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

**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 |

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

**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 |  |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Food Studies Curricular Competencies – Elaborations Grade 10** |
| --- |
| * **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 |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Food Studies Content – Elaborations Grade 10** |
| --- |
| * **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 |