate appetizer and dessert menu for a select clientele
- Support in the development of a **staffing schedule** relevant to a specific event
- Act as Student Sous-Chef and support a Student Chef in overseeing a food event including **menu planning** and staffing assignments
- 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 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 event, 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 lead 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

Applied Technologies

- Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for culinary tasks

- ethical, social, and environmental considerations related to commercial waste management and recycling

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| <ul style="list-style-type: none">• 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 | |
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Big Ideas – Elaborations

- Mentorship – we learn best when working side by side with others who are one or more steps ahead of us experientially
- Planning is the cornerstone to the successful implementation of any great idea
- Service is the delivery method of all things culinary and creativity ensures all parties remain engaged
- Every event and food item that is created provides the creator with an opportunity for evaluation and refinement
- Each event, menu and clientele have specific requirements and we must adapt

Curricular Competencies – Elaborations

- **clientele:** for example, students or adults, single guest or large group
- **type of service:** for example, buffet or à la carte?
- **unified task:** for example, multiple people working on separate recipes, each preparing a part of the larger menu
- **culinary event:** could be cafeteria lunch service, catering, banquet event, etc.
- **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 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
- **interpersonal factors:** every person is an individual with their own way of interpreting and interacting with the world,
- **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
- **staffing schedule:** people needed in order for an event to take place at the allotted time
- **menu planning:** compiling a list of individual recipes, relevant to a specific event or clientele, along with all that is needed to successfully create and present those food items to the client
- **best practices of culinary professionalism and safety:** for example, sanitation, personal hygiene, kitchen safety, kitchen attire, FOODSAFE procedures

Content – Elaborations

- **leadership:** guiding a group of people in a concerted effort to complete a task
- **mentorship:** coming alongside another person to share with them the knowledge that you have acquired
- **interpersonal skills:** how to interact with others in a way that fosters a positive work environment
- **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

Recommended Instructional Components:

- Direct and indirect instruction
- Demonstrations (eg. Cooking demo)
- Shadowing (student walks with the chef through every step of preparing a meal or banquet)
- Mentoring/modelling
- **Student Sous-Chef** for a day/event - See one/do one
- Independent instruction
- Brainstorming
- PowerPoint presentation
- Evaluating past events and menus
- Guest lecture (e.g. chef, restaurant owner, hotel manager, Human resources rep, food service rep, etc.)
- CRG Assessment Indicators – PSI (Person Style Indicator) + SWI (Self Worth Indicator)
- Work experience

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Student projects
- Student Sous Chef an event
 - Written Appetizer and dessert menu – including the following:
 - Recipes
 - Order list
 - Prep list
 - Self-evaluation
 - Guest evaluations
- Teacher developed assessments & rubrics
- Peer assessments
- Communication of learning and progress with parents

Learning Resources:

- Rouxbe.com – online Textbook
- 7 Habits for Leadership Success - Dr. Stephen Covey
- Man's search for Meaning – Viktor Frankl
- The 7 habits of Highly Effective Teens – Sean Covey

Additional Information: