2024 Year 9 & 10 Unit Outline
Master Chefs (Methods of Cookery)

Teacher(s): *Rachelle Bracken*   ***Google Classroom Code**: (Line 3: 7kk4l7l)   (Line 7: pqy56xz)*

Faculty: *Design & Technology*   **Unit Duration:** *Semester 1, 2024*

The **Australian Curriculum Achievement Standards in** Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional, or global communities. They work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence, and collaboration. Students analyse data, evaluate design ideas and technologies, respond to feedback, and evaluate design processes used to inform designed solutions for preferred futures. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in 2-dimensional and 3-dimensional representations. These techniques will be specific to the technologies context and may include scale, perspective, orthogonal and production drawings with sectional and exploded views. Students produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of design ideas and designed solutions. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in 2-dimensional and 3-dimensional representations. These techniques will be specific to the technologies context and may include scale, perspective, orthogonal and production drawings with sectional and exploded views. Students produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of design ideas and designed solutions. Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, incorporating elements such as sequenced time, cost, and action plans, to manage design tasks safely. Students apply management plans, making adjustments, when necessary, to successfully complete design tasks. They identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success.

Australian Curriculum Achievement Standard: By the end of Year 10 students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. For one or more of the technologies contexts, students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.

Unit Description: Students will delve into the diverse and essential methods of cookery that form the foundation of culinary arts. The course will cover a range of techniques of foundational methods of cooking techniques. This unit will equip students with the knowledge and experiences needed to excel in the kitchen. Topics include knife skills, various cooking methods such as roasting, baking, grilling, sautéing, and simmering, poaching, boiling, steaming. Students will gain hands-on experience through practical cooking sessions, honing their ability to execute recipes with precision. Emphasis will also be placed on understanding the skills and techniques behind cooking processes, ensuring a well-rounded comprehension of the culinary craft.

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

1. Creates, adapts, and refines design ideas, processes and solutions and justifies their decisions against developed design criteria that include sustainability. V9.DST.9.04
2. Explains how people consider factors that impact on design decisions and the technologies used to design and produce products, services, and environments for sustainable living. V9.DST.9.01
3. Communicates design ideas, processes, and solutions to a range of audiences, including using digital tools. V9.DST.9.05
4. Independently and collaboratively develops and applies production and project management plans, adjusting processes when necessary. V9.DST.9.06
5. Selects and uses technologies skilfully and safely to produce designed solutions. V9.DST.9.07

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: ***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. Weekly cooking practical application	**Ongoing**	**4 & 5**
2. Reflection Journal (weekly) – Methods of Cookery	**Week 12**	**1, 2, & 3**
3. Major Assignment – Culinary Chef Analysis/Restaurant Design Challenge	**Week 15**	**1, 2, 3, 4 & 5**

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

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