

Year 10 Food Technology – Semester 1: Preservation

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.

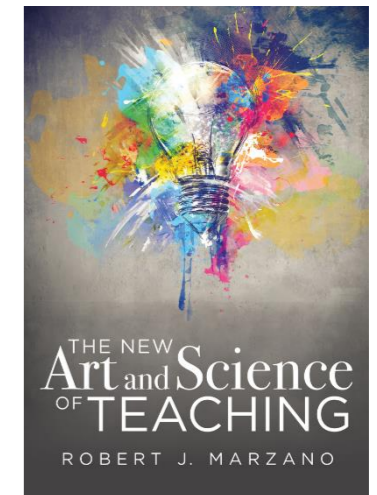
Unit Specific Information [various forms e.g. assessment focus, context, etc]

Preservation - Seniors lunch : Students will first participate in a term long assessment that involves tracking their progress preserving foods. Students will be required to preserve five types of food and annotate the process of preserving, articulate the uses for it and taste the final product. Students will also reflect on their learning. This term long assessment will be represented through photos of the preserved products and create a How To guide to preserving.

In this unit, students will then produce and explore different preservation techniques to explore the skills and timing required in each process. The semester long goal is to use the design process to ideate, plan, generate and evaluate a dish suitable for the SENIORS LUNCH with a yet to be determined theme. The dish chosen must meet specific criteria for a function (hygiene and safety, ingredient, storage, preservation, presentation, testing, labelling).

Assessment Details:

- TASK 1: Practical & Collection of Work (How To Guide)
Draft Due: Week 8
Due Date: Week 9
- Design Folio (seniors luncheon)
Draft Due: Week 8
Due Date: Week 9



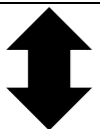
READING / VIEWING / LISTENING:
Recipes, preservation technique videos, live demonstrations

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),



THINKING:

- Demonstrate
- Interpret
- Recall
- Make decisions
- Evaluate
- Justify



WRITTEN / SPOKEN / MULTI-MODAL TEXT
Practical & informative Text

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Informative

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> preservation 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	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 <ul style="list-style-type: none"> 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 Comprehend how preserving foods can benefit food sustainability and uses
	<ul style="list-style-type: none"> Investigate and make judgement on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions ACTDEK046 	Students will be able to: <ul style="list-style-type: none"> investigate materials, tools, equipment and processes on their suitability for community projects and design briefs make judgements on the use of specified materials, tools, equipment and practices to meet community projects and design briefs interpret ideas and recipes for suitable food preservation gifts
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 	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"> Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication ACTDEP049 	Students will be able to: <ul style="list-style-type: none"> use the design process to meet design briefs communicate their ideas using correct language conventions, specified and technical language communicate recommendations 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 	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"> Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability ACTDEP051 	Students will be able to: <ul style="list-style-type: none"> evaluate their ideas, production, practices and communication of ideas against criteria for success evaluate the sustainability of their ideas, products and practices
	<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 	Students will be able to: <ul style="list-style-type: none"> Justify ideas for use in the design folio and proposal 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: Thinking Interdependently

Exploring Meaning of the HOM By the end of this unit students will be able to: Define Thinking Interdependently	Expanding Capacity for using the HOM By the end of this unit students will be able to: Identify when to use this HOM	Increasing Alertness for the HOM By the end of this unit students will be able to:	Extending Values of the HOM By the end of this unit students will be able to: <i>Increase teamwork to value this HOM</i>	Building Commitment towards the HOM By the end of this unit students will be able to:
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy <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 Numeracy <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 	ICT <ul style="list-style-type: none"> ✓ Applying social and ethical protocols and practices when using ICT ✓ Investigating with ICT ✓ Creating with ICT ✓ Communicating with ICT ✓ Managing and operating ICT Critical and creative thinking <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 	Personal and social capability <ul style="list-style-type: none"> ✓ Self-awareness ✓ Self-management ✓ Social awareness ✓ Social management Ethical understanding <ul style="list-style-type: none"> ☐ Understanding ethical concepts and issues ☐ Reasoning in decision making and actions ☐ Exploring values, rights and responsibilities Intercultural understanding <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:

☐ Aboriginal and Torres Strait Islander histories and cultures	☐ Asia and Australia's engagement with Asia	☐ 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.
 Presentation FORMAT will be adjusted where necessary