

2020 Year 7 & 8 Unit Outline

Young Chefs 1 (Food for life)

Teacher(s): *Faith Omufila*

Faculty: *Design & Technology*

Unit Duration: Semester 1, 2020

The **Australian Curriculum Achievement Standards in Design and Technology** reflects the distinctive practices of each subject area, and with learning in an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Australian Curriculum Achievement Standard: 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.

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 an intended purpose

Unit Description: This semester, students will be introduced to the fundamentals and theory of cooking techniques and basic cooking concepts in both the classroom and kitchen environment. They will use a variety of equipment, food processes and food preparation skills in a range of contexts to produce recipes and food items safely and hygienically. Students will analyse how characteristics and properties of food determine preparation technique and presentation when designing solutions for healthy eating.

Students will develop plans to manage design tasks, including safe and responsible use of materials and equipment, and apply management plans to successfully complete design tasks.

Students will also be introduced to the basic principles of nutrition, basic nutrients and promotion of healthy cooking and eating. The focus will be centred on healthy food and lifestyle choices to enhance student awareness in regard to personal food choices and physical activity.

Students will learn to create and prepare a variety of healthy dishes to cater for a range of nutritional needs and dietary requirements. **This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.**

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. Create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities
2. Create and adapt design ideas making considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.
3. Apply project management skills to document and use project plans to manage production processes.
4. Independently and safely produce effective designed solutions for the intended purpose.

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students may also be required to provide the following additional materials and equipment: **Workbook, plastic display folder for portfolio, ruler, writing instruments, food storage container. For practical lessons, students must wear suitable covered footwear and, where appropriate, a hair tie.**

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

	Week / Date Due	Essential Learning
1. Practical work - Application	Ongoing	1,3 & 4
2. Introduction to Food Technology Test	Week 4	2,3 & 4
3. Reflection Journal Assignment	Week 9	1 & 2
4. Dietary and nutritional diseases	Week 13	1 & 2

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S Status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Michelle Coleman

10/02/2020