



YEAR LEVEL	9	SUBJECT	TEXTILES and FOOD STUDIES	UNIT NAME	Food Equity and Waste	
Unit Context Overview	Access to an adequate food supply is a global issue. Students examine food production and distribution locally as well as globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.				Unit Length	1 Term Approx. 10 weeks
Achievement Standard	<p>By the end of Year 9, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. <b>They identify the changes necessary to designed solutions to realise preferred futures they have described.</b> When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p><b>Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities.</b> They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity <b>and justify decisions.</b> Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.</p>					

AUST. CURRICULUM DESCRIPTORS (with code) (cognitive verb in bold)	STANDARD ELABORATIONS
KNOWLEDGE AND UNDERSTANDING	
<b>ACTDEK040 - Critically Analyse</b> factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.	<ul style="list-style-type: none"> <li>- Critiquing mass production systems taking into account ethics and sustainability considerations, for example the mass production of food, clothing and shoes and why manufacturers produce different versions of the same product.</li> </ul>
ACTDEK041 - Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions.	<ul style="list-style-type: none"> <li>- Constructing scenarios of how the future may unfold (forecasting) and what impacts there may be for society and particular groups, and back casting from preferred futures.</li> <li>- Recognising real-world problems and understanding basic needs when considering designed solutions.</li> </ul>

ACTDEK044 - Investigate and make judgements on the ethical and sustainable production and marketing of food and fibre.	<ul style="list-style-type: none"> <li>- Examining emerging production technologies and methods in terms of productivity, profitability and sustainability.</li> <li>- Comparing the environment impacts of intensive and extensive production systems and their contribution to food and fibres production</li> </ul>
ACTDEK045 - Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.	<ul style="list-style-type: none"> <li>- Preparing and presenting foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal</li> </ul>
PROCESSES AND PRODUCTION SKILLS	
ACTDEP050 - Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions.	<ul style="list-style-type: none"> <li>- Refining technical skills and using production skills with independence to produce quality designed solutions and to reduce risks in production</li> <li>- Modifying production processes to respond to unforeseen challenges or opportunities, for example when producing bulk quantities of recipes, lower than average rainfall and impacts on growth, materials with unexpected faults</li> </ul>

GENERAL CAPABILITIES				
Literacy	Numeracy	ICT Capability	Critical and Creative Thinking	Other (P&S, Eth, Int-Cult)
<ul style="list-style-type: none"> <li>- TEEAL paragraph</li> <li>- 3 Tier vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Measuring</li> <li>- Proportional reasoning</li> </ul>	Investigate with ICT: <ul style="list-style-type: none"> <li>- Locate, generate and access data – level 5 (locate, retrieve or generate information using search facilities and organise in a meaningful way).</li> </ul>	<ul style="list-style-type: none"> <li>- Think board / Design Process</li> </ul>	Personal & Social Capability: <ul style="list-style-type: none"> <li>- Self-management – working towards level 6 (critically analyse self-discipline strategies and personal goals and consider their application in social and work related contexts)</li> <li>- Work independently and show initiative – working towards level 6 (Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes.</li> <li>- Become confident, resilient and adaptable – working towards level 6 (evaluate, rethink and refine approaches to tasks to take into account of difficult situations and safety considerations)</li> </ul>

CROSS-CURRICULAR PRIORITIES		
ATSI Histories and Cultures	Asia and Australia's Engagement with Asia	Sustainability
<ul style="list-style-type: none"> <li>- Food Security</li> </ul>		<ul style="list-style-type: none"> <li>- Recycling and repurposing of resources.</li> <li>- Sustainable practices in the classrooms</li> </ul>

### LINKS TO PREVIOUS KNOWLEDGE

This program is intended to be developed as a 'Year 9 & 10 Stage' following from Years 7 & 8. However at ACSHS students have a choice to complete an Applied Technology area within their junior years of schooling. Subsequently, planning must happen to incorporate students that may not have undertaken or given education of in this area. Subsequently isolated units had been written to ensure all outcomes are covered.

### ASSESSMENT INSTRUMENTS

Summative Assessment	Formative Assessment, Feedback and Tracking (DQ1)	
Written Examination	Items	Focus for Proficiency Scale
Practical Cookery Lessons – (suggestion) <ul style="list-style-type: none"> <li>• Simulation activity</li> <li>• Packet cake without instructions.</li> <li>• Fried rice</li> <li>• Meat Bolognese</li> <li>• Design Task 1 pg 69</li> <li>• Pad see ew</li> <li>• Chicken raffle</li> <li>• Protein ball</li> <li>• Family dinner</li> </ul>	<ul style="list-style-type: none"> <li>• Proficiency Scale</li> <li>• Learning Goal Tracking Sheet</li> <li>• Specifically-designed Formative Pieces                             <ul style="list-style-type: none"> <li>- design a uni-student low income meal</li> <li>- 'Chook Raffle'</li> <li>- 'Rice grain'.</li> </ul> </li> <li>• Checklists                             <ul style="list-style-type: none"> <li>- Summaries (in preparation for written examination)</li> <li>- Observations</li> <li>- Questioning</li> <li>- Verbal feedback</li> <li>- Using student work as an exemplar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Similarities and differences between local and Global Food Equity.</li> </ul>

### KEY UNIT LEARNING GOALS AND SUCCESS CRITERIA





KEY LEARNING GOALS		SUCCESS CRITERIA
Students will understand :		Students will be able to:
1	Students will understand the functions of food nutrients and provide food examples for Protein, Fats, Minerals, Vitamins, Water, and Carbohydrates.	<ul style="list-style-type: none"> <li>• I can identify the five food groups</li> <li>• I can identify the six food nutrients and food sources of the nutrients</li> <li>• I can identify the function of food nutrients in the body</li> </ul>
2	Students will understand food insecurity and be able to identify and explain factors that contribute to food inequity.	<ul style="list-style-type: none"> <li>• I can explain the term food equity.</li> <li>• I can identify and explain reasons for food inequity.</li> <li>• I can identify the groups of people at risk of food equity and explain why.</li> </ul>

3	Students will understand why food inequity is an issue in Australia.	<ul style="list-style-type: none"> <li>I can identify groups affected by food inequity in Australia.</li> <li>I can explain why food inequity affects certain groups in Australia.</li> </ul>
4	Students will be able to evaluate a recipe to determine its suitability to cook during a pandemic.	<ul style="list-style-type: none"> <li>I can identify strengths and limitations of a recipe.</li> <li>I can justify a recipe suitability by referring to ingredients and nutritional information.</li> </ul>
5	Students will be able to provide solutions to food waste.	<ul style="list-style-type: none"> <li>I can explain what food waste is and why it is an issue in Australia.</li> <li>I can identify various solutions to food waste.</li> <li>I can justify my solutions by referring to reasons for my choices.</li> </ul>

### VOCABULARY LIST

TIER TWO	TIER THREE	COGNITIVE VERBS
Food equity, ethical, sustainability, food inequity, developing nations, globalisation, malnutrition, refugee	Inequality, 'inequity of food', export, finite, staple food	analyse, evaluate, explain, examine, identify

### SCHOOL PRIORITIES

 Literacy Strategies	 Numeracy Strategies	 Critical Thinking Skills	 eLearning Pedagogies
<ul style="list-style-type: none"> <li>TEE (A)L</li> <li>THIEVES</li> <li>3 Level Guide</li> </ul>	<ul style="list-style-type: none"> <li>Proportional Reasoning</li> <li>Thinkboard</li> <li>Infographic 'data' sheets=6</li> </ul>	<ul style="list-style-type: none"> <li>Iceberg Model</li> <li>Examining Errors in Reasoning</li> <li>Graphic Organisers</li> <li>Marzano Taxonomy Grid (based on Pirozzo Grid concept)</li> </ul>	<ul style="list-style-type: none"> <li>Practice exam/Revision questions</li> <li>Pages</li> </ul>

### UNIT RESOURCES

Texts, Websites, Handouts, etc.	Supporting documents	Location

<p>Teacher text: <u>'Food Tech Focus'</u>. 2<sup>nd</sup> ed. Blake et al. Nelson Publishers. <u>'HiTech – Food Technology'</u> Sullivan, Meredith, Weihan. Heinemann Publilshers</p> <p>Websites: Edmodo Taste.com.au Clickview <a href="https://education.abc.net.au/home#!/digibook/2597026/war-on-waste">https://education.abc.net.au/home#!/digibook/2597026/war-on-waste</a> Handouts/activities: various – see resource file</p> <p>Recipes/Practical lesson: 1. Fried Rice 2. Meat Bolognese 3. Pad see ew 4. Chook raffle 5. Protein ball 6. Family dinner</p>	<ul style="list-style-type: none"> <li>- Proficiency Scale</li> <li>- Learning Goal Tracking Sheet</li> <li>- Assessment Task/Criteria Sheets</li> <li>- Feedback Checklists</li> </ul>	G:Coredata: Curriculum...
	Differentiation Documents	Location
	<ul style="list-style-type: none"> <li>- Student LIPS</li> <li>- Class Analysis and Reflection Profile</li> <li>- ICPs</li> <li>- Differentiation Profiles</li> <li>- Health Care Plans/Multiple Risk Assessments</li> </ul>	Oneschool (Student Support Provisions)
	Workplace Health and Safety Considerations	Location
	<ul style="list-style-type: none"> <li>- CARA Risk Assessment</li> </ul>	Stored on Oneschool

#### SUGGESTED (KEY) LEARNING EXPERIENCES

Interacting with new knowledge (DQ2)		Practising and Deepening Knowledge (DQ 3)	Generating and Testing Hypothesis (DQ 4)
Declarative Knowledge: <ul style="list-style-type: none"> <li>- Notetaking and Summarising</li> <li>- Chunking Content</li> <li>- Graphic Organisers</li> <li>- Non-Linguistic Representation</li> </ul>	Procedural Knowledge: <ul style="list-style-type: none"> <li>- Visual and Verbal Instruction</li> <li>- Preview and Questions</li> <li>- Modelling Practical Situations</li> <li>- Cooperative Learning / Grouping</li> <li>- Reciprocal Teaching (flipping lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Using Structured Practice Sessions</li> <li>- Comparing and Contrasting</li> <li>- Examining Similarities and Differences</li> <li>- Analysing Errors in Reasoning</li> <li>- Homework Tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Predicting</li> <li>- Problem Solving</li> <li>- Decision Making Matrix</li> <li>- Investigations</li> <li>- Evaluations</li> <li>- Data Collection and Analysis</li> </ul>

SUGGESTED UNIT TEACHING/LEARNING SEQUENCE PLANNER:

TERM 1 2021

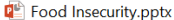
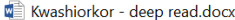
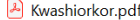
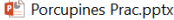
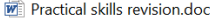
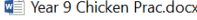
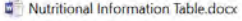
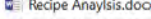
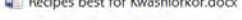
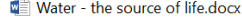
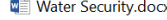
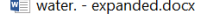
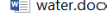
Dem

Prac

Knowledge for assessment

Week	Lesson Content			Resources
	1	2	3	
1	<p><b>Learning Intent:</b> Introduction to course</p> <p><b>Learning Goal 2:</b> Students will understand food insecurity and be able to identify and explain factors that contribute to food inequity.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can explain the term food equity.</li> <li>I can identify and explain reasons for food inequity.</li> <li>I can identify the groups of people at risk of food inequity and explain why.</li> </ul>			<p>2. HOW DOES THIS MAKE YOU FEEL.pptx</p> <p>combined safety and hygiene docs.docx</p> <p>Cookery planner T1.docx</p> <p>Food Security.pptx</p> <p>Frayer Fod Security- TEEL.docx</p> <p>Revised_FBQLD_Hunger-Report-Infographic-...</p> <p>Simulation activity.docx</p> <p>What is food security.docx</p>
	<p><b>Lesson Sequence:</b></p> <p>Understand Class Expectations</p> <p>Distribute folders</p> <p>Semester overview</p> <p>Discuss Assessment</p> <p>Discuss prac schedule and H/out</p> <p>Cooking outline</p> <p>Quick write – What does Mrs McGoldrick need to know about me?</p> <p>What is Food Equity? - PPT</p>	<p><b>Lesson Sequence:</b></p> <p>What is Food Equity? - PPT</p> <p>What is food security? – frayer model</p> <p>Finish worksheet from lesson 1</p>	<p><b>Lesson Sequence:</b></p> <p>How to successfully complete and write a workplan</p> <p>How to cost a recipe?</p>	
2	<p><b>Learning Goal 2:</b> Students will understand food insecurity and be able to identify and explain factors that contribute to food inequity.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can explain the term food equity.</li> <li>I can identify and explain reasons for food inequity.</li> </ul>			<p>Learning Goal tracking Sheets.</p> <p>Proficiency Scale</p>

	<ul style="list-style-type: none"> <li>I can identify the groups of people at risk of food equity and explain why.</li> </ul>			<ul style="list-style-type: none"> <li>1 Food Security.pptx</li> <li>Foodbank_Infographic_McCordle_Oct2017_...</li> <li>Fried Rice.docx</li> <li>GROUPS THAT MAY EXPERIENCE FOOD INE...</li> <li>REASONS FOR FOOD INEQUITY.pptx</li> </ul>
	<p><b>Lesson Sequence:</b></p> <p>Dem Fried Rice and students complete SRC</p> <p>Key skills -</p> <ul style="list-style-type: none"> <li>How to write a SRC</li> <li>Time management</li> <li>Review kitchen procedures</li> <li>Rice is a staple and can incorporate many colours and vegies</li> </ul>	<p><b>Lesson Sequence:</b></p> <p>Circumstances contributing to food inequity</p> <p>Groups at risk</p>	<p><b>Lesson Sequence:</b></p> <p>Prac Fried Rice</p> <p>H/out learning goal tracking sheets and kitchen proficiency scales and discuss</p> <p>Discuss PMA which will be used digitally</p>	
3	<p><b>Learning Goal 3:</b> Students will understand why food inequity is an issue in Australia.</p>			<p>Learning Goal tracking Sheets</p> <ul style="list-style-type: none"> <li>2 minute noodle brief.docx</li> <li>Why does Food Insecurity exist.pptx</li> </ul>
	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can identify groups affected by food inequity in Australia.</li> <li>I can explain why food inequity affects certain groups in Australia.</li> </ul>			
	<p><b>Lesson Sequence:</b></p> <p>Swimming Carnival</p>	<p><b>Lesson Sequence:</b></p> <p>Dem Beef Bolognese OR</p> <p>Key skills – Beef mince – cheap cut of meat, using as many vegies as you can, discuss colour, health and waste.</p> <p>Groups at risk of food equity locally and globally</p>	<p><b>Lesson Sequence:</b></p> <p>Prac Beef Bolognese</p> <p>Students complete digital PMA</p>	
4	<p><b>Learning Goal 1:</b> Students will understand the functions of food nutrients and provide food examples for Protein, Fats, Minerals, Vitamins, Water, and Carbohydrates.</p>			<p>Learning Goal tracking Sheets</p> <ul style="list-style-type: none"> <li>3. Chicken Dinner.docx</li> <li>3. Work plan for Chicken Dinner.docx</li> <li>3. 6 Nutrients.pptx</li> <li>9FDS LG Tracking Sheet 2020.docx</li> <li>Costing a recipe.docx</li> <li>DeT_Y05-06Band_U1_SS_HealthyCookTech.p...</li> <li>Nutrients worksheet.docx</li> <li>PPS_Y04_U1_SS_FiveFoodGroups.pptx</li> <li>PPS_Y04_U1_SS_HowFoodHelpsOurBodies (...)</li> </ul>
	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can identify the five food groups</li> <li>I can identify the six food nutrients and food sources of the nutrients</li> <li>I can identify the function of food nutrients in the body</li> </ul>			
	<p><b>Lesson Sequence:</b></p> <p>Dem Pad See Ew</p> <p>Key skills -</p>	<p><b>Lesson Sequence:</b></p> <p>How much do we need each day?</p> <p>Australian Dietary Guidelines</p> <p>Five food groups PPT</p> <p>6 nutrients PPT</p>	<p><b>Lesson Sequence:</b></p> <p>Prac Pad See Ew</p> <p>Students complete digital PMA</p>	

	Complete activities			
5	<b>Learning Goal 5:</b> Students will be able to provide solutions to food waste.			<b>Learning Goal tracking Sheets</b>   Food Insecurity.pptx  Kwashiorkor - deep read.docx  Kwashiorkor.pdf  Porcupines Prac.pptx  Practical skills revision.doc  who-famine-and-health.jpg  Year 9 Chicken Prac.docx
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>I can explain what food waste is and why it is an issue in Australia.</li> <li>I can identify various solutions to food waste.</li> <li>I can justify my solutions by referring to reasons for my choices.</li> </ul>				
<b>Lesson Sequence:</b>  Plan Design Task 1 (Students draw on knowledge of 5 food groups, 6 nutrients & ADG in prep for Exam)	<b>Lesson Sequence:</b>  Food Waste War on Waste - Clickview	<b>Lesson Sequence:</b>  <b>Prac – Design Task 1</b>  Students complete digital PMA		
6	<b>Learning Goal 5:</b> Students will be able to provide solutions to food waste.			<b>Learning Goal tracking Sheets</b>   Nutritional Information Table.docx  Recipe Analysis.docx  Recipes best for Kwashiorkor.docx
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>I can explain what food waste is and why it is an issue in Australia.</li> <li>I can identify various solutions to food waste.</li> <li>I can justify my solutions by referring to reasons for my choices.</li> </ul>				
<b>Lesson Sequence:</b>  Plan Chicken Raffle Design Task 2	<b>Lesson Sequence:</b>  <b>War on Waste</b> <b>Food Banks</b>  Chicken, eggs to Takeaway on Clickview	<b>Lesson Sequence:</b>  <b>Prac Chicken Raffle Design Task 2</b>  Students complete digital PMA		
7	<b>Learning Goal 5:</b> Students will be able to provide solutions to food waste.			<b>Learning Goal tracking Sheets</b>   Water - the source of life.docx  Water Security.docx  water. - expanded.docx  water.docx
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>I can explain what food waste is and why it is an issue in Australia.</li> <li>I can identify various solutions to food waste.</li> <li>I can justify my solutions by referring to reasons for my choices.</li> </ul>				
<b>Lesson Sequence:</b>  <b>Dem Protein Ball</b>  Key skills -	<b>Lesson Sequence:</b>  <b>How to analyse a recipe</b> <b>Recipe analysis worksheet</b> Nutritional info table worksheet Food Labels – see Food Tech text <b>Tips to reduce Food Waste</b>	<b>Lesson Sequence:</b>  <b>Prac – Protein Ball</b>  Students complete digital PMA		
8	<b>Learning Goal 4:</b> Students will be able to evaluate a recipe to determine its suitability to cook during a pandemic.			



	<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>I can identify strengths and limitations of a recipe.</li> <li>I can justify a recipe suitability by referring to ingredients and nutritional information.</li> </ul>		<ul style="list-style-type: none"> <li>Bangladesh.docx</li> <li>Floating gardens in Bangladesh.pptx</li> <li>Solutions to Food Insecurity worksheet.docx</li> <li>Solutions to Food Insecurity.pptx</li> </ul>	
	Plan Design Task 3 – Family Dinner	Revision for Exam		Prac – Design Task 3 – Family Dinner Students complete digital PMA
9	<b>Learning Goal:</b>			<ul style="list-style-type: none"> <li>Around the World on a Plate - modern austr...</li> <li>Bush Tucker Bingo (1).pdf</li> <li>Comprehension Questions modern australia...</li> <li>Fish Farmer game PC15.pdf</li> <li>week 8 activities 1.docx</li> </ul>
	<b>Success Criteria:</b>			
	Revision for Exam and answers	EXAM	Prac - Mystery box?	
10	<b>Learning Goal:</b>			
	<b>Success Criteria:</b>			
	Cleaning up kitchens. Start 'Wrap it up Unit', SEE NEXT CUP			

**REVIEW NOTES**  
*(At end of unit)*

***What Worked Well***

***What Didn't Work Well***

***Action for Next Time***

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## UNIT OVERVIEW FOR PARENTS

<b>YEAR LEVEL:</b>	9	<b>SUBJECT:</b>	FOOD STUDIES	<b>UNIT NAME:</b>	Food Equity and Waste	
<b>Unit Context Overview:</b>	Access to an adequate food supply is a global issue. Students examine food production and distribution locally as well as globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.				<b>Unit Length:</b>	APPROX 10 WEEKS (1 Term)

### KEY UNIT LEARNING GOALS AND SUCCESS CRITERIA

KEY LEARNING GOALS		SUCCESS CRITERIA
1	Students will understand the functions of food nutrients and provide food examples for Protein, Fats, Minerals, Vitamins, Water, and Carbohydrates.	<ul style="list-style-type: none"> <li>I can identify the five food groups</li> <li>I can identify the six food nutrients and food sources of the nutrients</li> <li>I can identify the function of food nutrients in the body</li> </ul>
2	Students will understand food insecurity and be able to identify and explain factors that contribute to food inequity.	<ul style="list-style-type: none"> <li>I can explain the term food equity.</li> <li>I can identify and explain reasons for food inequity.</li> <li>I can identify the groups of people at risk of food equity and explain why.</li> </ul>
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### ASSESSMENT INSTRUMENTS

Summative Assessment	Formative Assessment
Written Examination  Practical Cookery Lessons – (suggestion) <ul style="list-style-type: none"> <li>Simulation activity</li> <li>Packet cake without instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Proficiency Scale</li> <li>Learning Goal Tracking Sheet</li> <li>Specifically-designed Formative Pieces</li> </ul>

- Fried rice
- Meat Bolognese
- Design Task 1 pg 69
- Pad see ew
- Chicken raffle
- Protein ball
- Family dinner

- design a uni-student low income meal
- 'Chook Raffle'
- 'Rice grain'.
- Checklists
  - Summaries (in preparation for written examination)
  - Observations
  - Questioning
  - Verbal feedback
  - Using student work as an exemplar