



**Course: ADST 9 Food Studies**

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**Course Description:**

This course is designed to introduce students to the idea of social, ethical, and sustainable considerations in connection to food related topics and how they can impact design. Topics include kitchen safety and sanitation, nutrition, measuring techniques, reading and following a recipe, food preparation terms and lab procedures. Students are actively involved in the learning process through lab experiences that are coordinated with classroom discussion topics. The supplemental fee allows students to experience additional “hands-on” cooking labs for a much more in-depth understanding of their newly learned skills.

**Overarching inquiry question:**

How do social, ethical and sustainability considerations impact the food we eat?

**Course Expectations:**

It is expected that students will:

- Abide by the student Code of Conduct
- Adhere to the Academic Honesty policy
- Respect yourself and others
- Attend every class and be punctual
- Inquire, think, and participate to the best of your individual ability
- Access technology in class for learning purposes only & only when instructed to do so
- Challenge yourself and have fun learning

*Seycove Learning policies can be accessed at:*

[https://www.sd44.ca/school/seycove/About/agenda/Documents/Seycove%20Agenda%20Book%202018-2019%20\(final\).pdf](https://www.sd44.ca/school/seycove/About/agenda/Documents/Seycove%20Agenda%20Book%202018-2019%20(final).pdf)

**Evidence of Learning**

**What the students will KNOW:**

- Social, ethical, and sustainability considerations impact design
- Complex tasks require the sequencing of skills
- Complex tasks require different technologies and tools at different stages

**What the students will DO:**

***Applied Design***

*Understanding context*

- Engage in a period of research and empathetic observation in order to understand design opportunities

*Defining*

- Choose a design opportunity
- Identify potential users and relevant contextual factors
- Identify criteria for success, intended impact, and any constraints



### *Ideating*

- Take creative risks in generating ideas and add to others' ideas in ways that enhance them
- Screen ideas against criteria and constraints
- Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures
- Choose an idea to pursue, keeping other potentially viable ideas open

### *Prototyping*

- Identify and use sources of inspiration and information
- Choose a form for prototyping and develop a plan that includes key stages and resources
- Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability
- Prototype, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

### *Testing*

- Identify sources of feedback
- Develop an appropriate test of the prototype
- Conduct the test, collect and compile data, evaluate data, and decide on changes
- Iterate the prototype or abandon the design idea

### *Making*

- Identify and use appropriate tools, technologies, materials, and processes for production
- Make a step-by-step plan for production and carry it out, making changes as needed
- Use materials in ways that minimize waste

### *Sharing*

- Decide on how and with whom to share their product and processes
- Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology
- Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment
- Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
- Identify new design issues

### **Applied Skills**

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed

### **Applied Technologies**

- Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks
- Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies



**What the students will UNDERSTAND:**

- Pathogenic microbes associated with food-borne illnesses
- Components of food preparation, including use and adaptations of ingredients, techniques, and equipment
- Health, economic, and environmental factors that influence availability and choice of food in personal, local, and global contexts
- Ethical issues related to food systems
- First Peoples traditional food use, including ingredients, harvesting/gathering, storage, preparation, and preservation

**Evaluation:** based on performance standards and criteria

Learning Activity	Percentage of final Mark
<ul style="list-style-type: none"><li>• Safety and sanitation test</li><li>• Ongoing preparation, completion and reflection of cooking labs</li><li>• Creating a Digital Recipe Box</li><li>• Designing a cereal box with accurate Nutrition Facts table</li><li>• Mac and Cheese Design Contest</li></ul>	100%