BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

Services and products can be designed through consultation and collaboration.	Personal design interests require the evaluation and refinement of skills.	Tools and technologies can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Applied Design	• meal and recipe design opportunities
Understanding context	• components of recipe development and modification, including
• Observe and research the context of a meal and/or recipe preparation task or process	– ingredients
Defining	– functions
• Identify potential users or consumers for a chosen meal or recipe design opportunity	– proportions
• Identify criteria for success, **constraints**, and possible unintended negative consequences	– temperatures
• Examine the physical capacities and limitations of the workspace	– preparation methods
Ideating	• issues involved with **food security**, including causes and impacts of **food recalls**
• Take creative risks in generating ideas and add to others' ideas in ways that enhance them	• **factors** involved in the creation of international and regional food guides
• Screen ideas against criteria and constraints, and prioritize them for prototyping	• **First Peoples food guides**
• Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment	• ethics of **cultural appropriation**
	• **food labelling** roles and responsibilities of Canadian government agencies and food companies
Prototyping	• **food promotion and marketing strategies** and their impact on **specific groups** of people
• Identify, critique, and use a variety of **sources of inspiration** and **information**	
• 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 use **techniques that facilitate** a given task or process	

Learning Standards (continued)

Curricular Competencies	Content
Testing • Identify and communicate with **sources of feedback** • Develop **appropriate tests** of the prototype • Apply critiques to design and make changes ***Making*** • Identify appropriate tools, technologies, food sources, processes, cost implications, and time needed for production • Create food product, incorporating feedback from self, others, and prototype testing • **Share** progress while making to gather feedback ***Sharing*** • Decide how and with whom to share finished product • Critically reflect on their design thinking and processes, and identify new design goals • Assess their ability to work effectively both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace • Identify and analyze new design possibilities, including how they or others might build on their concept **Applied Skills** • Apply **safety procedures** for themselves, co-workers, and consumers in both physical and digital environments • Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time **Applied Technologies** • Explore existing, new, and emerging tools, **technologies**, and systems to evaluate suitability for their design interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Analyze the role technologies play in societal change • Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level	