**Sample Course Outline**

Food Science and Technology

Preliminary Unit 3 and Unit 4

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# Sample course outline

# Food Science and Technology – Preliminary

## Unit 3 – Food for family

#### Semester 1

(Notional timeframe only – may take up to whole year)

| **Week** | **Syllabus content** | **Teaching points** |
| --- | --- | --- |
| 1 | **Practical skills*** + clean protective clothing
	+ clean hands and nails
	+ tie hair back/net/cap
	+ emergency procedures
	+ protective footwear
	+ seasons
	+ size
	+ shape
	+ colour
	+ handling raw ingredients
	+ clean-up procedures
	+ follow recipes and/or instructions
 | * + personal hygiene practices
	+ personal safety
	+ availability and variety of raw food in the local market
	+ physical properties of food
	+ kitchen practices
	+ simple family meals
 |
| 2–4 | **Nutritious meals*** + protein
	+ carbohydrates
	+ vitamins
	+ minerals
	+ fats/oils
	+ portion control
	+ serving sizes
	+ improve nutrient value
	+ follow recipes and/or instructions

**Task 1: Nutritious meals** | * + nutrients required for good health
	+ role of water for good health
	+ nutritional information on food packages
	+ nutritional intake
	+ interpret cooking terminology used in recipes
	+ modify/adapt recipes
	+ simple family meals
 |
| 5–6 | **Stove top meals*** + prepare and organise work area
	+ collect ingredients
	+ handling raw ingredients
	+ clean-up procedures
	+ stove top
	+ cleaning
	+ gas appliances, including ignition
	+ appearance
	+ colour
	+ garnish
	+ temperature
 | * + kitchen practices
	+ selection of suitable preparation equipment for different tasks
	+ use of cooking appliances
	+ personal safety
	+ simple food presentation skills
 |
| 7 | **Use the grill or barbecue** * + prepare and organise work area
	+ collect ingredients
	+ handling raw ingredients
	+ clean-up procedures
	+ necessary ingredients: shopping lists, food orders
	+ grill/barbecue
	+ cleaning
	+ appearance
	+ colour
	+ garnish
	+ temperature
	+ hot surfaces/equipment
	+ gas appliances, including ignition

**Task 2: Two-course meal**  | * + kitchen practices
	+ simple family meals
	+ selection of suitable preparation equipment for different tasks
	+ use of cooking appliances
	+ simple food presentation skills
	+ personal safety
 |
| 8–9 | **Meals from the oven*** + prepare and organise work area
	+ collect ingredients
	+ handling raw ingredients
	+ clean-up procedures
	+ oven
	+ cleaning
	+ hot surfaces/equipment
	+ appearance
	+ colour
	+ garnish
	+ temperature
 | * + kitchen practices
	+ selection of suitable preparation equipment for different tasks
	+ personal safety
	+ simple food presentation skills
 |
| 10–11 | **Food choices for family meals*** + family structure
	+ family size
	+ special dietary needs
	+ season
	+ cost
	+ diversity and variety, including across cultures
	+ presentation
	+ necessary ingredients: shopping lists, food orders
	+ extend family meals

**Task 3: Food for the family** | * + factors influencing

 food choices for family meals* + experiencing new foods
	+ simple family meals
	+ modify/adapt recipes
	+ selection of suitable preparation equipment for different tasks
 |
| 12–14 | **Project management*** + follow recipes and/or instructions
	+ necessary ingredients: shopping lists, food orders
	+ variety of processing techniques
	+ coordinate processing tasks
	+ time management skills
	+ prioritise tasks
	+ decision making
	+ problem solving
	+ transfer of microorganisms, such as when tasting food for seasoning
	+ storage
	+ freezing and thawing
	+ cross contamination

**Task 4: Invite the family** | * + simple family meals
	+ organisational/

interpersonal skills* + personal hygiene practices
	+ food safety
 |
| 15–16 | **New foods*** + variety of processing techniques
	+ diversity and variety, including across cultures
	+ presentation
 | * + simple family meals
	+ interpret cooking terminology used in recipes
	+ experiencing new foods
 |

# Sample course outline

# Food Science and Technology – Preliminary

## Unit 4 – Food to share

#### Semester 2

(Notional timeframe only – may take up to whole year)

| **Week** | **Syllabus content** | **Teaching points** |
| --- | --- | --- |
| 1–3 | **The local food market*** + processed food, such as apples, potatoes
	+ raw
	+ processed
	+ appearance
	+ texture
	+ aroma
	+ flavour
	+ sound
	+ size
	+ shape
	+ colour
	+ prepare and organise work area
	+ collect ingredients
	+ handle raw ingredients
	+ clean up procedures
	+ clean protective clothing
	+ clean hands and nails
	+ hair back/net/cap

**Task 5: Local food** | * + availability and variety of food in the local market
	+ classification of food
	+ sensory properties of food
	+ physical properties of food
	+ kitchen practices
	+ personal hygiene practices
 |
| 4–6 | **Meal planning*** + culture
	+ occasion
	+ number of people
	+ location
	+ preparation skills
	+ dietary needs
	+ storage/transport
	+ cost
	+ prepare and organise work area
	+ collect ingredients
	+ handle raw ingredients
	+ coordinate tasks
	+ clean up procedures
	+ follow recipes/instructions
	+ variety of processing techniques
	+ present safe, quality, palatable food
	+ appearance
	+ colour
 | * + factors influencing choices when planning food to share
	+ kitchen practices
	+ food to share
	+ simple food presentation skills
 |

| **Week** | **Syllabus content** | **Teaching points** |
| --- | --- | --- |
| 7–9 | **Assembly line production*** + portion control
	+ serving sizes
	+ *Healthy Eating Pyramid* *(Nutrition Australia May 2015)* and/or *Australian Guide to Healthy Eating*
	+ improve nutrient value
	+ larger quantities
	+ follow recipes/instructions
	+ assembly line/batch production
	+ allocate tasks/roles and responsibilities
	+ present safe, quality, palatable food
	+ appearance
	+ colour
	+ protective footwear
	+ work in confined areas, including knife safety
	+ confidence when using kitchen equipment
	+ safe temperature zone
	+ cross contamination
	+ storage/transport

**Task 6: Food for the fete** | * + nutritional intake
	+ importance of a balanced diet and the consumption of a variety of food for health
	+ food selection model/s
	+ modify/adapt recipes
	+ food to share
	+ simple food presentation skills
	+ personal safety
	+ food safety
 |
| 10–11 | **Table service*** + preparation of food
	+ table setting
	+ food service
	+ beverage service
	+ garnish
	+ communication
	+ safe pathways through work/service areas
 | * + selection and use of suitable equipment/ appliances
	+ simple food presentation skills
	+ organisational/

interpersonal skills* + personal safety
 |
| 12–13 | **Celebration – the planning stage*** + larger quantities
	+ allocate tasks/roles and responsibilities
	+ coordinate processing tasks
	+ prepare food for appropriate service time
	+ table setting
	+ appearance
	+ colour
	+ garnish
	+ team work
	+ safe temperature zone
	+ storage/transport

**Task 7: Celebration – planning** | * + modify/adapt recipes
	+ food to share
	+ time management skills
	+ selection and use of suitable equipment/

appliances* + simple food presentation skills
	+ organisational/

 interpersonal skills* + food safety
 |

| **Week** | **Syllabus content** | **Teaching points** |
| --- | --- | --- |
| 14–16 | **Celebration – the production and service stage*** + variety of processing techniques
	+ coordinate processing tasks
	+ present safe, quality, palatable food
	+ prepare food for appropriate service time
	+ preparation of food
	+ food service
	+ beverage service
	+ temperature
	+ communication
	+ team work
	+ leadership
	+ evaluation
	+ transfer of microorganisms, such as when tasting food for seasoning
	+ emergency procedures
	+ hot surfaces/equipment
	+ carry/lift heavy equipment
	+ safe temperature zone
	+ cross contamination
	+ storage/transport

**Task 8: Celebration – production and service** | * + food to share
	+ time management skills
	+ selection and use of suitable equipment/

appliances* + simple food presentation skills
	+ organisational/

interpersonal skills* + personal hygiene practices
	+ personal safety
	+ food safety
 |