**Sample Course Outline**

Food Science and Technology

Preliminary Unit 1 and Unit 2

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# Sample course outline

# Food Science and Technology – Preliminary

## Unit 1 – Food for me

#### Semester 1

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

| **Week** | **Syllabus content** | **Teaching points** |
| --- | --- | --- |
| 1 | **Work safely*** clean protective clothing
* clean hands and nails
* hair back/net/cap
* transfer of microorganisms, such as when sneezing and coughing
* emergency procedures
* protective footwear
* hair back/net/cap
* use of equipment
 | * personal hygiene practices
* personal safety
 |
| 2 | **In the kitchen*** prepare and organise work area
* collect ingredients
* clean-up procedures
* self-organisation
 | * kitchen practices
* accurately measure ingredients
* organisational/

 interpersonal skills |
| 3 | **Use equipment safely*** potential hazard areas and situations in the kitchen, such as the accidental spillage of dry and/or wet ingredients

**Task 1: Working safely in the kitchen** | * safe use of preparation equipment, such as knives, graters and peelers
* safe use of small electrical appliances
 |
| 4–5 | **Getting organised*** self-organisation
* follow recipes
* select food
* prepare food
* present food
 | * organisational/

interpersonal skills* meals and snacks
 |
| 6 | **The microwave*** safe use
* cleaning
 | * microwave cooking
 |
| 7–8 | **Food selection models*** energy
* growth and repair
* regulation/protection to stay healthy
* maintain alertness to learn
* *Healthy Eating Pyramid (Nutrition Australia May 2015)* and/or *Australian Guide to Healthy Eating*

**Task 2: Food selection models** | * reasons for eating food
* food selection model/s
 |
| 9 | **Sensory properties*** appearance
* texture
* aroma
* flavour
* sound
 | * sensory properties of food
 |
| 10–14 | **Meal planning*** vegetables
* fruit
* protein
* grains, grain products and seeds
* follow recipes
* select food
* prepare food
* present food
* high-risk food
* hot food hot, cold food cold
* cooperate with others
* listening skills

**Task 3: Simple meals and snacks** | * food for meal planning
* meals and snacks
* food safety
* organisational/

interpersonal skills |
| 15–16 | **Shop for healthy food*** shopping skills
* availability
* diversity and variety
* effect of processing techniques
* added nutrients and variety to diets

**Task 4: Shop for healthy food** | * nutritional value of raw food compared with processed food
* factors influencing healthy food choices
* experiencing new foods
 |

Sample course outline

# Food Science and Technology – Preliminary

## Unit 2 – Fast food

#### Semester 2

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

| **Week** | **Syllabus content** | **Teaching points** |
| --- | --- | --- |
| 1–2 | **Work safely*** clean protective clothing
* clean hands and nails
* emergency procedures
* protective footwear
* hot surfaces/equipment
* prepare and organise work area
* collect ingredients
* clean-up procedures
* safety
* cleaning
* storage
 | * personal hygiene practices
* personal safety
* kitchen practices
* use of small electrical appliances
 |
| 3–4 | **Nutritional information*** effect of over-consumption
* ways to reduce salt, sugar and/or fat in the diet
 | * food high in salt, sugar and/or fat
* nutritional value of raw food compared with processed food
* nutritional information on food packages
 |
| 5–6 | **Fast food*** home-made food
* ‘real food, real fast’, such as raw ingredients into quick meals
* ways to reduce salt, sugar and/or fat in the diet
* follow recipes and/or instructions
* home-made ‘real food, real fast’
* microwaving
* task organisation

**Task 5: Fast food** | * staple ingredients/ commodities
* food high in salt, sugar and/or fat
* simple meals
* simple cooking techniques
* organisational/

 interpersonal skills |
| 7–9 | **Home-made versus commercially prepared food*** frozen, dried, canned
* ready-to-heat/serve
* pre-packaged/minimal preparation
* incorporate convenience food
* ready to heat/serve
* home-made
* commercially prepared

**Task 6: Quick meals** | * convenience food
* take-away/ready-to-eat/ fast food
* simple meals
* sensory properties influencing the selection of home-made, convenience and fast food
* nutritional value of food
 |
| 10 | **Investigate food choices*** availability
* advertising
* packaging
* cost
 | * factors influencing choices when shopping for food
 |
| 11–12 | **Simple wet cooking techniques*** wet processing
* ways to reduce salt, sugar and/or fat in the diet
* follow recipes and/or instructions
* incorporate convenience food
* adjust suggested cooking time
* characteristics of cooked food
* test for ‘doneness’

**Task 7: Simply cooking** | * simple cooking techniques
* food high in salt, sugar and/or fat
* simple meals
* nutritional information on food packages
* cooking time
* selection of suitable preparation equipment for different tasks
 |
| 13–14 | **Simple dry cooking techniques*** dry processing
* adjust suggested cooking time
* characteristics of cooked food
* test for ‘doneness’
* follow instructions
 | * simple cooking techniques
* cooking time
* selection of suitable preparation equipment for different tasks
* organisational/

 interpersonal skills |
| 15–16 | **Food for friends*** transfer of microorganisms
* confidence when using kitchen equipment
* task organisation
* cooperate with others
* follow instructions
* storage
* freezing and thawing
* safe temperature zone

**Task 8: Food for friends** | * selection of suitable preparation equipment for different tasks
* personal hygiene practices
* personal safety
* organisational/

interpersonal skills* food safety
 |