



Donald High School 2024 Curriculum Document – Teacher Resource

Subject: Home Economics	Year Level: 7
Topic: Introduction to the kitchen	Duration of Topic: 1 term
VicVELS : <i>Design and Technologies Levels 8 / Technologies Contexts / Food specialisations:</i> Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating. <i>D& T/ Levels 8 / Creating Designed Solutions:</i> <i>Investigating:</i> Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas <i>Generating:</i> Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques. <i>Producing:</i> Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions. <i>Evaluating:</i> Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability. <i>Planning & Managing:</i> Use project management processes to coordinate production of designed solutions	

Unit Summary: *(A broad overview of the topic)*

Introduce students to the Donald High School kitchen. Students will learn to carry out safe and hygienic work practices, correct measuring techniques and understand and apply basic cooking terminology and methods.

Content: *(A detailed description of the topic in terms of the skills and key knowledge students must demonstrate during/upon completion of the topic)*

Kitchen safety, hygiene and correct work practices.
Measuring – correct techniques and equipment
Learning to read and use the recipe
Basic cooking terminology

Key Engagement Strategies: *(Instructional Strategies/Aspects of Powerful Learning/Differentiation)*

Spot the mistakes activity
Measuring activity
Annotating you hygiene activity
Hand washing with glitter gel
Food tasting
Food Production (in pairs)

Assessment: *(Ways in which you will measure the level of student achievement)*

Observation of correct measuring techniques.
Read the recipe question sheet.
Test- Safety and correct work practices.

Practical evaluation sheets
Proficiency at practical skills

Resources: *(Things you will need/use to successfully deliver this topic)*

Work sheets and class activities

Glitter gel and UV light

Measuring Equipment

Recipes, food and kitchen equipment for practical sessions

Data Projector



Donald High School 2019 Curriculum Document – Teacher Resource

Subject: Home Economics	Year Level: 7
Topic: Healthy Eating/ Design a Muffin	Duration of Topic: 1 term
<p>VicVELS: <i>HPE Levels 8 / Personal, Social and Community Health: Contributing to healthy and active communities: Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities.</i></p> <p><i>Design and Technologies Levels 8 / Technologies Contexts / Food specialisations: Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating.</i></p> <p><i>D& T / Levels 8 / Creating Designed Solutions:</i></p> <p><i>Investigating:</i> Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas</p> <p><i>Generating:</i> Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques.</p> <p><i>Producing:</i> Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions.</p> <p><i>Evaluating:</i> Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability.</p> <p><i>Planning & Managing:</i> Use project management processes to coordinate production of designed solutions</p>	

Unit Summary: *(A broad overview of the topic)*

To understand the principles of the Healthy Eating Pyramid and Food Labelling and their role in promoting healthy eating. Students use this information to design and produce a healthy muffin and a suitable food package appropriately labelled. Students will also explore the sensory properties of food.

Content: *(A detailed description of the topic in terms of the skills and key knowledge students must demonstrate during/upon completion of the topic)*

Healthy eating pyramid
What's in a muffin
Design and produce a healthy muffin
What information is on a food label and what does it mean?
Design a suitable package and food label for one of their design a muffins.

Key Engagement Strategies: *(Instructional Strategies/Aspects of Powerful Learning/Differentiation)*

Cut out pictures of food to make their own healthy living pyramid
Demonstration and discussion about how to make a muffin and what is in a savoury or sweet muffin.
Students make their design a muffin
Students make their food package and design an appropriate food label.
Sensory property of foods
Food Production (in pairs)

Assessment: *(Ways in which you will measure the level of student achievement)*

Muffin rubrics
Proficiency at practical skills

Resources: *(Things you will need/use to successfully deliver this topic)*

Recipes, food and kitchen equipment for practical sessions

Healthy Eating Pyramid poster or image using the computer/data projector.

Demonstration of sweet and savoury muffin

Cardboard and box template

Food Pictures (for students to make their own healthy eating pyramid)

Food for taste testing to explore the sensory properties of food.

Food Packages

Data Projector



Donald High School 2024 Curriculum Document – Teacher Resource

Subject: Home Economics	Year Level: 8
Topic: Eat a Wide Variety of Foods Each Day	Duration of Topic: 1 semester
<p>VicVELS: <i>HPE Levels 8 / Personal, Social and Community Health: Contributing to healthy and active communities:</i> Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities.</p> <p><i>Design and Technologies Levels 8 / Technologies Contexts / Food specialisations:</i> Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating.</p> <p><i>D& T / Levels 8 / Creating Designed Solutions:</i></p> <p><i>Investigating:</i> Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas</p> <p><i>Generating:</i> Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques.</p> <p><i>Producing:</i> Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions.</p> <p><i>Evaluating:</i> Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability.</p> <p><i>Planning & Managing:</i> Use project management processes to coordinate production of designed solutions</p>	

Unit Summary: *(A broad overview of the topic)*

Students are introduced to The Australian Guide to Healthy Eating and the importance of eating a wide variety of foods each day. Students are introduced to the food groups illustrated in the AGTHE. The concept of nutrition and the function and food sources of the food nutrients are studied. This knowledge is then linked to the food groups in the AGTHE.

Content: *(A detailed description of the topic in terms of the skills and key knowledge students must demonstrate during/upon completion of the topic)*

The Australian Guide to Healthy Eating and its key components.
Why food variety is important?
What are nutrients and their importance in maintaining good health.
The food nutrients and their function in the body.
The foods groups that are the main source of the food nutrients.

Key Engagement Strategies: *(Instructional Strategies/Aspects of Powerful Learning/Differentiation)*

Food Production (in pairs)
Students create their own poster of the AGTHE.
Ipad activity creating a poster of a nutrient.
Design a Fast and Fresh Hamburger Practical activity

Assessment: *(Ways in which you will measure the level of student achievement)*

Electronic nutrition poster

Fast and Fresh Hamburger activity and evaluation task

Test (pre and post)

Practical Booklets

Proficiency at practical skills

Resources: *(Things you will need/use to successfully deliver this topic)*

Ipads/ Computer

Practical evaluation booklets

Recipes, food and kitchen equipment for practical sessions



Donald High School 2024
Curriculum Document – Teacher Resource

Subject: Home Economics	Year Level: 9 and 10
Topic: Food Safety and Food Labels	Duration of Topic: Term 1
VicVELS: <i>HPE / Level 9 &10/ Personal, Social & Community Health: Contributing to Healthy & Active Communities</i> Evaluate health information from a range of sources and apply to health decisions and situations Critique behaviours and contextual factors that influence the health and wellbeing of their communities <i>Design and Technologies / Levels 10 / Technologies Contexts / Food specialisations:</i> Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. <i>D & T / Levels 9 & 10 / Creating Designed Solutions:</i> <i>Investigating:</i> Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas. <i>Generating:</i> Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication <i>Producing:</i> Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions <i>Evaluating:</i> Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability <i>Planning & Managing:</i> Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes	

Unit Summary: *(A broad overview of the topic)*

To give students the knowledge and skills to be able to read and evaluate food labels and to compare packaged food to the salads made up of fresh/ whole foods prepared in practicals.

Content: *(A detailed description of the topic in terms of the skills and key knowledge students must demonstrate during/upon completion of the topic)*

How to read and understand a food label

Evaluate the healthiness of a food using the food label and nutrition panel.

Be able to compare and evaluate the health rating of foods prepared in practicals compared to packaged foods.

Key Engagement Strategies: *(Instructional Strategies/Aspects of Powerful Learning/Differentiation)*

Food Safety Video

Popcorn activity- compare ingredients, energy value & cost of a variety of different types of pre-packaged & home cooked popcorn.

Students complete classroom activity sheets.

Using a muesli bar food label, students evaluate the healthiness of the bar.

Students compare the food labels of 2 similar products to evaluate the healthiness.

Practical lessons to prepare salad meals.

Students design and write their own salad recipe using the design brief.

Assessment: *(Ways in which you will measure the level of student achievement)*

Food Safety questions

Food Safety Test

Students ability to compare and evaluate food labels.

Classroom questions and activities assessing knowledge of food labels.

The designing, planning and writing of a salad recipe using the design brief.

Proficiency at practical skills.

Resources: *(Things you will need/use to successfully deliver this topic)*

FSANZ website, posters and film clips

Variety of food labels.

Recipes, food and kitchen equipment for practical sessions



Donald High School 2024 Curriculum Document – Teacher Resource

Subject: Home Economics	Year Level: 9 and 10
Topic: Egg Cookery	Duration of Topic: Term 2
VicVELS: <i>Design and Technologies / Levels 9 &10 / Technologies Contexts / Food specialisations:</i> Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. <i>D & T / Levels 9 & 10 / Creating Designed Solutions:</i> <i>Investigating:</i> Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas. <i>Generating:</i> Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication <i>Producing:</i> Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions <i>Evaluating:</i> Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability <i>Planning & Managing:</i> Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes	

Unit Summary: *(A broad overview of the topic)*

A food science unit that examines the structure of an egg and their function in baking and cooking.

Content: *(A detailed description of the topic in terms of the skills and key knowledge students must demonstrate during/upon completion of the topic)*

The structure of the egg.
Nutrient value
Denaturation of proteins.
Co-agulation of egg protein.
Role of eggs in cooking and baking
Egg as an emulsifying agent

Key Engagement Strategies: *(Instructional Strategies/Aspects of Powerful Learning/Differentiation)*

Producing dishes to demonstrate the different functions of eggs in cookery.
Using film clips to demonstrate the scientific properties of eggs

Assessment: *(Ways in which you will measure the level of student achievement)*

Production of a PPT demonstrating the function of eggs in cookery.
Practical Evaluation Sheets
Proficiency at practical skills

Resources: *(Things you will need/use to successfully deliver this topic)*

Recipes, food and kitchen equipment for practical sessions and demonstrations
Work sheets/ class activities
Eggs Power point
Computer



Donald High School 2024 Curriculum Document – Teacher Resource

Subject: Home Economics	Year Level: 9 and 10
Topic: Food Staples	Duration of Topic: Term 3
<p>VicVELS: <i>Design and Technologies / Levels 9 &10 / Technologies Contexts / Food specialisations:</i> Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.</p> <p><i>D & T / Levels 9 & 10 / Creating Designed Solutions:</i></p> <p><i>Investigating:</i> Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.</p> <p><i>Generating:</i> Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication</p> <p><i>Producing:</i> Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions</p> <p><i>Evaluating:</i> Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability</p> <p><i>Planning & Managing:</i> Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes.</p>	

Unit Summary: *(A broad overview of the topic)*

Students will explore the concept of food staples and what they are. They will be able to identify staple foods and will prepare dishes using a variety of food staples.

Content: *(A detailed description of the topic in terms of the skills and key knowledge students must demonstrate during/upon completion of the topic)*

Students will explore the concept of food staples and examine what they are. They will be able to identify staple foods and the region of the world they are traditionally associated with. They will prepare dishes using a variety of food staples.

Students research one food staple and a country that it is a staple of and examine how that staple is used in that country.

Key Engagement Strategies: *(Instructional Strategies/Aspects of Powerful Learning/Differentiation)*

Identification of food staples activity.

Interactive map of food staples in the world.

Individual research assignment on a food staple.

Production of dishes as examples of different food staples.

Assessment: *(Ways in which you will measure the level of student achievement)*

Food Staple Rubric- can be presented as a poster, power point or written report

Practical Evaluation Sheets

Proficiency at practical skills

Resources: *(Things you will need/use to successfully deliver this topic)*

Recipes, food and kitchen equipment for practical sessions

Data Projector

Library

Internet

Computers/ Ipads



Donald High School 2020
Curriculum Document – Teacher Resource

Subject: Home Economics	Year Level: 9 and 10
Topic: Healthy Eating & Influences on food choice	Duration of Topic: Term 4

VicVELS:

HPE Level 9 & 10: Personal, Social and Community Health /Contributing to healthy and active communities:

Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices.

Evaluate health information from a range of sources and apply to health decisions and situations.

Design and Technologies / Levels 9 & 10/ Technologies Contexts / Food specialisations: Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

D & T / Levels 9 & 10 / Creating Designed Solutions:

Investigating: Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.

Generating: Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

Producing: Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions

Evaluating: Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

Planning & Managing: Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes

Unit Summary: *(A broad overview of the topic)*

This unit examines the influences on food choices and how those influences have resulted in an increase reliance on takeaway/ convenience food in our lives. It aims to assist students make healthier takeaway food options.

Content: *(A detailed description of the topic in terms of the skills and key knowledge students must demonstrate during/upon completion of the topic)*

Influences on food choice

Healthy takeaway food choices: good choice vs bad choice

Students design their own healthier fast or takeaway meal and evaluate its nutritional content.

Food marketing strategies.

Practical activities around homemade takeaway or street food.

Key Engagement Strategies: *(Instructional Strategies/Aspects of Powerful Learning/Differentiation)*

Practical activities around homemade takeaway or street food.

Articles and film clips

FSANZ Nutrition Panel Calculator

Planning and preparing healthier takeaway dish.

Assessment: *(Ways in which you will measure the level of student achievement)*

Criteria Sheet: Students design and prepare their own healthier takeaway food and calculate the nutrition content using FSANZ nutrient panel calculator to evaluate the healthiness of the dish.

Practical Reflection Activities

Proficiency at practical skills

Resources: *(Things you will need/use to successfully deliver this topic)*

Recipes, food and kitchen equipment for practical sessions Student practical reflection booklets Article: <i>Stuck in a fast food court what are the healthiest options</i> <i>The way fast food companies trick you into eating more junk</i> FSANZ Nutrient Panel Calculator Scales and camera Food marketing clips Food By Design Work sheets Computer/ Ipad	
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2024 Year 9/10 Home Economics
Term 1-Food Literacy & Food Labels

Week	Practical	Theory
1	Popcorn Activity	-
2	Rice Paper Rolls	How to read a food label. Watch clips and label yoghurt picture using FSANZ interactive labelling poster.
3	Steak fajitas with Salsa	Answer questions using FSANZ interactive labelling poster.
4	Bang Bang Chicken	Handout how to understand food labels poster and answer questions from the poster.
5	Balsamic Beef Salad	Using the Carman's muesli bar food label evaluate the healthiness of the bar.
6	Curried lamb and lentil salad	Students design and write their own salad recipe using the design brief.
7	Students prepare own salad	Compare food labels of 2 similar products and decide which is the healthiest option.
8		
9		
10		



2024 Year 9/10 Home Economics
Term 2-Egg Cookery

Week	Practical	Theory
1	Spaghetti Carbonara	The structure of the egg. Examine an egg to see the different parts. Label an egg. Nutrient value. Fresh or stale
2	Sweet Potato & Bacon Frittata With rocket & pear	Denaturation of proteins. How and why it happens?
3	Vegetable Fritters Baked Custard	Co-agulation of egg protein and the role in cooking.
4	Omelette Chocolate Delicious	The role of eggs in cooking and baking. Read the handout and fill out the summary sheet.
5	Crispy Lemon Chicken	Science behind eggs as an emulsifying agent.
6	Chicken Burger/ Home Made Mayonnaise (make in theory)	Demonstrate the making of mayonnaise to illustrate the role of eggs as an emulsifying agent.
7	Beef Parmigiana	Assessment task.
8	Meatballs in Vegetable Paprika Sauce	Assessment task.
9	Crispy Chicken/Baked Custard	Assessment task.
10	Indian Spiced Rice with Poached Egg	Assessment Task



2024 Year 9/10 Home Economics

Term 3-Food Staples

Week	Practical	Theory
1	Ham and Mushroom Pasta	What are staple foods? Read the notes and answer the questions.
2	Gnocchi	Identify staples foods from pictures and the country or region of the world they are from.
3	Indian chicken and cauliflower pilaf	Food Staple Assessment Task. Week 1- Explaining staple foods.
4	Cheesy polenta with sausage ragout	Food Staple Assessment Task. Week 2-Select one food staple
5	Beef Mornay	Food Staple Assessment Task. Week 3- Select one country that this food staple comes from.
6	Shepherd's Pie	Food Staple Assessment Task. Week 4 -How is this staple used in this country.
7	Risotto	Food Staple Assessment Task. Week 5- Other food staples and dishes of chosen country.
8	Lentil & Pumpkin Curry	Food Staple Assessment Task.
9	Stir Fry Lamb with Couscous	Food Staple Assessment Task.
10	Coconut chicken curry	

Food Staples practical activities



2020 Year 9/10 Home Economics

Term 4 - Healthy Eating & Influences on Food Choice

Week	Practical	Theory
1	Chicken Schnitzel Burger	Brainstorming influences on food choice and students need to select 6 of these and write about positive and negative influences.
2	Fried Chicken, Wedges, Salad	Healthy takeaway food items. Read article 'Stuck in a fast food court what are the healthiest options'
3	Chicken Laksa	Good choice vs bad choice activity
4	Meat Skewers & Chargrilled Vegetables	Students design their own healthier fast or takeaway food. Need to weigh finished dish
5	Melbourne Cup Day	
6	Design your own healthy street food	Evaluation activity- using the FSANZ Nutrient calculator to evaluate the healthiness of their fast food.
7	Gyros Loaded Fries	Evaluation activity continued
8	Asian Dumplings	Food Marketing- looking at the tricks food stylists use.
9	Healthy Pizza	Students design their own advertisement for their dish
10	Mystery Box	Students design their own advertisement for their dish

Practical's are based on healthy or healthier takeaway or street food choices.

Practical reflection tasks