**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 DesignUnderstanding 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
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Food StudiesCurricular 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
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Food StudiesContent – 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
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