



YEAR LEVEL	10	SUBJECT	Food Studies	UNIT NAME	Food Science and Technologies – Dinner Deconstructed and Chocolate Design.
<b>Unit Context Overview</b>	<p><b>Unit 1: Dinner Deconstructed</b></p> <p>Students will <b>examine</b> safety, hygiene, food's sensory properties, nutritional models and value as well as the scientific elements that make up dishes.</p> <p>Students will <b>understand</b> that the 'Characteristics and Properties of Food' aid in the understanding about what happens to food when you apply various cookery techniques.</p> <p>Students will <b>investigate</b> how dishes can be deconstructed and <b>modified</b> to respond to <b>future challenges</b> by conducting cooking experiments.</p> <p>Students will <b>identify</b> changes made to the cooking technique and making judgments on the outcomes.</p> <p>Students will learn the skills necessary to <b>work flexibly</b> to effectively and safely <b>test, select, justify</b> and use appropriate technologies and processes to make designed solutions.</p> <p><i>***This unit sits in the Applied Technology Framework. Students who complete this subject will be receiving a taste of 'Food and Nutrition' concepts.</i></p>			<b>Unit Length</b>	Term 1 10 weeks
<b>Achievement Standard</b>	<p><b>By the end of Year 10</b>, By the end of Year 10, students explain how people working in design and technologies occupations consider <b>factors that impact on design decisions</b> and the <b>technologies used to produce products</b>, services and environments. They <b>identify the changes necessary to designed solutions to realise preferred futures</b> they have described. When <b>producing designed solutions for identified needs or opportunities</b>, students <b>evaluate the features of technologies</b> and <b>their appropriateness for purpose for one or more of the technologies contexts</b>.</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 <b>evaluate their ideas</b> and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and <b>justify decisions</b>. Students</p>				
					Term 4 10 weeks.

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.

<b>AUST. CURRICULUM DESCRIPTORS</b> <b>(with code)</b> <b>(cognitive verb in bold)</b>	<b>STANDARD ELABORATIONS</b>
<p><b>ACTDEK045- Investigate and make judgements</b>            Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.</p>	<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, for example designing and producing a healthy snack for the canteen and using food photography and digital technologies to promote the item in a healthy eating campaign</li> </ul>
<p><b>ACTDEP050- Test, Select, justify and use</b>            Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions.</p>	<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>- using materials, components, tools, equipment and techniques safely and considering alternatives to maximise sustainability, for example using timber because it stores carbon and offsets the demand for alternative products</li> <li>- experimenting with innovative combinations and ways of manipulating traditional and contemporary materials, components, tools, equipment and techniques, and recording findings in a collaborative space to debate the merits of each with peers</li> <li>- explaining safe working practices required for a specific classroom design project for individual or community use</li> <li>- modifying production processes to respond to unforeseen challenges or opportunities, for example when producing bulk quantities of</li> </ul>

recipes, lower than average rainfall and impacts on growth, materials with unexpected faults

**GENERAL CAPABILITIES – Please note, the highlighted sections apply across the two units.**

[dot points as required]

Literacy	Numeracy	ICT Capability	Critical and Creative Thinking	Other (P&S, Eth, Int-Cult)
<p>In the Australian Curriculum: Technologies, students develop literacy as they learn how to communicate ideas, concepts and detailed proposals to a variety of audiences; read and interpret detailed written instructions for specific technologies, often including diagrams and procedural writings such as software user manuals, design briefs, patterns and recipes; prepare accurate, annotated engineering drawings, software instructions and coding; write project outlines, briefs, concept and project management proposals, evaluations, engineering, life cycle and project analysis reports; and prepare detailed specifications for production.</p> <p>By learning the literacy of technologies, students understand that language varies according to context and they increase their ability to use language flexibly. Technologies vocabulary is often technical</p>	<p>The Australian Curriculum: Technologies gives students opportunities to interpret and use mathematical knowledge and skills in a range of real-life situations. Students use number to calculate, measure and estimate; interpret and draw conclusions from statistics; measure and record throughout the process of generating ideas; develop, refine and test concepts; and cost and sequence when making products and managing projects. In using software, materials, tools and equipment, students work with the concepts of number, geometry, scale, proportion, measurement and volume. They use three-dimensional models, create accurate technical drawings, work with digital models and use computational thinking in decision-making processes when designing and creating best-fit solutions.</p>	<p>In the Australian Curriculum: Digital Technologies, students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They apply this when they investigate, communicate and create digital solutions. Students learn to formulate problems, logically organise and analyse data and represent them in abstract forms. They automate solutions through algorithmic logic. Students decide the best combinations of data, procedures and human and physical resources to generate efficient and effective digital solutions. They create digital solutions that consider economic, environmental and social factors.</p> <p>In the Australian Curriculum: Design and Technologies, key ICT concepts and skills are strengthened, complemented and extended. Students become familiar with and gain</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 systems, design and computational thinking. They identify, explore and clarify technologies information and use that knowledge in a range of situations.</p> <p>Students think critically and creatively about possible, probable and preferred futures. They consider how data, information, systems, materials, tools and equipment (past and present) impact on our lives, and how these elements might be better designed and managed. Experimenting,</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</p>

<p>and includes specific terms for concepts, processes and production. Students learn to understand that much technological information is presented in the form of drawings, diagrams, flow charts, models, tables and graphs. They also learn the importance of listening, talking and discussing in technologies processes, especially in articulating, questioning and evaluating ideas.</p>		<p>skills using a range of software applications and digital hardware that enable them to realise their design ideas. Students use ICT when they investigate and analyse information and evaluate design ideas and communicate and collaborate online. They develop design ideas; generate plans and diagrams to communicate their designs and produce solutions using digital technologies, for example, creating simulations, drawings and models and manufacturing solutions (from basic drawing programs to computer-aided design/manufacture and rapid prototyping).</p>	<p>drawing, modelling, designing and working with digital tools, equipment and software helps students to build their visual and spatial thinking and to create</p>	<p>developing their social awareness. Students develop understanding of diversity by researching and identifying user needs. They consider past and present impacts of decisions on people, communities and environments and develop social responsibility through understanding of, empathy with and respect for others.</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, data, processes, tools and equipment. Using an ethical lens, they investigate past, current and future local, national, regional and global technological priorities. When engaged in systems thinking, students evaluate their findings against the criteria of legality, environmental sustainability, economic viability, health, social and emotional responsibility and social awareness. They explore complex issues associated with technologies and consider possibilities. They are</p>
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				<p>encouraged to develop informed values and attitudes.</p> <p>Students learn about safe and ethical procedures for investigating and working with people, animals, data 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, national, regional and global levels, 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.</p>
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				In their interactions with others in online communities, students consider the dynamic and complex nature of cultures, including values, beliefs, practices and assumptions. They recognise and respond to the challenges of cultural diversity by applying appropriate social protocols. Students learn about the interactions between technologies and society and take responsibility for securing positive outcomes for members of all cultural groups including those faced with prejudice and misunderstanding.
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### CROSS-CURRICULAR PRIORITIES

[dot points as required]

ATSI Histories and Cultures	Asia and Australia's Engagement with Asia	Sustainability
<p>Students will identify the interconnectedness between technologies and Identity, People, Culture and Country/Place. They will explore, understand and analyse how this intrinsic link guides Aboriginal and Torres Strait Islander Peoples in sustaining environments, histories, cultures and identities through / by creating appropriate and sustainable solutions.</p> <p>The third concept addresses the diversity of Aboriginal and Torres Strait Islander societies. It examines kinship structures and the significant contributions of Aboriginal and Torres Strait Islander Peoples on a local, national and global scale.</p>	<p>In the Australian Curriculum: Technologies, students are able to explore traditional, contemporary and emerging technological achievements in the countries of the Asia region. They investigate the contributions that Australia has made and is making to create products and services that meet a range of needs in the Asia region and can examine the contributions that peoples of the Asia region have made and continue to make to global technological advances. 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.</p> <p>The third concept addresses the nature of past and ongoing links between Australia and Asia, and develops the knowledge, understanding and skills that make it</p>	<p>The Australian Curriculum: Technologies enables consideration of preferred futures. When students identify and critique a problem, need or opportunity; generate ideas and concepts; and create solutions, they give prime consideration to sustainability by anticipating and balancing economic, environmental and social impacts. The curriculum focuses on the knowledge, understanding and skills necessary to design for effective sustainability action taking into account issues such as resource depletion and climate change. The learning area gives students opportunities to explore their own and competing viewpoints, values and interests. Understanding systems enables students to work with complexity, uncertainty and risk; make connections between disparate ideas and concepts; self-critique; and propose creative solutions that enhance sustainability. Students reflect on past and</p>

	possible to engage actively and effectively with peoples of the Asia region.	current practices, and assess new and emerging technologies from a sustainability perspective. The third concept is aimed at building capacities for thinking and acting in ways that are necessary to create a more sustainable future. The concept seeks to promote reflective thinking processes in young people and empower them to design action that will lead to more a more equitable and sustainable future.
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### LINKS TO PREVIOUS KNOWLEDGE

This program is developed as a 'Year 9 & 10 Stage' drawing on knowledge from the Year 9 units including producing and evaluating design solutions but also preparing students for Hospitality and Food and Nutrition subjects a like in their Senior phase of learning.

### ASSESSMENT INSTRUMENTS

Summative Assessment	Formative Assessment, Feedback and Tracking (DQ1)
<b>Term 1 - Exam</b> Students are to <b>answer</b> and <b>attempt</b> all questions on the exam paper in the space provided for each item. Short response questions <b>require</b> you to write dot points, with some full sentences, constructing a response that may have one or more paragraphs so that ideas are maintained, developed and justified.	Items: <ul style="list-style-type: none"> <li>• Learning Goal Tracking Sheet</li> <li>• Pre-test</li> <li>• Proficiency Scales</li> <li>• Teacher constructed workbook/ experiment folio</li> <li>• Revision activities</li> </ul>

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

KEY LEARNING GOALS UNIT 1 – Dinner Deconstructed	SUCCESS CRITERIA <i>(the student can)</i>
Students will understand :	Students will be able to:
<b>1</b> Students can understand and apply safety and hygiene procedures in the kitchen.	I can explain safety and hygiene procedures in a kitchen context.
<b>2</b> Students can explain the function of food nutrients (what it does for the body) and provide food examples for; Proteins, Fats, Minerals, Vitamins, Water, Carbohydrates.	I can identify the food nutrients. I can explain the function for each nutrient. I can explain food examples for each of the nutrients.
<b>3</b> Students can identify and describe the 3 methods of heat including; Radiation, Convection, Conduction. Students can explain the methods of heat in a kitchen context.	I can identify, describe and explain the 3 methods of heat in a kitchen context.

4	<b>Students can explain and analyse ingredients and methods during experiments and practical lessons for; aeration, producing a meringue. Emulsification, producing mayonnaise and a salad dressing. Dextrinization, producing cookies. Gelatinisation producing a white sauce for lasagne and a custard.</b>	I can explain and analyse the speciality ingredients used in recipes I can explain and analyse the techniques and skills used within each recipe I can explain and analyse each cookery method for each recipe
5	<b>Students can explain problems that can occur in cooking methods. Students can explain solutions to the related problems.</b>	I can explain problems that occur in cooking methods. I can explain solutions to the related problems.

<b>VOCABULARY LIST - Unit 1</b> <i>(making use of the 3-tier vocabulary model)</i>		
<b>TIER TWO</b>	<b>TIER THREE</b>	<b>COGNITIVE VERBS</b>
	Sustainable, Safety, Hygiene, Food Nutrients, Radiation, Convection, Conduction, Aeration, Emulsification, Gelatinisation and Dextrinization.	Explain, Identify, Analyse, Evaluate, Justify

<b>SCHOOL PRIORITIES</b> <i>(How will you implement these in your unit context?)</i>			
 <b>Literacy Strategies</b>	 <b>Numeracy Strategies</b>	 <b>Critical Thinking Skills</b>	 <b>eLearning Pedagogies</b>
<ul style="list-style-type: none"> <li>• TEE(A)L</li> <li>• 3 level guide</li> <li>• Scaffolds: PMA, decision making matrix</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 – connecting ideas of increasing complexity</li> <li>• Examining Errors in Reasoning</li> <li>• Graphic Organisers (lotus)</li> <li>• Thinkboard (design process)</li> </ul>	<ul style="list-style-type: none"> <li>• iPads for photographic evidence</li> <li>• Keynote / Onenote</li> <li>• Notability</li> <li>• Pages</li> <li>• Word Processing</li> <li>• Images/Photos taken from experiments/pracs</li> </ul>

<b>UNIT RESOURCES</b>		
<b>Texts, Websites, Handouts, etc.</b>	<b>Supporting documents</b>	<b>Location</b>

<b>Textbooks used:</b>  <b>Powerpoints:</b> - Teacher constructed (G drive)  <b>Websites:</b> - Clickview	<ul style="list-style-type: none"> <li>• Learning Goal Tracking Sheet</li> <li>• Assessment Task/Criteria Sheets</li> <li>• Task Scaffolds</li> <li>• Feedback Checklists</li> <li>• Revision Sheets/activities</li> </ul>	<ul style="list-style-type: none"> <li>• G Drive/coredata/staff curriculum/Applied Technology/Text &amp; Food/10 FDS</li> </ul>
	<b>Differentiation Documents</b>	<b>Location</b>
	<ul style="list-style-type: none"> <li>• Student LIPS</li> <li>• Class Analysis and Reflection Profile</li> <li>• ICPs</li> <li>• Differentiation Profiles</li> </ul>	<ul style="list-style-type: none"> <li>• Oneschool (Student Support Provisions)</li> </ul>
	<b>Workplace Health and Safety Considerations</b>	<b>Location</b>
	<ul style="list-style-type: none"> <li>• CARA Risk Assessment</li> <li>• 'Onguard'</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stored on One School</b></li> </ul>

### SUGGESTED (KEY) LEARNING EXPERIENCES

Interacting with new knowledge (DQ2)		Practising and Deepening Knowledge (DQ 3)	Generating and Testing Hypothesis (DQ 4)
<b>Declarative Knowledge:</b> <ul style="list-style-type: none"> <li>• Notetaking and Summarising</li> <li>• Chunking Content</li> <li>• Graphic Organisers</li> </ul>	<b>Procedural Knowledge:</b> <ul style="list-style-type: none"> <li>• Visual and Verbal Instruction</li> <li>• Preview and Questions</li> <li>• Modelling Practical Situations</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>

## UNIT SCOPE AND SEQUENCE

### TERM 1

Week	Lesson Content			Resources
	1	2	3	
1	<b>Learning Intent:</b>	<b>Learning Goal 1: Students can understand and apply safety and hygiene procedures in the kitchen.</b>	<b>Learning Goal 1: Students can understand and apply safety and hygiene procedures in the kitchen.</b>	
	<b>Success Criteria:</b>	<b>Success Criteria:</b> I can explain safety and hygiene procedures in a kitchen context.	<b>Success Criteria:</b> I can explain safety and hygiene procedures in a kitchen context.	
	<b>Lesson Sequence:</b> Students arrive and meet with Year Co's Assemblies	<b>Lesson Sequence:</b> Class Expectations – PPT, students copy down Students set up Folder for FDS on device, save overview from T drive into student folder. Get to know you activity. Pre test Distribute manila folders Hand out class workbook Learning Goal Tracking Sheet Outline 3 units of work for the year Assessment (Exam Wk 8) + 2x Projects Food Safety and Hygiene – see PP.	<b>Lesson Sequence:</b> Complete any work from last lesson Food Hygiene Warm up Difference between Food Hygiene and Personal Hygiene Students use photos to illustrate answers	
2	<b>Learning Goal 2: Students can explain the function of food nutrients (what it does for the body) and provide food examples for; Proteins, Fats, Minerals, Vitamins, Water, Carbohydrates.</b>	<b>Learning Goal 2: Students can explain the function of food nutrients (what it does for the body) and provide food examples for; Proteins, Fats, Minerals, Vitamins, Water, Carbohydrates.</b>	<b>Learning Goal 3: Students can identify and describe the 3 methods of heat including; Radiation, Convection, Conduction.</b> <b>Students can explain the methods of heat in a kitchen context.</b>	-
	<b>Success Criteria:</b> I can identify the food nutrients. I can explain the function for each nutrient. I can explain food examples for each of the nutrients.	<b>Success Criteria:</b> I can identify the food nutrients. I can explain the function for each nutrient. I can explain food examples for each of the nutrients.	<b>Success Criteria:</b> I can identify, describe and explain the 3 methods of heat in a kitchen context.	

	<p><b>Lesson Sequence:</b>          Introduce the functions of food, nutrients, vitamins and minerals          Importance of food PP          Nutrients PP + handout          Commence functions and sources of 6 Food Nutrients</p>	<p><b>Lesson Sequence:</b>          Continue activities from the previous lesson          The functions of food, nutrients, vitamins and minerals          Importance of food PP          Nutrients PP + handout          Continue functions and sources of 6 Food Nutrients</p>	<p><b>Lesson Sequence:</b>          Complete theory on methods of heat, see PPT.  <b>Heat – Popcorn activity</b></p>	
3	<p><b>Learning Goal 4: Students can explain and analyse ingredients and methods during experiments and practical lessons for; Emulsification, producing mayonnaise and a salad dressing.</b></p> <p><b>Success Criteria:</b> I can explain and analyse the speciality ingredients used in recipes          I can explain and analyse the techniques and skills used within each recipe          I can explain and analyse each cookery method for each recipe</p> <p><b>Lesson Sequence:</b>          Define Emulsification          Nutritional Value          Deconstruct Mayonnaise and complete SRS</p>	<p><b>Learning Goal 4: Students can explain and analyse ingredients and methods during experiments and practical lessons for; Emulsification, producing mayonnaise and a salad dressing.</b></p> <p><b>Success Criteria:</b> I can explain and analyse the speciality ingredients used in recipes          I can explain and analyse the techniques and skills used within each recipe          I can explain and analyse each cookery method for each recipe</p> <p><b>Lesson Sequence:</b>          Nutritional Value in dressing          Deconstruct dressing and commence SRS for Green garden salad</p>	<p><b>Learning Goal 4: Students can explain and analyse ingredients and methods during experiments and practical lessons for; Emulsification, producing mayonnaise and a salad dressing.</b></p> <p><b>Success Criteria:</b> I can explain and analyse the speciality ingredients used in recipes          I can explain and analyse the techniques and skills used within each recipe          I can explain and analyse each cookery method for each recipe</p> <p><b>Lesson Sequence:</b>  <b>Dem Mayonnaise and Potato Salad</b>          Students record results and make observations during experiment</p>	
4	<p><b>Learning Intent:</b> Successfully and safely, produce potato salad within the given timeframe.</p> <p><b>Success Criteria:</b></p> <p><b>Lesson Sequence:</b>  <b>Students will be able to:</b>  <b>Practical lesson: Potato Salad with Mayo</b></p>	<p><b>Learning Intent:</b> Understanding the processes to make a successful emulsion</p> <p><b>Success Criteria:</b> Produced a food item safely following practical procedures within the given timeframe.</p> <p><b>Lesson Sequence:</b>  <b>Students will be able to:</b>          →Debrief after practical lesson, students complete evaluations.          →Students share results and findings from mayo experiment</p>	<p><b>Learning Intent:</b> Conduct an experiment determining which ingredients are most successful to create the best emulsion</p> <p><b>Success Criteria:</b></p> <p><b>Lesson Sequence:</b>  <b>Students will be able to:</b>  <b>Dem Dressings and Green Salad highlighting knife skills</b>          Deconstruct dressing and complete Aim          Students record results and make observations during experiment</p>	

		<p>→Deconstruct dressing and complete Aim</p> <p>→Complete SRS for a green salad with dressing.</p>	Complete SRS for a green salad with dressing.	
5	<p><b>Learning Intent:</b> Successfully and safely, produce a green salad and dressing within the given timeframe.</p>	<p><b>Learning Goal 5: Students can explain problems that can occur in cooking methods.</b></p> <p><b>Students can explain solutions to the related problems.</b></p>	<p><b>Learning Goal 4: Students can explain and analyse ingredients and methods during experiments and practical lessons for; aeration, producing a meringue.</b></p>	
	<p><b>Success Criteria:</b></p>	<p><b>Success Criteria:</b> I can explain problems that occur in cooking methods. I can explain solutions to the related problems.</p>	<p><b>Success Criteria:</b></p> <p>I can explain and analyse the speciality ingredients used in recipes</p> <p>I can explain and analyse the techniques and skills used within each recipe</p> <p>I can explain and analyse each cookery method for each recipe</p>	
	<p><b>Lesson Sequence:</b></p> <p><b>Learning Goal:</b></p> <p><b>Students will be able to:</b></p> <p><b>Practical lesson: Green Salad with Dressing.</b></p>	<p><b>Lesson Sequence:</b></p> <p><b>Students will be able to:</b></p> <p>→Debrief after practical lesson, students complete evaluations.</p> <p>→Discuss Technologies used/considered</p> <p>→Evaluate emulsion</p> <p>→Define aeration and investigate nutritional value</p> <p>→Deconstruct the meringues</p> <p>→Catch up and complete any components already not complete.</p>	<p><b>Lesson Sequence:</b></p> <p><b>Learning Goal:</b></p> <p><b>Students will be able to:</b></p> <p>→Catch up and complete any components already not complete</p> <p>→Discuss Technologies used/considered</p> <p>→Students complete aeration activities on worksheet</p> <p>→SRS for Meringues</p> <p><b>→DEM Mini Meringues</b></p>	
6	<p><b>Learning Intent:</b> Successfully and safely, produce mini meringues within the given timeframe.</p>	<p><b>Learning Goal 5: Students can explain problems that can occur in cooking methods.</b></p> <p><b>Students can explain solutions to the related problems.</b></p>	<p><b>Learning Goal 4: Students can explain and analyse ingredients and methods during experiments and practical lessons for; Gelatinisation producing a white sauce for lasagne and a custard..</b></p>	
	<p><b>Success Criteria:</b></p>	<p><b>Success Criteria:</b> I can explain problems that occur in cooking methods. I can explain solutions to the related problems.</p>	<p><b>Success Criteria:</b> I can explain and analyse the speciality ingredients used in recipes</p> <p>I can explain and analyse the techniques and skills used within each recipe</p>	

			I can explain and analyse each cookery method for each recipe	
	<p><b>Lesson Sequence:</b> Students will be able to: <b>Practical lesson: Mini Meringues.</b></p>	<p><b>Lesson Sequence:</b> Students will be able to: →Debrief after practical lesson, students complete evaluations. →Discuss equipment used/considered →Evaluate aeration →Define gelatinisation and investigate nutritional value →Deconstruct the Ham and Cheese Macaroni and sauce →Complete aim →Commence SRS for Ham and Cheese Macaroni</p>	<p><b>Lesson Sequence:</b> Students will be able to: →Catch up and complete any components already not complete →<b>Dem: Various white sauces for Ham and Cheese Macaroni</b> →SRS for Ham and Cheese Macaroni</p>	
7	<p><b>Learning Intent:</b> Successfully and safely, produce Ham and Cheese Macaroni within the given timeframe.</p>	<p><b>Learning Intent:</b> Revise all topics and concepts in preparation for exam next week.</p>	<p><b>Learning Goal 4:</b> Students can explain and analyse ingredients and methods during experiments and practical lessons for; Gelatinisation producing a white sauce for lasagne and a custard.</p>	
	<p><b>Success Criteria:</b> Produced a food item safely following practical procedures within the given timeframe.</p>	<p><b>Success Criteria:</b></p>	<p><b>Success Criteria:</b> I can explain and analyse the speciality ingredients used in recipes I can explain and analyse the techniques and skills used within each recipe I can explain and analyse each cookery method for each recipe</p>	
	<p><b>Lesson Sequence:</b> Students will be able to: <b>Practical lesson: Ham and Cheese Macaroni</b></p>	<p><b>Lesson Sequence:</b> Students will be able to: →Complete Evaluation &amp; Proficiency Scale from previous Prac. →Discuss topics with students →Students commence revision sheet. →Revision sheet due 10A Mon 10B Tues, 10C Wed</p>	<p><b>Lesson Sequence:</b> Students will be able to: →Catch up and complete any components already not complete →<b>Custard Demonstration</b> →SRS for Custard →Ingredients recorded in diary. →Continue revising in preparation for exam next week.</p>	
8	<p><b>Learning Intent:</b> Revise all topics and concepts in preparation for exam tomorrow.</p>	<p><b>Learning Intent:</b> Students complete Supervised Written Exam</p>	<p><b>Learning Goal 4:</b> Students can explain and analyse ingredients and methods during experiments and</p>	

			<b>practical lessons for; Dextrinization, producing cookies.</b>	
	<b>Success Criteria:</b>	<b>Success Criteria:</b>	<b>Success Criteria:</b> I can explain and analyse the speciality ingredients used in recipes I can explain and analyse the techniques and skills used within each recipe I can explain and analyse each cookery method for each recipe	
	<b>Lesson Sequence:</b> <b>Students will be able to:</b> →Revision sheet due, discuss and go through answers with students.	<b>Lesson Sequence:</b> <b>Students will be able to:</b> <b>Students complete Exam under Exam conditions.</b>	<b>Lesson Sequence:</b> <b>Students will be able to:</b> →Catch up and complete any components already not complete →Caramelised Apple Pancakes Demonstration →SRS for Caramelised Apple Pancakes →Ingredients recorded in diary.	
9	<b>Learning Intent:</b> Successfully and safely, produce cookies within the given timeframe	<b>Learning Intent:</b> Introduce new unit – <b>Go to Unit 2 Chocolate Design Product Development</b>	<b>Learning Goal:</b>	
	<b>Success Criteria:</b> Produced a food item safely following practical procedures within the given timeframe.	<b>Success Criteria:</b>	<b>Success Criteria:</b>	
	<b>Lesson Sequence:</b> <b>Prac – Caramelised Apple Pancakes Demonstration OR</b> <b>Go to Unit 2 Chocolate Design Product Development</b>	<b>Lesson Sequence:</b>	<b>Lesson Sequence:</b>	
10	<b>Learning Intent:</b> Free choice cook incorporating either emulsification, aeration, gelatinisation, or dextrinization	<b>Learning Goal:</b>	<b>Learning Goal:</b>	<b>Term 2 Cooking Overview booklet</b> <b>Chocolate PP</b> <b>Taste Testing worksheet</b> <b>Assessment Booklet</b>
	<b>Success Criteria:</b> Produced a food item safely following practical procedures within the given timeframe.	<b>Success Criteria:</b>	<b>Success Criteria:</b>	
	<b>Lesson Sequence:</b> <b>Free choice Prac?</b>	<b>Lesson Sequence:</b>	<b>Lesson Sequence:</b> Kitchen Clean Up	

## UNIT OVERVIEW FOR PARENTS

<b>YEAR LEVEL:</b>	10	<b>SUBJECT:</b>	Food Studies	<b>UNIT NAME:</b>	Dinner Deconstructed	
<b>Unit Context Overview:</b>	<p><b>Unit 1: Dinner Deconstructed</b></p> <p>Students will <b>examine</b> safety, hygiene, food's sensory properties, nutritional models and value as well as the scientific elements that make up dishes.</p> <p>Students will <b>understand</b> that the 'Characteristics and Properties of Food' aid in the understanding about what happens to food when you apply various cookery techniques.</p> <p>Students will <b>investigate</b> how dishes can be deconstructed and <b>modified</b> to respond to <b>future challenges</b> by conducting cooking experiments.</p> <p>Students will <b>identify</b> changes made to the cooking technique and making judgments on the outcomes.</p> <p>Students will learn the skills necessary to <b>work flexibly</b> to effectively and safely <b>test, select, justify</b> and use appropriate technologies and processes to make designed solutions.</p> <p><i>***This unit sits in the Applied Technology Framework. Students who complete this subject will be receiving a taste of 'Food and Nutrition' concepts.</i></p>				<b>Unit Length:</b>	Term 1 10 weeks

### KEY UNIT LEARNING GOALS AND SUCCESS CRITERIA

KEY LEARNING GOALS		SUCCESS CRITERIA
1	Students can understand and apply safety and hygiene procedures in the kitchen.	<ul style="list-style-type: none"> <li>I can explain safety and hygiene procedures in a kitchen context.</li> </ul>
2	Students can explain the function of food nutrients (what it does for the body) and provide food examples for; Proteins, Fats, Minerals, Vitamins, Water, Carbohydrates.	<ul style="list-style-type: none"> <li>I can identify the food nutrients.</li> <li>I can explain the function for each nutrient.</li> <li>I can explain food examples for each of the nutrients.</li> </ul>
3	Students can identify and describe the 3 methods of heat including; Radiation, Convection, Conduction. Students can explain the methods of heat in a kitchen context.	<ul style="list-style-type: none"> <li>I can identify, describe and explain the 3 methods of heat in a kitchen context.</li> </ul>
4	Students can explain and analyse ingredients and methods during experiments and practical lessons for; aeration, producing a meringue. Emulsification, producing mayonnaise and a salad dressing. Dextrinization, producing cookies. Gelatinisation producing a white sauce for lasagne and a custard.	<ul style="list-style-type: none"> <li>I can explain and analyse the speciality ingredients used in recipes</li> <li>I can explain and analyse the techniques and skills used within each recipe</li> <li>I can explain and analyse each cookery method for each recipe</li> </ul>
5	Students can explain problems that can occur in cooking methods. Students can explain solutions to the related problems.	<ul style="list-style-type: none"> <li>I can explain problems that occur in cooking methods.</li> <li>I can explain solutions to the related problems.</li> </ul>
ASSESSMENT INSTRUMENTS		
Summative Assessment		Formative Assessment
<b>Term 1 - Exam</b> Students are to <b>answer</b> and <b>attempt</b> all questions on the exam paper in the space provided for each item. Short response questions <b>require</b> you to write dot points, with some full sentences, constructing a response that may have one or more paragraphs so that ideas are maintained, developed and justified.		<ul style="list-style-type: none"> <li>Learning Goal Tracking Sheet</li> <li>Pre-test</li> <li>Proficiency Scales</li> <li>Teacher constructed workbook/ experiment folio</li> <li>Revision activities</li> </ul>