

## **Year 8 Design Technologies: Food & Design (Semester 1 or 2)**

### **Achievement**

By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skillfully and safely to produce high-quality designed solutions suitable for the intended purpose.

### **Assessment Criteria**

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Knowledge and understanding: Knowledge and understanding of concepts, facts and procedures.
- Processes and Production Skills: Investigating, planning, implementing and applying, reflecting, evaluating

### **Delivery (mode, time requirements, lessons)**

Students have access to scheduled lessons each week. Lessons are delivered via the online learning management system. Students are also expected to undertake independent study on their program to complete lessons, tasks and assessment in accordance with the Work Rate Calendar.

### **Student Requirements**

Access to a kitchen and a variety of fresh food items, cooking utensils, computer, internet and email.

## Year 8 Design Technologies: Food & Design (Semester 1 or 2)

Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment		
<b>Semester 1</b>	<b>Term 1</b>	<p><b>Unit 1 – Eat Well, Be Well and Get up and Go!</b> Students develop knowledge and understanding of the need to include a variety of healthy food in everyday meals to establish healthy eating habits and good digestion. They will learn the nutritional importance of foods from the food groups. Students will develop knowledge and skills to prepare and make a variety of healthy meals suitable for daily eating.</p>
		<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Portfolio of send in tasks</li> <li>• Practical cookery and evaluations</li> </ul>
<b>Semester 1</b>	<b>Term 2</b>	<p><b>Unit 2 – Grains are Great and Meaty Ideas</b> Students develop knowledge and understanding of the need for healthy foods and a balanced diet. A part of the guide to healthy eating is the incorporation of cereals and meats into the diet. They will learn the nutritional importance, the various types of cereals and ways to prepare and cook grains in healthy meals which are suitable for daily eating. They will also learn the nutritional importance and ways to select and prepare meat in healthy meals.</p>
		<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Portfolio of send in tasks</li> <li>• Practical cookery and evaluations</li> </ul>
<b>Semester 2</b>	<b>Term 3</b>	<p><b>Unit 3 – Meaty Ideas and Eating well for the Future</b> Students develop knowledge and understanding of the need for healthy foods to establish healthy eating habits. They will learn the nutritional importance of including meats into the diet. Students will develop knowledge and skills to prepare and cook a range of healthy meat dishes. Students develop knowledge and understanding of the influences on food selection. They will compare Food Selection Models and dietary options to maintain a healthy weight to avoid health problems. Students will develop knowledge and skills to make healthy meals from fresh and alternative ingredients for sustainable eating habits.</p>
		<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Portfolio of send in tasks</li> <li>• Practical cookery and evaluations</li> </ul>
<b>Semester 2</b>	<b>Term 4</b>	<p><b>Unit 4 – Eating well for the Future and Global Goodies</b> Students develop knowledge and understanding of the influences on food selection. They will compare Food Selection Models and dietary options to maintain a healthy weight to avoid health problems. Students will develop knowledge and skills to make healthy meals from fresh and alternative ingredients for sustainable eating habits. Students develop knowledge and understanding of the environmental and cultural influences on Australian food selection. They will explore Indigenous and culturally diverse eating habits of Australians and use Food Selection Models to select and prepare multicultural meals. Students will develop the knowledge and skills to make healthy choices for themselves, their families and their futures.</p>
		<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Portfolio of send in tasks</li> <li>• Practical cookery and evaluations</li> </ul>

**Disclaimer** All of the above information is accurate at the time of development.