

We are grateful to be learning on the unceded ancestral lands of the Lheidli T'enneh First Nations and the Simpcw First Nation. Indigenous peoples have lived, learned, cooked, and eaten on these traditional territories for thousands of years and we will explore how their knowledge, histories, and relationship with the land shaped and continue to shape local food systems.

# Food Studies 10-12

## Course Outline 2021-22

Welcome to Food Studies! My name is Mr. Takach and I am excited to be learning and cooking with you this semester.

In this student-directed course, we will further our mastery of fine cuisine as we review kitchen safety & sanitation, deepen our understanding of nutrition & healthy eating, plan and prepare meals fit for the gods, and explore the cultural roles of food, particularly from a First Peoples' lens.

As a teacher, I will do my best to help you succeed in meeting both the goals of this course and your own goals by making the classroom a safe and inclusive space where you get a say in your own learning. Please do not hesitate to seek my help!

**Mr. Takach** (he/him)  
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250-566-4431  
Room 114

*Mr. Takach*

### MR. T'S EXPECTATIONS

At the start of the class, we will work together to create a list of class guidelines.



The most important thing for me is that we make our classroom a safe space where everyone feels welcome and included. Treat others how you would like to be treated and welcome and appreciate all people, ideas, and contributions.



### DAILY SUPPLIES

Be sure to bring these to each class:

- Binder or duotang to keep notes, handouts, and recipes organized
- Lined paper
- Pens/pencils
- A tie for long hair
- Your appetite!

### PLAN OF ATTACK

Units and areas of focus and study will be determined based on student interests and aptitudes. By collaboratively planning the course, students are encouraged to take responsibility for their learning and pursue recipes, skills, and projects that align with their interests and future aspirations.

## CLASS ROUTINES

Many of the recipes that we do will require the entire class to complete. To ensure that we can make the most of our time together, please be seated at the long tables and ready to go when the bell rings.

To show your learning in this course, you will be setting up a **food blog/journal**. In your blog/journal, you will reflect on your labs, record your research, and respond to prompts.



As often as possible, we will learn and practice our skills in Foods labs. To ensure that labs are safe and successful, please keep the following in mind:

1. **No electronic devices are permitted during labs.**
2. **Follow all instructions carefully, especially around sanitation and equipment.** (If you are ever unsure, ask!).
3. **Clean up your kitchen using the kitchen checklist.** Otherwise, you will come in at lunch or after school to do so.
4. **Use your time wisely.** Recipes and cleanup are time-sensitive.
5. Put your best effort into everything—your group and taste buds will thank you.
- 6.

Failure to follow these guidelines may result in you not being allowed to participate in Foods labs.

## RECIPE FOR SUCCESS

Evaluation of your progress will be ongoing throughout the course and will be done in variety of methods. Assessment will be formative to improve your progress and summative to determine your grade.

### **Food Blog/Journal:**

50%

*Includes reflections, responses, research projects, etc.*

### **Foods Labs:**

50%

*Includes preparation, Safety and sanitation, teamwork, techniques and time management, product, and clean up.*

## BIG QUESTION

As we experiment in the kitchen, your task is to find answers to the following questions:

<b>Grade 10</b>	<b>Grade 11/12</b>
<p>I. In what ways do consumer needs and preferences inform food production and preparation?</p> <p>II. In what ways do social, ethical, and sustainability considerations impact the culinary arts?</p> <p>III. What tools and technologies do I need to use to complete complex cooking tasks?</p>	<p>I. How can services and products can be designed through consultation and collaboration?</p> <p>II. How can I evaluate and refine my cooking skills based on personal interests?</p> <p>III. How can cooking tools and technologies be adapted for specific purposes?</p>

## LEARNING STANDARDS

<b>Curricular Competencies:</b> by the end of the course, students are expected to be able to do the following:	
<b>Grade 10</b>	<b>Grade 11/12</b>
<b>1. Applied Design</b>	
1.1. Understanding context	
<ul style="list-style-type: none"> <li>Observe and research the context of a meal preparation task or process</li> </ul>	
1.2. Defining	
<ul style="list-style-type: none"> <li>Identify and analyze points of view for a chosen meal design task or process</li> <li>Identify potential consumers and contexts</li> <li>Identify criteria for success, intended impact, and any constraints</li> <li>Identify the physical capacities and limitations of workspaces</li> </ul>	<ul style="list-style-type: none"> <li>Identify potential users or consumers for a chosen meal or recipe design opportunity</li> <li>Identify criteria for success, constraints, and possible unintended negative consequences</li> <li>Examine the physical capacities and limitations of the workspace</li> </ul>
1.3. Ideating	
<ul style="list-style-type: none"> <li>Engage in appropriate risk taking to creatively respond to challenges [such as time, space, economics, skill set, resources]</li> <li>Analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and preparation</li> <li>Choose an idea to pursue, using sources of inspiration and information</li> <li>Maintain an open mind about potentially viable ideas</li> </ul>	<ul style="list-style-type: none"> <li>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</li> <li>Screen ideas against criteria and constraints, and prioritize them for prototyping</li> <li>Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment</li> </ul>
1.4. Prototyping	
<ul style="list-style-type: none"> <li>Select and combine appropriate levels of form, scale, and detail for prototyping</li> <li>Experiment with a variety of tools, ingredients, and processes to create and refine food products</li> <li>Compare, select, and employ techniques that facilitate a given task or process</li> <li>Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability</li> </ul>	<ul style="list-style-type: none"> <li>Identify, critique, and use a variety of sources of inspiration and information</li> <li>Select and combine appropriate levels of form, scale, and detail for prototyping</li> <li>Experiment with a variety of tools, ingredients, and processes to create and refine food products</li> <li>Compare, select, and use techniques that facilitate a given task or process</li> </ul>
1.5. Testing	
<ul style="list-style-type: none"> <li>Identify sources of feedback</li> <li>Develop an appropriate test to determine the success of a standard recipe, technique, or skill</li> <li>Use feedback to make appropriate changes</li> </ul>	<ul style="list-style-type: none"> <li>Identify and communicate with sources of feedback</li> <li>Develop appropriate tests of the prototype</li> <li>Apply critiques to design and make changes</li> </ul>
1.6. Making	
<ul style="list-style-type: none"> <li>Make a step-by-step plan for production</li> <li>Create food products, working individually or collaboratively, and making changes as needed</li> <li>Use food materials in ways that minimize waste</li> <li>Identify and use appropriate tools, technologies, materials, and processes for production</li> </ul>	<ul style="list-style-type: none"> <li>Identify appropriate tools, technologies, food sources, processes, cost implications, and time needed for production</li> <li>Create food product, incorporating feedback from self, others, and prototype testing</li> <li>Share progress while making to gather feedback</li> </ul>
1.7. Sharing	
<ul style="list-style-type: none"> <li>Decide on how and with whom to share prepared food products</li> <li>Critically evaluate the success of meals, and explain how design ideas contribute to the individual, family, community, and environment</li> <li>Assess their ability to work effectively both as individuals and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>Decide how and with whom to share finished product</li> <li>Critically reflect on their design thinking and processes, and identify new design goals</li> <li>Assess their ability to work effectively both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace</li> </ul>

	<ul style="list-style-type: none"> <li>Identify and analyze new design possibilities, including how they or others might build on their concept</li> </ul>
<b>2. Applied Skills</b>	
2.1. Demonstrate an awareness of precautionary and emergency safety procedures for self and others 2.2. Identify and assess their skills and skill levels 2.3. Develop specific plans to refine existing skills or learn new skills	2.1. Apply safety procedures for themselves, co-workers, and consumers in both physical and digital environments 2.2. Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time
<b>3. Applied Technologies</b>	
3.1. Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for food preparation tasks 3.2. Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of choices made about technology use 3.3. Evaluate the influences of land, natural resources, and culture on the development and use of tools, and technologies	3.1. Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for their design interests 3.2. Evaluate impacts, including unintended negative consequences, of choices made about technology use 3.3. Analyze the role technologies play in societal change 3.4. Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level

<b>Content:</b> by the end of the course, students are expected to know the following:		
<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
1. meal design opportunities 2. elements of meal preparation, including principles of meal planning 3. causes and consequences of food contamination outbreaks 4. First Peoples food protocols, including land stewardship, harvesting/gathering, food preparation and/or preservation, ways of celebrating, and cultural ownership 5. ethics of cultural appropriation 6. relationship between eating practices and mental and physical well-being 7. food trends, including nutrition, marketing, and food systems 8. simple and complex global food systems and how they affect food choices, including environmental, ethical, economic, and health impacts	1. meal and recipe design opportunities 2. components of recipe development and modification, including <ul style="list-style-type: none"> <li>ingredients</li> <li>functions</li> <li>proportions</li> <li>temperatures</li> <li>preparation methods</li> </ul> 3. factors involved in the creation of international and regional food guides 4. First Peoples food guides 5. ethics of cultural appropriation 6. food labelling roles and responsibilities of Canadian government agencies and food companies 7. food promotion and marketing strategies	1. complex meal and recipe design opportunities 2. components of multi-course meal development and preparation 3. food justice in the local and global community 4. legislation, regulations, and agencies that influence food safety and food production 5. factors involved in regional and/or national food policies 6. perspectives in indigenous food sovereignty 7. ethics of cultural appropriation 8. nutrition and health claims and how they change over time 9. nature and development of food philosophies by individuals and groups 10. future career options in food service and production 11. interpersonal and consultation skills

