



# Albany Creek SHS Curriculum Unit Planner (7-10)



<b>YEAR LEVEL</b>	7	<b>SUBJECT</b>	TFS – Textiles and Food Studies	<b>UNIT NAME</b>	<b>SNACK HACK</b>
<b>Unit Context Overview</b>	Students will design a nutritious Snack. To do this they will experiment with cookery techniques and skills and include a variety of nutritious ingredients using the 5 food groups model. They will design, create and cook a unique shaped for snack.				<b>Unit Length</b> 8 Weeks
<b>Achievement Standard</b>	<p>By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.</p>				

<b>AUST. CURRICULUM DESCRIPTORS (with code)</b>	<b>STANDARD ELABORATIONS</b>
Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)	<p>considering factors that influence the selection of appropriate materials, components, tools and equipment</p> <p>identifying needs and new opportunities for design and enterprise, for example promotion and marketing of designed solutions</p>
Analyse how food and fibre are produced when designing <u>managed environments</u> and how these can become more <u>sustainable</u> (ACTDEK032)	<ul style="list-style-type: none"> <li>- recognising the need to increase food production using cost efficient, ethical and sustainable production techniques</li> <li>- recognising the importance of food and fibre production to Australia's food security and economy including exports and imports to and from Asia when critiquing and exploring food and fibre production</li> <li>- considering community needs when identifying opportunities for designing, for example gardens for a community centre, cost effective food service for a sport club</li> <li>- experimenting with traditional and contemporary technologies when developing designs, and discovering the advantages and disadvantages of each approach</li> </ul>
Analyse how <u>characteristics</u> and <u>properties</u> of food determine preparation techniques and presentation when designing solutions for <u>healthy eating</u> (ACTDEK033)	<ul style="list-style-type: none"> <li>• planning and making quality, safe and nutritious food items, using a range of food preparation tools, equipment and techniques</li> <li>• examining the relationship between food preparation techniques and the impact on nutrient value, for example steaming vegetables</li> </ul>

	<ul style="list-style-type: none"> <li>investigating how a recipe can be modified to enhance health benefits, and justifying decisions, for example by adding ingredients to a basic dough to increase nutritional content</li> <li>explaining how food preparation techniques impact on the sensory properties (flavour, appearance, texture, aroma) of food,</li> </ul>
Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment ( <u>ACTDEK034</u> )	considering the ways in which the characteristics and properties of technologies will impact on designed solutions, for example the properties of ingredients and their suitability for end use
Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas ( <u>ACTDEP035</u> )	examining, testing and evaluating a variety of suitable materials, components,
Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques ( <u>ACTDEP036</u> )	<p>considering which ideas to further explore and investigating the benefits and drawbacks of ideas, producing annotated concept sketches and drawings, using: technical terms, symbols, pictorial and aerial views; production drawings,</p> <ul style="list-style-type: none"> <li>documenting and communicating the generation and development of design ideas for an intended audience, for example developing images and text which clearly communicates each step of a design process</li> </ul>
Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions ( <u>ACTDEP037</u> )	<ul style="list-style-type: none"> <li>developing technical production skills and safe working practices with independence to produce quality solutions designed for sustainability</li> <li>developing innovative ways of manipulating technologies using traditional and contemporary materials, components, tools, equipment and techniques and considering alternatives including emerging technologies that could be substituted to reduce waste or time</li> </ul>
Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability ( <u>ACTDEP038</u> )	<ul style="list-style-type: none"> <li>evaluating designed solutions and processes and transferring new knowledge and skills to future design projects</li> </ul>
Use project management processes when working individually and collaboratively to coordinate production of designed solutions ( <u>ACTDEP039</u> )	<ul style="list-style-type: none"> <li>organising time, evaluating decisions and managing resources to ensure successful project completion and protection of the work space and local environment</li> <li>investigating the time needed for each step of production</li> </ul>

## GENERAL CAPABILITIES

[dot points as required]

Literacy	Numeracy	ICT Capability	Critical and Creative Thinking	Other (P&S, Eth, Int-Cult)
<p>Use knowledge of text structures –I5                      Use knowledge of sentence structures I5                      Express opinions and points of view I5                      Understand learning area vocabulary I5                      Use spelling knowledge I5                      Navigate, read and view learning area texts I5                      Interpret and analyse learning area texts I5                      Compose, spoken, written visual and multimodal learning area texts I5                      Use language to interact with others level 5</p>	<p>Interpret proportional reasoning (halves and quarters – I2)</p> <p>Estimate and measure with metric units (use metric measurements for capacity/mass – I4)</p> <p>Operate with clocks, calendars and timetables (read digital and analogue clocks to minutes; convert between hours and minutes; use am and pm time – I3).</p> <p>Interpret data display sets – describe data on a relevant issue based on one variable – I2).</p>	<p>In the Australian Curriculum: Digital Technologies, students develop an understanding of the characteristics of data. They apply this when they investigate and communicate.</p>	<p>In the Australian Curriculum: Technologies, students develop capability in critical and creative thinking as they imagine, generate, develop and critically evaluate ideas. They develop reasoning and the capacity for abstraction through challenging problems that do not have straightforward solutions. Students analyse problems, refine concepts and reflect on the decision-making process by engaging in design.</p> <p>Students think critically and creatively about possible, probable and preferred futures. They consider how data, information, materials, and equipment (past and present) impact on our lives, and how these elements might be better designed and managed.</p>	<p>In the Australian Curriculum: Technologies, students develop personal and social capability as they engage in project management and development in a collaborative workspace. They direct their own learning, plan and carry out investigations, and become independent learners who can apply design thinking, technologies understanding and skills when making decisions. Students develop social and employability skills through working cooperatively in teams, sharing resources and processes, making group decisions, resolving conflict and showing leadership. Designing and innovation involve a degree of risk-taking and as students work with the uncertainty of sharing new ideas they develop resilience.</p> <p>The Technologies learning area enhances students' personal and social capability by developing their social awareness.</p> <p>In the Australian Curriculum: Technologies, students develop the capacity to understand and apply ethical and socially responsible principles when collaborating with others and creating, sharing and using technologies – materials, processes and equipment. Using an ethical lens, they investigate current and future local, national, regional and global technological priorities.</p> <p>Students learn about safe and ethical procedures for investigating and working with people and materials. They consider the rights of others and their responsibilities in using sustainable practices that protect the planet and its life forms. They learn to appreciate and value the part they play in the social and natural systems in which they operate.</p> <p>In the Australian Curriculum: Technologies, students consider how technologies are used in diverse communities at local and global levels,</p>

				including their impact and potential to transform people's lives. They explore ways in which past and present practices enable people to use technologies to interact with one another across cultural boundaries. Students investigate how cultural identities and traditions influence the function and form of solutions, products, services and environments designed to meet the needs of daily life now and in the future.
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CROSS-CURRICULAR PRIORITIES [dot points as required]		
ATSI Histories and Cultures	Asia and Australia's Engagement with Asia	Sustainability
The <b>second key concept</b> examines the diversity of Aboriginal and Torres Strait Islander Peoples' cultures through language, ways of life and experiences as expressed through historical, social and political lenses. It provides opportunities for students to gain a deeper understanding of Aboriginal and Torres Strait Islander Peoples' ways of being, knowing, thinking and doing.	Students explore Australia's rich and ongoing engagement with the peoples and countries of Asia to create appropriate and sustainable products and services that meet personal, community, national, regional and global needs and reflect intercultural, creative and critical thinking.	The <b>third key concept</b> is aimed at building the capacities for thinking and acting in ways that are necessary to create a more sustainable future. The concept seeks to develop reflective thinking processes and empower young people to design action that will lead to a more equitable, respectful and sustainable future.

LINKS TO PREVIOUS KNOWLEDGE
Eg. previous unit content / previous assessment / inter-curricular links Nil new cohort Pretesting competed to establish prior knowledge.

ASSESSMENT INSTRUMENTS		
Summative Assessment	Formative Assessment, Feedback and Tracking (DQ1)	
a) Snack Hack booklet (Formative) b) Assessment Booklet (Summative - separate)	Items Eg. <ul style="list-style-type: none"> <li>Drafting Processes</li> <li>Proficiency Scale</li> <li>Learning Goal Tracking Sheet</li> <li>Specifically-designed Formative Pieces Checklists</li> </ul>	Focus for Proficiency Scale Design

## KEY UNIT LEARNING GOALS AND SUCCESS CRITERIA (up to 5 goals per unit)

KEY LEARNING GOALS <small>(procedural and declarative)</small>		SUCCESS CRITERIA <small>(the student can)</small>
<b>1</b>	LG 1: Students will understand the health and safety requirements needed when working in a kitchen	<ul style="list-style-type: none"> <li>I can identify the safety precautions needed when using sharp utensils, heat and electricity</li> <li>I demonstrate the personal hygiene that is needed when working in a kitchen</li> </ul>
<b>2</b>	LG 2: How do the characteristics and properties of food determine the design techniques for creating a healthy snack?	<ul style="list-style-type: none"> <li>I can explain how food preparation techniques impact on the sensory properties (appearance, odour, texture, flavour) by evaluating the <i>trial cookery lessons</i></li> <li>I can design, create and cook a Healthy, Hand held Snack</li> <li>I can use a TEEL paragraph structure to evaluate Snack products</li> </ul>
<b>3</b>	LG 3: Students can identify the factors that influence a food product design. Students will complete a Project Management Plan and a drawn and labelled Visual Plan.	<ul style="list-style-type: none"> <li>I can investigate current ingredients and cookery methods</li> <li>I can identify the ingredients needed to add nutrition to my snack</li> <li>I can select and justify why I have chosen these ingredients</li> <li>I can identify the techniques and skills needed to prepare my <i>snack</i></li> </ul>
<b>4</b>	LG 4: Students can produce their Pizza Design with consideration to increasing the nutrient content.	<ul style="list-style-type: none"> <li>I can work independently</li> <li>I can work hygienically and safely</li> <li>I can hit a 3 or more on the proficiency scale after my practical cookery work</li> <li>I can analyse skills, techniques, methods and ingredients to create my Snack Design using ideas from my PMAs</li> <li>I can transfer new knowledge and skills from the cooking trials to the final design project</li> </ul>
<b>5</b>	LG 5: Students can evaluate their Snack product design and cookery.	<ul style="list-style-type: none"> <li>I can Self Evaluate my Cook by responding to questions in detail</li> <li>I can refer to 3 or more success criteria in my evaluation</li> </ul>

## VOCABULARY LIST

(making use of the 3-tier vocabulary model)

TIER TWO	TIER THREE	COGNITIVE VERBS
evaluate, design, designed solutions, flavour, aroma, appearance, texture, justify, nutritional content/nutritious, test/trial,	<b>Technologies</b> slice, dice, rub in, make a well, stir, mix, bake, roll out, activate, yeast, acid,	Investigate, Analyse, Critique, Generate, develop, test, communicate, select and justify, evaluate

## SCHOOL PRIORITIES

(How will you implement these in your unit context?)

 Literacy Strategies	 Numeracy Strategies	 Critical Thinking Skills	 eLearning Pedagogies
<ul style="list-style-type: none"> <li>TEE(A)L</li> <li>THIEVES</li> <li>R2L</li> <li>3 Level Guide</li> <li>Frayser Model</li> </ul>	<ul style="list-style-type: none"> <li>Proportional Reasoning</li> <li>Thinkboard</li> </ul>	<ul style="list-style-type: none"> <li>Iceberg Model</li> <li>Examining Errors in Reasoning</li> <li>Graphic Organisers</li> </ul>	<ul style="list-style-type: none"> <li>iTunesU / Keynote / Onenote</li> <li>Notability</li> <li>Pages</li> </ul>

## UNIT RESOURCES

Texts, Websites, Handouts, etc.	Supporting documents	Location
<p><b>Add in hyperlinks</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>  7 TFS Snack Design Assessment Task 2021.docx</li> <li><input checked="" type="checkbox"/>  7 TFS Snack Design Weekly Cookery Workplans Master Doc 2021.docx</li> <li><input checked="" type="checkbox"/>  7 TFS Snack Design Workbook 2021.docx</li> </ul>	<ul style="list-style-type: none"> <li>• Proficiency Scale</li> <li>• Learning Goal Tracking Sheet</li> <li>• Assessment Task/Criteria Sheets</li> <li>• Task Scaffolds</li> </ul>	<p><b>Add in hyperlinks</b></p>
	<p><b>Differentiation Documents</b></p>	<p><b>Location</b></p>
	<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>	<p><b>Add in hyperlinks</b></p>
	<p><b>Workplace Health and Safety Considerations</b></p>	<p><b>Location</b></p>
	<ul style="list-style-type: none"> <li>• CARA Risk Assessment</li> </ul>	<p><b>Add in hyperlinks</b></p>

## SUGGESTED (KEY) LEARNING EXPERIENCES

Interacting with new knowledge <i>(DQ2)</i>		Practising and Deepening Knowledge <i>(DQ 3)</i>	Generating and Testing Hypothesis <i>(DQ 4)</i>
<p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Notetaking and Summarising</li> <li>• Chunking Content</li> <li>• Identifying Critical Input Experiences</li> <li>• Graphic Organisers</li> <li>• Non-Linguistic Representation</li> </ul>	<p><b>Procedural Knowledge:</b></p> <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</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>• Cooperative Learning</li> <li>• Evaluations</li> <li>• Data Collection and Analysis</li> </ul>

# 7 TFS Snack Hack Master Teaching Plan 2021



	Learning Goal and Success Criteria	Theory Lesson	Theory and Demonstration Lesson	Practical Cookery Lesson
Week 1	<p><b>LG 1: Understand the health, safety and skill requirements needed when working in a kitchen and as a member of a team</b></p> <p>Success Criteria (students can):</p> <ul style="list-style-type: none"> <li>I can identify and explain what personal and food hygiene practices in the kitchen.</li> <li>I can identify and explain safety precautions to take in the kitchen.</li> <li>I can name and correctly use kitchen equipment.</li> <li>I can work as a valuable team member in all aspects of the cooking and learning processes in the kitchen.</li> </ul>	<p>Booklet Pages 1 – 4</p>	<p>Booklet Pages 5 – 7</p>	<p>Booklet pages 8-9</p>
Week 2	<p><b>LG 3: Understand design and technology professions contribute locally and globally to food technology and consumption.</b></p> <p>Success Criteria (students can):</p> <ul style="list-style-type: none"> <li>I can explain what a Food Technologist can do.</li> <li>I can explain why it is necessary for Food Technologists to be designing and producing new food products.</li> <li>I can explain what the term sustainability means in a kitchen context.</li> <li>I can identify how to achieve Food sustainability.</li> <li><i>I can identify how Aboriginal Australians lived off the land.</i></li> <li><i>I can identify the influence Asia ingredients have had on modern Australian cuisine</i></li> </ul>	<p>Booklet pages 10 – 11</p>	<p>Booklet pages 19 Demonstration – Scone Dough</p> <p>Explanation of booklet pages 15 – 18 not shown here.</p>	<p>PRAC. Lesson Scone Dough Complete p15 LGTS</p>

Week 3

**LG 2: Understand the 5 food groups to interpret the Nutritional value of recipes**

Success Criteria (students can):

- I can identify the 5 food groups and the understand the importance of the 5 in a nutritional model
- I can identify ingredients as pantry stock or desirable ingredients and place these on the 5 food groups chart
- I can identify the nutrients in a range of ingredients

**LG 4: Understand the needs and opportunities of snacking eating habits.**

Success Criteria (students can):

- I can identify factors that are considerations and constraints.
- I can collect and display classroom data using tables and graphs.
- I can explain why snacking can be important and detrimental to the growing teenager.

**Booklet pages 17 -18 PMA's for Scones**

Weekly Cookery Trials Evaluations

Two tables for weekly cookery trials evaluations. The first table has columns for 'Recipe', 'Ingredients', 'Method', 'Taste', 'Texture', and 'Appearance'. The second table has columns for 'Recipe', 'Ingredients', 'Method', 'Taste', 'Texture', and 'Appearance'.

**Booklet pages 12 – 13**

Your guide to the 5 Food Groups

Booklet pages 12-13 titled 'Snacking Teenage Habits'. It includes a section 'Snacking Teenage Habits' with a table for 'Snacking and eating habits to manage' and a 'Risk of unhealthy eating habits to teenagers' section with a colorful infographic.

**Booklet pages 20**

**Demonstration – Savoury Pizza Pockets**

Recipe table for 'Savoury pizza pockets' with columns for 'Ingredients', 'Method', and 'Notes'.

Complete pages 12 – 13

**PRAC. Lesson Savoury Pizza Pockets Complete p15 LGTS**

Practical lesson tables for 'Savoury Pizza Pockets' with columns for 'Recipe', 'Ingredients', 'Method', 'Taste', 'Texture', and 'Appearance'.

Week 4

**LG 5: Understand the factors that influence the design of a new snack recipe**

- I can create 3-5 success criteria questions to use for my snack evaluation.
- I can identify the speciality ingredients used in recipes.
- I can identify the techniques and skills used within each recipe.
- I can identify each cookery method for each recipe.

**Booklet pages 17 -18 PMA's for Pizza Pockets**

Weekly Cookery Trials Evaluations

Two tables for weekly cookery trials evaluations. The first table has columns for 'Recipe', 'Ingredients', 'Method', 'Taste', 'Texture', and 'Appearance'. The second table has columns for 'Recipe', 'Ingredients', 'Method', 'Taste', 'Texture', and 'Appearance'.

**ASSESSMENT Booklet pages 2 – 3 and pages 2 -3 Tasks 1-2-3**

Assessment booklet pages 2-3. It includes a 'Task 1' section with a table for 'Task 1' and a 'Task 2' section with a table for 'Task 2'.

**Booklet pages 21**

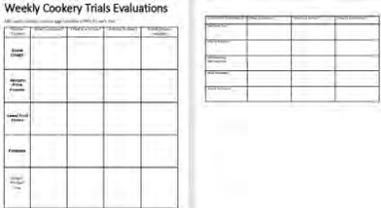
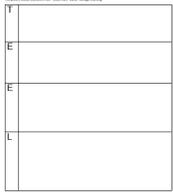
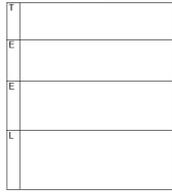
**Demonstration – Sweet Fruit Scrolls**

Recipe table for 'Sweet fruit scrolls' with columns for 'Ingredients', 'Method', and 'Notes'.

**ASSESSMENT Booklet Complete pages 2 -3 Tasks 1-2-3**

**PRAC. Lesson Sweet Scrolls Complete p15 LGTS**

Practical lesson tables for 'Sweet Fruit Scrolls' with columns for 'Recipe', 'Ingredients', 'Method', 'Taste', 'Texture', and 'Appearance'.

Week 5		<p>Booklet pages 17 -18 PMA's for Sweet scrolls</p>  <p>ASSESSMENT Booklet Complete page 3 Task 4 TEEL</p> 	<p>Booklet pages 20 Demonstration – Focaccia</p>  <p>Complete page 3 Task 4 TEEL</p> 	<p>PRAC. Lesson Focaccia Complete p15 LGTS</p> 
Week 6	<p>LG 6: Students can create a new snack recipe.</p> <ul style="list-style-type: none"> <li>• I can analyse skills, techniques, methods and ingredients to create 2 snack ideas using my PMA.</li> <li>• I can evaluate 2 ideas to select a snack recipe using my design making matrix</li> <li>• I can complete a workplan considering ingredients, food groups, portions, equipment and utensils.</li> <li>• I can confidently place my new snack ingredients into the correct sections of the 5 food groups chart.</li> </ul>	<p>Booklet pages 17 -18 PMA's for</p>  <p>ASSESSMENT Booklet Complete page 4 Task 5</p>  <p>ORDER FOR PRAC COOKERY DUE TO TEACHER for processing.</p>	<p>ASSESSMENT Booklet page 5 Task 6</p>  <p>ASSESSMENT Booklet page 7 Task 8</p> 	<p>PRAC. Lesson TRIAL Snack</p>

Week 7	<p><b>LG 7: Students can produce and implement their new recipe.</b></p> <ul style="list-style-type: none"> <li>I can work independently.</li> <li>I can work hygienically and safely.</li> <li>I can hit a 3 or more on the proficiency scale after my practical cookery.</li> </ul>	<p><b>ASSESSMENT Booklet page 6/7 Task 7</b></p> 	<p><b>ASSESSMENT Booklet page 8 Task 9</b></p> 	<p>PRAC. Lesson FINAL Snack</p>
Week 8	<p><b>LG 8: Students can evaluate their new snack recipe.</b></p> <ul style="list-style-type: none"> <li>I can evaluate my snack recipe.</li> <li>I can refer to 3 or more success criteria in my evaluation.</li> <li>I can use a TEEL paragraph structure.</li> <li>My topic sentence refers to my snack design success criteria,</li> <li>My elaborations and evidence sentences refer to what worked and what did not.</li> <li>My linking sentence refers to what I will change next time.</li> <li>I have used Tier 2 vocab and I have used Tier 3 vocab.</li> </ul>	<p><b>ASSESSMENT Booklet page 9 Task 10</b></p> 	<p>Lessons to Finalise Assessment Booklet</p>	<p>CATCH UP Prac cookery lesson if required.</p> <p><b>DUE DATE</b> for SNACK HACK Assessment Booklet</p>
Week 9	<p>Formative Tasks only</p>	<p>Sewing</p>	<p>Sewing</p>	<p>Sewing</p>
Week 10		<p>Sewing</p>	<p>Sewing</p>	<p>Sewing</p>

<b>YEAR LEVEL:</b>	7	<b>SUBJECT:</b>	Textiles and Food Studies	<b>UNIT NAME:</b>	<b>SNACK HACK</b>
<b>Unit Context Overview:</b>	Students will design a nutritious Snack. To do this they will experiment with cookery techniques and skills and include a variety of nutritious ingredients using the 5 food groups model. They will design, create and cook a unique shaped for snack.				<b>Unit Length:</b> 8 Weeks



### KEY UNIT LEARNING GOALS AND SUCCESS CRITERIA

KEY LEARNING GOALS		SUCCESS CRITERIA
1	<b>LG 1: Understand the health, safety and skill requirements needed when working in a kitchen and as a member of a team</b>	Success Criteria (students can): <ul style="list-style-type: none"> <li>I can identify and explain what personal and food hygiene practices in the kitchen.</li> <li>I can identify and explain safety precautions to take in the kitchen.</li> <li>I can name and correctly use kitchen equipment.</li> <li>I can work as valuable team member in all aspects of the cooking and leaning processes in the kitchen.</li> </ul>
2	<b>LG 2: Understand the 5 food groups to interpret the Nutritional value of recipes</b>	<ul style="list-style-type: none"> <li>I can identify the 5 food groups and the understand the importance of the 5 in a nutritional model</li> <li>I can identify ingredients as pantry stock or desirable ingredients and place these on the 5 food groups chart</li> <li>I can identify the nutrients in a range of ingredients..</li> </ul>
3	<b>LG 3: Understand design and technology professions contribute locally and globally to food technology and consumption.</b>	<ul style="list-style-type: none"> <li>I can explain what a Food Technologist can do.</li> <li>I can explain why it is necessary for Food Technologists to be designing and producing new food products.</li> <li>I can explain what the term sustainability means in a kitchen context.</li> <li>I can identify how to achieve Food sustainability.</li> <li>I can identify how Aboriginal Australians lived off the land.</li> <li>I can identify the influence Asia ingredients have had on modern Australian cuisine.</li> </ul>
4	<b>LG 4: Understand the needs and opportunities of snacking eating habits.</b>	<ul style="list-style-type: none"> <li>I can identify factors that are considerations and constraints.</li> <li>I can collect and display classroom data using tables and graphs.</li> <li>I can explain why snacking can be important and detrimental to the growing teenager.</li> </ul>
5	<b>LG 5: Understand the factors that influence the design of a new snack recipe</b>	<ul style="list-style-type: none"> <li>I can create 3-5 success criteria questions to use for my snack evaluation.</li> <li>I can identify the speciality ingredients used in recipes.</li> <li>I can identify the techniques and skills used within each recipe.</li> <li>I can identify each cookery method for each recipe</li> </ul>
6	<b>LG 6: Students can create a new snack recipe.</b>	<ul style="list-style-type: none"> <li>I can analyse skills, techniques, methods and ingredients to create 2 snack ideas using my PMA.</li> <li>I can evaluate 2 ideas to select a snack recipe using my design making matrix</li> <li>I can complete a workplan considering ingredients, food groups, portions, equipment and utensils.</li> <li>I can confidently place my new snack ingredients into the correct sections of the 5 food groups chart</li> </ul>
7	<b>LG 7: Students can produce and implement their new recipe.</b>	<ul style="list-style-type: none"> <li>I can work independently.</li> <li>I can work hygienically and safely.</li> <li>I can hit a 3 or more on the proficiency scale after my practical cookery.</li> </ul>
8	<b>LG 8: Students can evaluate their new snack recipe.</b>	<ul style="list-style-type: none"> <li>I can evaluate my snack recipe.</li> <li>I can refer to 3 or more success criteria in my evaluation.</li> <li>I can use a TEEL paragraph structure.</li> <li>My topic sentence refers to my snack design success criteria,</li> <li>My elaborations and evidence sentences refer to what worked and what did not.</li> <li>My linking sentence refers to what I will change next time.</li> <li>I have used Tier 2 vocab and I have used Tier 3 vocab</li> </ul>

# ASSESSMENT INSTRUMENTS

## Summative Assessment

Students will complete an assessment booklet based on learning and skill developed during weeks 1 – 6

Task will be given out in week 4

Sample of ASSESSMENT BOOKLET



Sample of WEEKLY ACTIVITY BOOKLET

