BIG IDEAS

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

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

Learning Standards (continued)

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	

