**Area of Learning: Applied Design, Skills, and Technologies — Food Studies Grade 10**

**BIG IDEAS**

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| Consumer needs and preferences inform food production  and preparation. |  | Social, ethical,  and sustainability considerations  impact design. |  | Complex tasks  require different technologies and tools at different stages. |

**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 meal preparation task or process   Defining   * Identify and analyze points of view for a chosen meal design task or process * Identify potential **consumers** and contexts * Identify criteria for success, intended impact, and any **constraints** * Identify the physical capacities and limitations of workspaces   Ideating   * Engage in appropriate **risk taking** to creatively respond to **challenges** * Analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and preparation * Choose an idea to pursue, using **sources of inspiration** and **information** * Maintain an open mind about potentially viable ideas   Prototyping   * 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 employ **techniques that facilitate** a given task or process * Evaluate a variety of materials for effective use and potential for reuse, recycling,  and biodegradability | *Students are expected to know the following:*   * meal design opportunities * elements of meal preparation, including principles of **meal planning** and  **eating practices** * causes and consequences of food contamination outbreaks * First Peoples food **protocols**, including  land stewardship, harvesting/gathering,  food preparation and/or preservation, ways of celebrating, and cultural ownership * ethics of **cultural appropriation** * relationship between eating practices and mental and physical well-being * food trends, including nutrition, marketing, and **food systems** * simple and complex global food systems and how they affect food choices, including environmental, ethical, economic, and health impacts |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Testing   * Identify **sources of feedback** * Develop **appropriate tests** for the prototype * Use feedback to make appropriate changes   Making   * Make a step-by-step plan for production * Create food products, working individually or collaboratively, and making changes as needed * Use food materials in ways that minimize waste * Identify and use appropriate tools, **technologies**, materials, and processes for production   Sharing   * Decide on how and with whom to **share** prepared food products * Critically evaluate the success of meals, and explain how design ideas contribute to the individual, family, community, and environment * Assess their ability to work effectively both as individuals and collaboratively   Applied Skills   * Demonstrate an awareness of precautionary and emergency **safety procedures**  for self and others * Identify and assess their 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 food preparation tasks * Evaluate **impacts**, including unintended negative consequences, of choices made about technology use * Evaluate the influences of land, natural resources, and culture on the development and use  of tools and technologies |  |