**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 |