**Area of Learning: Applied Design, Skills, and Technologies — Food Studies Grade 11**

**BIG IDEAS**

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| 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**

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

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**Learning Standards (continued)**

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| **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 |  |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Food Studies Curricular Competencies – Elaborations Grade 11** |
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| * **constraints:** limiting factors, such as availability of technologies and resources, expense, space, materials, time, environmental impact * ***Prototyping*:** for example, testing the steps or ingredients needed to create a food product, or creating test samples of a food product * **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals * **information:** may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge  in communities and collaborative atmospheres * **techniques that facilitate:** for example, when to estimate versus when to use precise measurement, or when to use a convenience form  of a food product * **sources of feedback:** may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online  and offline * **appropriate tests:** for example, when to taste test, appropriate people to test, suitable product standards * **Share:** may include tasting by others, giving away, or marketing and selling * **safety procedures:** including food safety and sanitation, health, digital literacy * **technologies:** tools that extend human capabilities |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Food Studies Content – Elaborations Grade 11** |
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| * **food security:** access to safe and nutritionally sound food * **food recalls:** past and/or present, local and/or global * **factors:** for example, why food guides are created, types of foods included, influences on decision making, new nutritional information * **First Peoples food guides:** for example, Canada’s Food Guide for First Nations, Inuit, and Métis * **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 * **food labelling:** for example, regulations, nutrition facts, health claims, terminology, standards of composition, ingredients, calories, allergies, preservatives * **food promotion and marketing strategies:** includingsocial media, print, television, product placement * **specific groups:** for example, age groups, cultural groups, groups with different activity levels, niche markets |