**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 DesignUnderstanding 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
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Food StudiesCurricular Competencies – Elaborations Grade 10** |
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| * **consumers:** for example, individuals who engage with a food product, such as in producing, designing, or eating
* **constraints:** for example, available technologies, resources, expense, environmental impact, dietary restrictions and preferences
* **risk taking:** creative thinking and application of new and unfamiliar ideas
* **challenges:** such as time, space, economics, skill set, resources
* **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, and people, including consumers and professionals
* **information:** may include First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities; food science and food security
* **techniques that facilitate:** For example, when is it of greater value to employ estimation or precision measurement, or to use a convenience form of a food product?
* **sources of feedback:** may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, consumers, and professionals
* **appropriate tests:** for example, when to taste test, appropriate people to test, suitable product standards
* **technologies:** tools that extend human capabilities
* **share:** may include tasting by others, giving away, or marketing and selling
* **safety procedures:** including food safety and sanitation, health, digital literacy
* **impacts:** personal, social, and environmental
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Food StudiesContent – Elaborations Grade 10** |
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| * **meal planning:** for example,social and cultural considerations; serving amounts, budget, resources, timing, skill level required; seasonality and accessibility of foods; food presentation
* **eating practices:** with whom, what, when, how, why, where food is consumed in a variety of situations (e.g., informal, formal, special occasions and cultural etiquette)
* **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
* **food systems:** growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items
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