

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
<p><i>Students are expected to be able to do the following:</i></p> <p>Applied Design</p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> Observe and research the context of a meal and/or recipe preparation task or process <p><i>Defining</i></p> <ul style="list-style-type: none"> 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 <p><i>Ideating</i></p> <ul style="list-style-type: none"> 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 <p><i>Prototyping</i></p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> meal and recipe design opportunities components of recipe development and modification, including <ul style="list-style-type: none"> 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Testing</p> <ul style="list-style-type: none"> • Identify and communicate with sources of feedback • Develop appropriate tests of the prototype • Apply critiques to design and make changes <p>Making</p> <ul style="list-style-type: none"> • 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 <p>Sharing</p> <ul style="list-style-type: none"> • 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 <p>Applied Skills</p> <ul style="list-style-type: none"> • 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 <p>Applied Technologies</p> <ul style="list-style-type: none"> • 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 	