

## COURSE OUTLINE – MYP YEAR 5 DESIGN – FOODS & NUTRITION



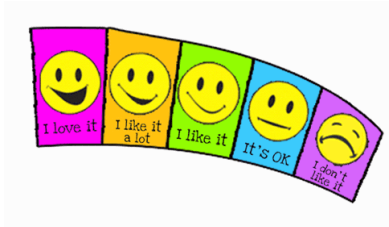
### Course Overview:

Foods and Nutrition 10 builds on the concepts developed in Foods and Nutrition 9. Students will continue to work in unit groups to complete cooking labs, clean-up and reflections. Students will expand on the concepts of food safety, food preparation techniques, food systems and factors that influence availability and choice learned previously. Students will complete a herbs and spices project that goes through the IB Design Cycle twice.

### Learning:

#### Through engaging with this course, students should UNDERSTAND...

Consumer needs and preferences inform food production and preparation.



Social, ethical, and sustainability considerations impact design.



Complex tasks require different technologies and tools at different stages.



#### Through engaging with this course, students will KNOW...

Statement of Inquiry	Concepts	Unit Title/Topic
Designs are developed through understanding functions of the supplies and considering our available resources.	Development, Resources	Herbs and Spices in Cooking

## Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES	EXAMPLES
Understanding context	<ul style="list-style-type: none"> <li>Observe and research the context of a meal preparation task or process</li> </ul>
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 <a href="#">consumers</a> and contexts</li> <li>Identify criteria for success, intended impact, and any <a href="#">constraints</a></li> <li>Identify the physical capacities and limitations of workspaces</li> </ul>
Ideating	<ul style="list-style-type: none"> <li>Engage in appropriate <a href="#">risk taking</a> to creatively respond to <a href="#">challenges</a></li> <li>Analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and prep</li> <li>Choose an idea to pursue, using <a href="#">sources of inspiration</a> and <a href="#">information</a></li> <li>Maintain an open mind about potentially viable ideas</li> </ul>
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>Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability</li> </ul>
Testing	<ul style="list-style-type: none"> <li>Identify <a href="#">sources of feedback</a></li> <li>Develop <a href="#">appropriate tests</a> for the prototype</li> <li>Use feedback to make appropriate changes</li> </ul>
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, <a href="#">technologies</a>, materials, and processes for production</li> </ul>
Sharing	<ul style="list-style-type: none"> <li>Decide on how and with whom to <a href="#">share</a> 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>

## Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in Design:

ATL Skill Category	Examples of Skills
Thinking skills	Interpret data gained from scientific investigations
Social skills	Practice giving feedback on the design of experimental methods
Communication skills	Use appropriate visual representations of data based on purpose and audience skills
Self-management skills	Structure information appropriately in laboratory investigation reports
Research skills	Make connections between scientific research and related moral, ethical, social, economic, political, cultural or environmental factors

## Assessment:

### Throughout this course, students will demonstrate their learning...

The MYP Design course will focus on developing skills related to 4 criteria based objectives.	Formative assessment is assessment <i>as</i> learning, or assessment <i>for</i> learning. <b>Formative assessments could include;</b>	Summative assessment is assessment <i>of</i> learning. <b>Summative assessments could include;</b>
<b>A: Inquiring and Analyzing</b>	Using food safety principles during labs	Herbs and spices project
<b>B: Developing Ideas</b>	Adjusting ingredients to suit preferences during labs, experimenting with different equipment for cooking	Herbs and spices project
<b>C: Creating the Solution</b>	Creating products during cooking labs	Herbs and spices project
<b>D: Evaluating</b>	Recipe tracker reflections, verbal group reflections after labs	Herbs and spices project

## Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf>

### Assessment Rubrics:

## Criterion A: Inquiring and analysing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>states the need for a solution to a problem for a specified client/target audience</li> <li>develops a basic design brief, which states the findings of relevant research.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>outlines the need for a solution to a problem for a specified client/target audience</li> <li>outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance</li> <li>analyses one existing product that inspires a solution to the problem</li> <li>develops a design brief, which outlines the analysis of relevant research.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>explains the need for a solution to a problem for a specified client/target audience</li> <li>constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance</li> <li>analyses a range of existing products that inspire a solution to the problem</li> <li>develops a design brief, which explains the analysis of relevant research.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>explains and justifies the need for a solution to a problem for a client/ target audience</li> <li>constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently</li> <li>analyses a range of existing products that inspire a solution to the problem in detail</li> <li>develops a detailed design brief, which summarizes the analysis of relevant research.</li> </ul>

## Criterion B: Developing ideas

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>lists some basic design specifications for the design of a solution</li> <li>presents one design, which can be interpreted by others</li> <li>creates incomplete planning drawings/diagrams.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>lists some design specifications, which relate to the success criteria for the design of a solution</li> <li>presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others</li> <li>justifies the selection of the chosen design with reference to the design specification</li> <li>creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>develops design specifications, which outline the success criteria for the design of a solution</li> <li>develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others</li> <li>presents the chosen design and justifies its selection with reference to the design specification</li> <li>develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research</li> <li>develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others</li> <li>presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification</li> <li>develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.</li> </ul>

## Criterion C: Creating the solution

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>demonstrates minimal</b> technical skills when making the solution</li> <li>• <b>Creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b>.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>constructs a plan</b> that contains some production details, resulting in peers having difficulty following the plan</li> <li>• <b>demonstrates satisfactory</b> technical skills when making the solution</li> <li>• <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented</li> <li>• <b>outlines</b> changes made to the chosen design and plan when making the solution.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>constructs a logical plan</b>, which considers time and resources, sufficient for peers to be able to follow to create the solution</li> <li>• <b>demonstrates competent</b> technical skills when making the solution</li> <li>• <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>• <b>describes</b> changes made to the chosen design and plan when making the solution.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>constructs a detailed and logical plan</b>, which <b>describes</b> the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</li> <li>• <b>demonstrates excellent</b> technical skills when making the solution.</li> <li>• follows the plan to <b>create</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>• fully <b>justifies</b> changes made to the chosen design and plan when making the solution.</li> </ul>

## Criterion D: Evaluating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>designs a testing method</b>, which is used to measure the success of the solution</li> <li>• <b>states</b> the success of the solution.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>designs a relevant testing method</b>, which generates data, to measure the success of the solution</li> <li>• <b>outlines</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li> <li>• <b>outlines</b> how the solution could be improved</li> <li>• <b>outlines</b> the impact of the solution on the client/target audience.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>designs relevant testing methods</b>, which generate data, to measure the success of the solution</li> <li>• <b>explains</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li> <li>• <b>describes</b> how the solution could be improved</li> <li>• <b>explains</b> the impact of the solution on the client/target audience, <b>with guidance</b>.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>designs detailed and relevant testing methods</b>, which generate data, to measure the success of the solution</li> <li>• critically <b>evaluates</b> the success of the solution against the design specification based on <b>authentic</b> product testing</li> <li>• <b>explains</b> how the solution could be improved</li> <li>• <b>explains</b> the impact of the product on the client/target audience.</li> </ul>