Stage 5 Food Technology course plan

Rationale

The following scope and sequence is based on a Stage 5 200-hour course.

Students at Ulladulla High School enter Year 9 Food Technology with some experience of the context area of Food, in Year 7 and 8 Design and Technology. This program is designed to develop in students the skills of safe work practices and food handling.

This program attempts to develop an awareness in students of the relevance of Food Technology for them as individuals and members of society. Over the length of the course students explore food related issues which should help them make informed and appropriate food choices.

This program has a focus on developing basic food handling skills, slowly increasing student independence. Foods move from simple items to more sophisticated, complex dishes. All food nutrients and basic ingredients are thoroughly covered by emphasising major nutrients in each Year 9 unit of work. Student activities move from individual, pair-share, small teams and whole class structures with the goal of promoting whole-class collaboration by the end of Year 10.

Students are required to complete 4–8 focus areas. This program identifies six focus areas. As the program is trialed, refinement will be made to ensure units contain deep knowledge and significance to students while creating a quality learning environment.

Weeks	Year 9	Weeks	Year 10
20	**Unit 9.1**: Back to basics **Focus area:** Food selection and health	10	**Unit 10.1:** What will they think of next? **Focus area**: Food product development
10	**Unit 9.2**: Around the world in tasty ways **Focus area**: Food in Australia	15	**Unit 10.2:**Teenagers and food choices **Focus area:** Food for special needs
10	**Unit 9.3:** Let's party **Focus area:** Food for special occasion.	15	**Unit 10.3:** Are you being served? **Focus area:** Food service and catering

Overview of Food Technology Year 9

Unit 1: Back to basics (20 weeks)

This first unit is very much teacher-guided as students are at the very beginning of the course. After 20 weeks students should be able to plan and prepare a simple meal. The unit includes:

- Food safety and hygiene.
- Nutritional components of food.
- The role of fibre.
- Reasons for cooking food.
- Properties of carbohydrate foods.
- Basic ingredients.
- Methods and equipment.
- Physical and nutritive effects of preparation and processing.
- Implications of over and under nutrition.
- Food consumption in Australia.
- Influences on food selection.
- National Dietary Guidelines and other food guides.
- Selection of nutritious foods.

Unit 2: Around the world in tasty ways (10 weeks)

By the end of this unit students will adjust *traditional* recipes to include bush foods and design for an innovative multicultural restaurant menu. Students will prepare a meal in a pair-share group. The unit includes:

- The implications of under and over nutrition of Aboriginals in Australia throughout history.
- Influence of food selection on health with an emphasis on migrant influences.
- Selection of nutritious bush foods.
- Properties of protein foods, herbs and spices from around the world.
- Methods and equipment used in the preparation and processing of bush foods.
- The role of technology.
- Physical and nutritive effects of preparation and processing.
- Presentation and service of a meal for a particular style of service.

Unit 3: Let's party (10 weeks)

This unit revolves around special occasions at a personal, community, national and international level. Students will design and prepare a children's birthday cake and design a healthy menu for a children's party. The unit includes:

- A revision of the:
  - implications of overweight and under weight
  - influences on food selection applied to children and with an emphasis on the social factors
  - selection of nutritious foods.
- Nutritional components in food, with an emphasis on lipids and simple carbohydrates.
- Properties of fats and oils.
- Properties of sugar.
- Methods and equipment in cake decorating.

Overview of Food Technology Year 10

Unit 1: What will they think of next? (10 weeks)

Students develop and document a me-too product. There is a heavy emphasis on the food preparation and processing core. The unit includes:

- More depth of learning in food safety and hygiene.
- Causes of food spoilage and deterioration.
- Principles of food preservation.
- Revision of food properties.
- Physical and nutritive effects of preparation and processing in an industrial setting.
- External factors impacting on industrial food processing.
- Food packaging and nutrition labeling.
- Functional foods.
- Food consumption in Australia.

Unit 2: Teenagers and food choices (15 weeks)

This unit includes the analysis of a typical day's diet of a teenager and the design of an informative pamphlet. There is a heavy emphasis on the nutrition core, including:

- Revision of:
  - nutritional components
  - fibre
  - implications of over and under weight
  - dietary guidelines
  - influences on food selection and health
  - selection of nutritious foods.
- Emphasis on nutritional components in food: vitamins, mineral and water.
- Anorexia and restrained eating.
- Nutritional requirements through the lifecycle.
- Changes in consumption patterns in relation to processed and unprocessed food.

Unit 3: Are you being served? (10 weeks)

This unit includes experience in a local restaurant and the preparation of creative and more complex food items. Students will design a menu for a particular situation. It has an emphasis on presentation and service of food. The unit will include:

- Revision of:
  - food safety and hygiene practices in a restaurant context
  - reasons for cooking food
  - basic ingredients.
- Presentation and service of food.

Assessment schedule

Sequencing of course outcomes

Stage 5 outcomes	A student:	9.1	9.2	9.3	10.1	10.2	10.3
5.1.1	demonstrates hygienic handling of food to ensure a safe and appealing product	X			X	X	X
5.1.2	identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food	X			X	X	X
5.2.1	describes the physical and chemical properties of a variety of foods	X		X	X		
5.2.2	accounts for changes to the properties of food which occur during food processing, preparation and storage	X					
5.2.3	applies appropriate methods of food processing, preparation and storage	X			X	X	X
5.3.1	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities	X				X	
5.3.2	justifies food choices by analysing the factors that influence eating habits		X			X	
5.4.1	collects, evaluates and applies information from a variety of sources	X	X	X	X	X	
5.4.2	communicates ideas and information using a range of media and appropriate terminology	X	X	X	X	X	X
5.5.1	selects and employs appropriate techniques and equipment for a variety of food-specific purposes	X	X	X	X	X	X
5.5.2	plans, prepares, presents and evaluates food solutions for specific purposes	X	X	X	X	X	X
5.6.1	examines the relationship between food, technology and society		X	X	X		
5.6.2	evaluates the impact of activities related to food on the individual, society and the environment	X	X	X	X	X	X

Sequencing of core: Food preparation and processing

Food preparation and processing	9.1	9.2	9.3	10.1	10.2	10.3
• food safety and hygiene practices including – personal hygiene – food hygiene – safe work practices	X			X		X
• causes of food deterioration and spoilage – microbial activity – enzymic changes – physical and chemical reactions – environmental factors				X		
• principles of food preservation and storage – moisture levels – addition of chemicals – temperature – pH level – oxygen				X		
• reasons for cooking foods – sensory properties including colour, odour, texture, flavour	X					X
• properties of food – functional properties of carbohydrates, proteins and lipids	X	X	X	X		
• basic ingredients used in food preparation including – protein rich foods – carbohydrate rich food – fruit and vegetables – fats and oils – herbs – spices	X		X			X
• methods and equipment used in the preparation and processing of food	X	X	X	X		
• the role of technology in the preparation of food domestically and the social implications		X				
• physical and nutritive effects of preparation and processing in domestic and industrial setting	X	X		X		
• industrial food preparation – levels of processing – additives – environmental, social, health and economic effects				X		
• presentation and service of food – visual appeal – garnishes – styles of service such as buffet, a la carte and silver service		X				X
• food packaging – forms/materials – functions – technological developments such as barrier, active, vacuum and gas – environmental impact – labelling/legal requirements				X		

Sequencing of core: Nutrition and consumption

Nutrition and consumption	9.1	9.2	9.3	10.1	10.2	10.3
• nutritional components of food – food nutrient groups – proteins – carbohydrates – lipids – vitamins – minerals – water	X		X		X	
• the role of fibre in the diet	X				X	
• foods which are developed to enhance health including – probiotics – functional foods				X		
• implications of under and over nutrition and diet-related disorders such as – diabetes type 2 – coeliac disease – obesity – anaemia – osteoporosis – coronary heart disease – hypertension – colon cancer	X	X	X		X	
• anorexia and restrained eating					X	
• food consumption in Australia and the impact this has on nutrient intake and health	X		X	X		
• influences on food selection and the subsequent effects on health	X	X	X		X	
• national guidelines for healthy eating including the National Dietary Guidelines for children and adolescents	X				X	
• nutrition labelling – health claims – legal requirements – labelling symbols such as Glycaemic Index and Healthy Heart Tick	X			X		
• nutritional requirements of different stages of the lifecycle – pregnancy – lactation – infancy – childhood – adolescence – adulthood – aged			X		X	
• selection of nutritious foods	X	X	X		X	
• changes in consumption patterns in relation to processed and unprocessed food					X	