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| Course: ADST 7-9 |
| Teachers: Dundas/Ablett |
| Unit: Food Studies |
| Date: April 1 – 30 (approximately) |
| Duration: 4 - 5 weeks |
| Description: Being in the midst of global pandemic has caused us to think more carefully about food. We will examine safe food preparation practices and follow recipes, considering techniques and tools. Factors that affect food choice will be discussed, such as availability and cultural influences. |

| | Big Ideas | Essential Questions |
|-------------------|--|---|
| Understand | <p><i>Which Big Ideas will be the focus of this unit?</i></p> <p>Grade 7-8</p> <ul style="list-style-type: none"> • Design can be responsive to identified needs. • Complex tasks require the acquisition of additional skills. • Complex tasks may require multiple tools and technologies. <p>Grade 9</p> <ul style="list-style-type: none"> • Social, ethical, and sustainability considerations impact design. • Complex tasks require the sequencing of skills. • Complex tasks require different technologies and tools at different stages. | <p><i>What questions will be guiding your students' inquiry?</i></p> <ul style="list-style-type: none"> • What do you have in your kitchen and what can you make? • How do family and culture influence food choice? • What can we use as substitutions when considering dietary restrictions or availability? • Why is food safety important? • Considering our local food systems, what ethical considerations are there? • How has First Nations food use changed over time? |

| | Core Competencies | Curricular Competencies |
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| Do | <p>Personal and Social</p> <p>Positive Personal & Cultural Identity</p> <ul style="list-style-type: none"> • Understanding relationships and cultural contexts • Recognising personal values and choices <p>Social Awareness & Responsibility</p> <ul style="list-style-type: none"> • Contributing to community and caring for the environment • Valuing diversity | <p>Making</p> <ul style="list-style-type: none"> • 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 <p>Applied Skills</p> <ul style="list-style-type: none"> • Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments • Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed |

| Curricular Content | | | |
|---------------------------|---|---|--|
| Know | Grade 7 | Grade 8 | Grade 9 |
| | <ul style="list-style-type: none"> • basic food handling and simple preparation techniques and equipment • factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions • factors that influence food choices, including cost, availability, and family and cultural influences | <ul style="list-style-type: none"> • cross-contamination, including prevention and management • food preparation practices, including recipe, techniques, and equipment • effects of removing or substituting ingredients, including nutritional profile, food quality, taste • social factors that affect food choices, including eating practices • variety of eating practices • local food systems • First Peoples food use and how that use has changed over time | <ul style="list-style-type: none"> • 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 |
| | <p><i>Which activities, projects, exercises or discussions will teach this Curricular Content?</i></p> <p>A selection of:</p> <ul style="list-style-type: none"> • Home inventory of food supplies and equipment • Follow basic recipes and techniques, including food safety • Share recipes that are family favourites and the story behind them • Share recipes that can be made with pantry staples • Research food substitutions for dietary restrictions and availability • Discuss food systems and ethical issues • Demonstrations of First Peoples traditional food use | | |

| First Peoples Principles of Learning | |
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| <p><i>How will they implement the First Peoples Principles of Learning?</i></p> <p>Through class discussions, independent work and self-reflection, students will have the opportunity to reinforce the following First Peoples Principles of Learning</p> <ul style="list-style-type: none"> • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). • Learning involves recognizing the consequences of one's actions. • Learning involves generational roles and responsibilities. • Learning recognizes the role of indigenous knowledge. • Learning is embedded in memory, history, and story. • Learning involves patience and time. • Learning requires exploration of one's identity. • Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations | |

Unit Assessment

For Learning: Formative Assessment

- participation in video conferences

As Learning: Reflection/Self-Assessment

- self-assessments through Google Forms

Of Learning: Summative Assessment

- recipes, videos, photos

Required Resources

What resources (textbooks, computer programmes, website subscriptions) will students need to complete this unit?

- Home kitchen
- Computer for video-conferencing
- Video recording app such as KineMaster