

Year 9 Food Technology – Semester 1: Modify Measure and Make

Achievement Standard:

Understanding: By the end of Year 10, 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. They identify the changes necessary to designed solutions to realise preferred futures they have described. 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.

Skills: Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. 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 and justify decisions. 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.

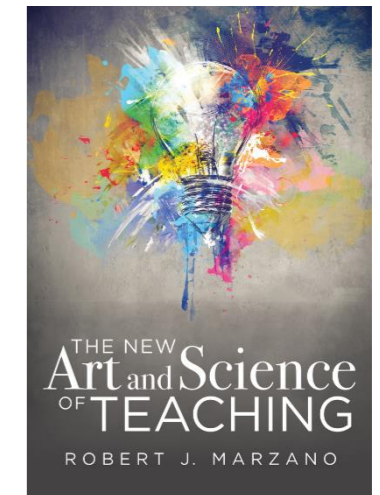
Unit Specific Information [various forms e.g. assessment focus, context, etc]

Modify, Measure and Make - Term 1 - In this unit, students will be introduced to the concept of food hygiene and safety and the methods of measuring and modifying recipes. Students will also become familiar with knife skills and equipment use and how choosing the right equipment can assist in sequenced production and management plans. Recipes will be simple and increase in complexity, to also include international, Asian and ATSI dishes.

Presentation Term 2 - This unit will focus on the sensory properties of different foods (spices, herbs, fats, oils, etc). Teacher chosen recipes and taste testing will aim to direct students to modify recipes for different purposes and preferences. Curry will be used as a main example to discuss the effect on the senses.

Assessment Details:

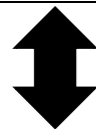
- **TASK 1: Practical & Evaluation**
Practical: Week 8
Evaluation: Week 9
- **TASK 2: Practical & Design Folio**
Practical: Week 8
Folio: Week 9



<p>READING / VIEWING/ LISTENING: PMI & evaluation Cornell note taking Professional informative text analysis</p>
<p>COMPREHENSION SKILL FOCUS: Text coding Hands on Reading (Buehl, 2017) problem solving the meaning of technical texts to enable the reader to complete the practical task. . Structured note-taking (Buehl, 2017),</p>



<p>THINKING:</p> <ul style="list-style-type: none"> • Demonstrate • Interpret • Recall • Make decisions • Evaluate • Justify



<p>WRITTEN / SPOKEN / MULTI-MODAL TEXT Practical & design folio</p>
<p>HIGHLY VALUED LANGAUGE FEATURE FOCUS: Evaluation</p>

4	In addition to Score 3, in-depth subtleties and applications that go beyond what was taught. Students can <u>Evaluate</u> and <u>justify</u> choices in recipe and <u>make decisions</u> to create for a purpose
3	Students can <u>recall</u> and <u>interpret</u> measuring skills learned in class
2	Students can <u>interpret</u> recipes fit for the purpose of the task Students can <u>demonstrate</u> recipes provided in class

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions ACTDEK041 	Students will be able to: <ul style="list-style-type: none"> Use the design process to make adjustments to meet design briefs and challenges
	<ul style="list-style-type: none"> 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 ACTDEK045 preparing and presenting foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal 	Students will be able to: <ul style="list-style-type: none"> Follow kitchen expectations, entry and exit procedures Safely and correctly use measuring, preparation and cooking equipment
PROCESSES AND PRODUCTION SKILLS	<ul style="list-style-type: none"> Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas ACTDEP048 identifying appropriate tools, equipment, techniques and safety procedures for each process and evaluating production processes for accuracy, quality, safety and efficiency 	Students will be able to: <ul style="list-style-type: none"> select and demonstrate correct, safe use of tools and equipment demonstrate correct technique for food preparation and cooking (knife, frypan, whisk, mixing tools...) critique their use of tools and equipment for future practices
	<ul style="list-style-type: none"> Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions ACTDEP050 explaining safe working practices required for a specific classroom design project for individual or community use modifying production processes to respond to unforeseen challenges or opportunities 	Students will be able to: <ul style="list-style-type: none"> make judgements of a finished product against criteria to meet a design brief read and modify texts (recipes) and practises for specified design brief work in a team of students to complete a task (practical cooking)
	<ul style="list-style-type: none"> Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes ACTDEP052 creating production flowcharts using digital technologies to ensure efficient, safe and sustainable sequences 	Students will be able to: <ul style="list-style-type: none"> write detailed work plans to meet a design brief or specified criteria follow work plans to complete a project individually and in teams reflect on and evaluate the design process used against specified criteria

Possible Habit of Mind: Managing Impulsivity

Exploring Meaning of the HOM	Expanding Capacity for using the HOM	Increasing Alertness for the HOM	Extending Values of the HOM	Building Commitment towards the HOM
By the end of this unit students will be able to: Define	By the end of this unit students will be able to: Identify when to use this HOM	By the end of this unit students will be able to: Identify when they are not in control of their actions	By the end of this unit students will be able to: <i>Increase teamwork to value this HOM</i>	By the end of this unit students will be able to:

General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<p>Literacy</p> <ul style="list-style-type: none"> ✓ Comprehending texts through listening, reading and viewing ☐ Composing texts through speaking, writing and creating ✓ Text knowledge ✓ Grammar knowledge ✓ Word knowledge ✓ Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"> ☐ Estimating and calculating with whole numbers ☐ Recognising and using patterns and relationships ☐ Using fractions, decimals, percentages, ratios and rates ☐ Using spatial reasoning ☐ Interpreting statistical information <ul style="list-style-type: none"> ✓ Using measurement 	<p>ICT</p> <ul style="list-style-type: none"> ✓ Applying social and ethical protocols and practices when using ICT ✓ Investigating with ICT ✓ Creating with ICT <ul style="list-style-type: none"> ☐ Communicating with ICT ✓ Managing and operating ICT <p>Critical and creative thinking</p> <ul style="list-style-type: none"> ✓ Inquiring - identifying, exploring and organising information and ideas ✓ Generating ideas, possibilities and actions ✓ Reflecting on thinking and processes ✓ Analysing, synthesising and evaluating reasoning and procedures 	<p>Personal and social capability</p> <ul style="list-style-type: none"> ✓ Self-awareness ✓ Self-management ✓ Social awareness ✓ Social management <p>Ethical understanding</p> <ul style="list-style-type: none"> ☐ Understanding ethical concepts and issues ☐ Reasoning in decision making and actions ☐ Exploring values, rights and responsibilities <p>Intercultural understanding</p> <ul style="list-style-type: none"> ☐ Recognising culture and developing respect ✓ Interacting and empathising with others ✓ Reflecting on intercultural experiences and taking responsibility
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Cross Curriculum Priorities:

<ul style="list-style-type: none"> ☐ Aboriginal and Torres Strait Islander histories and cultures 	<ul style="list-style-type: none"> ☐ Asia and Australia's engagement with Asia 	<ul style="list-style-type: none"> ☐ Sustainability
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Differentiation [for small groups or individuals]:

Choice of RECIPES will be adjusted for specific skills and tools where required.
 Written LENGTH of responses will be adjusted for individuals where required.