

2024 Unit Outline

Year 8 - Young Chefs (*International Cuisine*)

Teacher(s): *Rachelle Bracken*

Google Classroom Code: *3xcgzws*

Faculty: *Design & Technology*

Unit Duration: *Semester 1, 2024*

The Australian Curriculum Achievement Standards in

Students should have opportunities to design and produce products, services, and environments. There are rich connections to other learning areas and subjects, for example Science, Geography and Health and Physical Education. Students investigate and select from a range of technologies – tools, equipment, processes, materials, systems, and components. They consider how the characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering ethical, economic, environmental, and social sustainability factors. Students use innovation and enterprise skills with increasing independence and collaboration. They respond to feedback from others and evaluate design processes and designed solutions for preferred futures. Students investigate design and technologies professions and the contributions that each makes to society locally, regionally, and globally through innovation and enterprise. They critique the advantages and disadvantages of design ideas and technologies. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, and technical drawing techniques (for example, perspective and orthogonal drawings). They use a range of symbols and technical terms in a variety of contexts to produce patterns; annotate concept sketches and drawings; and use scale, pictorial and aerial views to communicate design ideas and designed solutions. With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply their plans to successfully complete these tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency when making designed solutions.

Australian Curriculum Achievement Standard: By the end of Year 8 students explain how people design, innovate and produce products, services and environments for preferred futures. For each of the 4 prescribed technologies contexts they explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities. Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. They independently and collaboratively document and manage production processes to safely produce designed solutions.

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 international cuisine recipes and food items safely and hygienically. Students will safely create designed solutions using the design process, justifying their decisions. The foundational topic of Sustainability forms a basis for student investigations into preferred global futures for global food production and consumption. Students will explore the Australian cuisine, from bush foods to modern Australian cuisine. Students will embark on a culinary tour through the history of Australian food in search of a quintessential Australian dish. They will examine factors influencing food choice including health, culture and lifestyle. Students will explore the factors that influence food choice for contemporary Australian families, investigating 'What the world eats' across the continents, food as celebration - cultural and religious traditions and discover the social, cultural and geographic factors that influence food choice. Students will have the opportunity to develop and refine a range of food preparation and production skills throughout the unit by working through design challenges to produce a range of food products sustainably by collaboratively undertaking a design project involving planning, preparation and food production for cultural celebration and or event.

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

1. Creates and adapts design ideas, processes, and solutions, and justifies their decisions against developed design criteria that include sustainability V9.DST.8.03
2. Independently and collaboratively documents and manages production processes to safely produce designed solutions. V9.DST.8.05
3. Communicates design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. V9.DST.8.04
4. Explains how people design, innovate, and produce products, services, and environments for preferred futures. V9.DST.8.01

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. The use of Generative AI to produce your work, or edit it so that it no longer reflects your work, is a form of plagiarism. 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. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. 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 Kitchen Application	Ongoing	1, 2
2. Reflection Journal	Week 11	1, 2 & 3
3. Multicultural Design Project Assignment (pairs/groups)	Week 15	1, 2 ,3 & 4

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

06/02/2024

