

Our school community is one with high expectations.
We are collaborative and inclusive of all.
We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.

The Food Technology Curriculum Overviews links directly to:

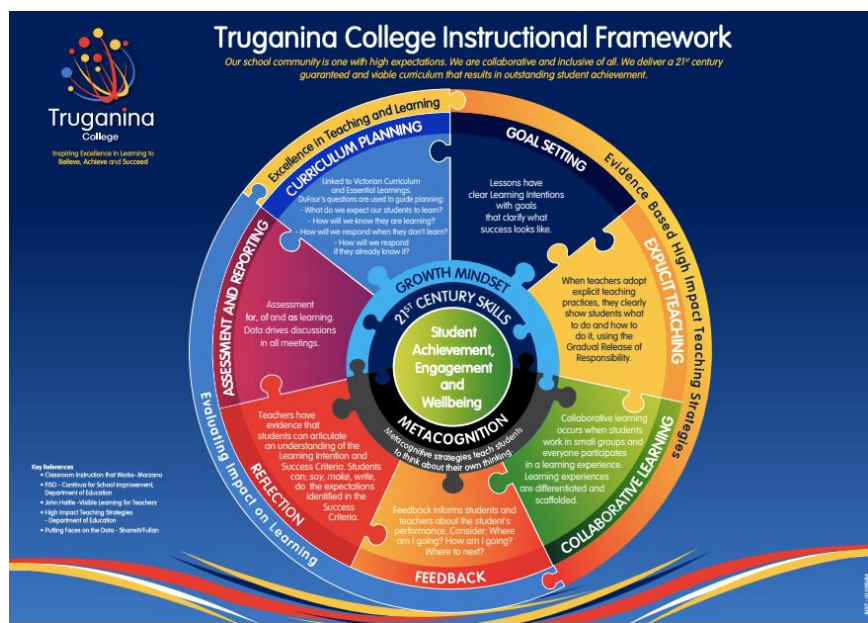
HIGH IMPACT TEACHING STRATEGIES (HITS)



The planning, teaching and learning of the Food Technology Curriculum links directly to the College's Strategic Plan goals:

- Goal 1: To grow each student's learning outcomes across all curriculum areas, with a focus on Literacy and Numeracy.
- Goal 2: To strengthen a positive culture for learning that empowers both students and staff.
- Goal 3: To increase community connectedness in supporting outstanding student achievement.

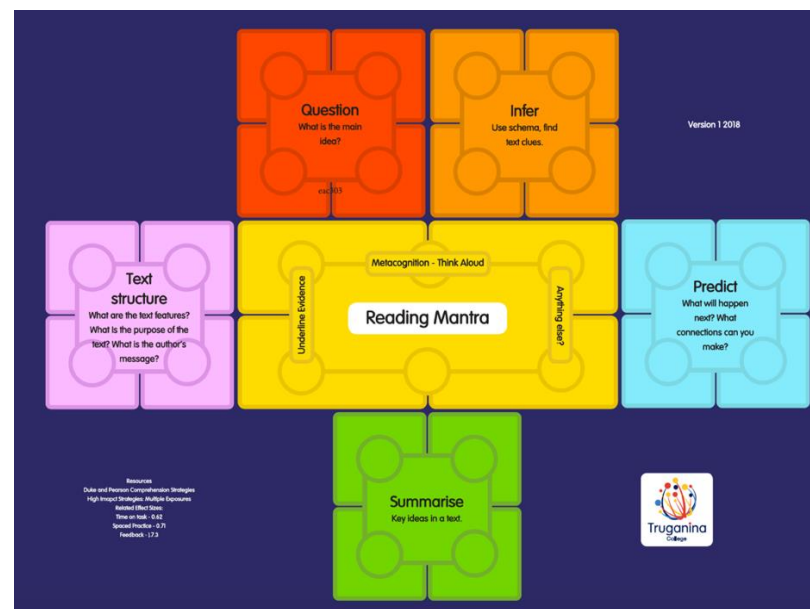
Instructional Framework



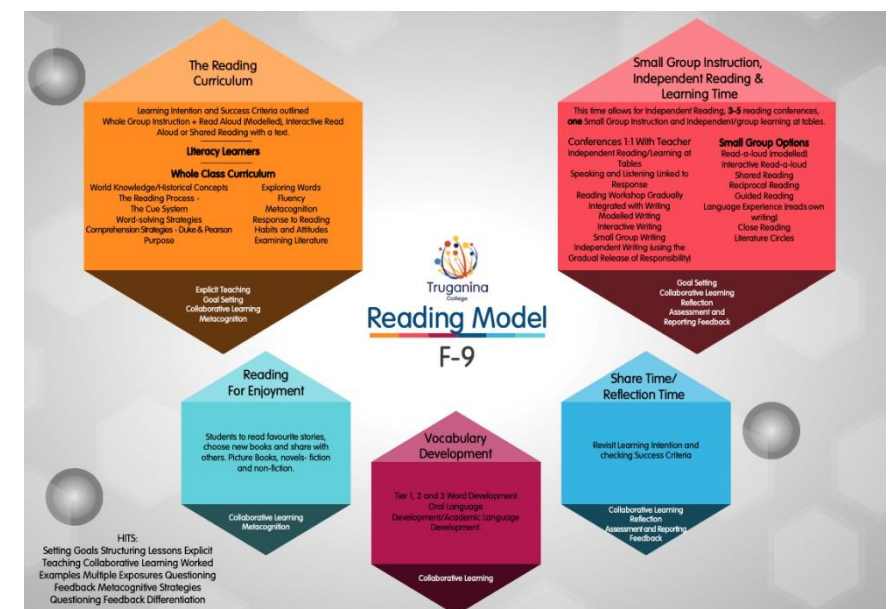
Curriculum Planning- Refer to DuFour's Questions

Assessment & Reporting – Data drives discussion in all meetings

Reading Mantra



Reading Model



	Term 1	Term 2	Term 3	Term 4
Year 7	<p>Engineering principles and systems Analyse how motion, force and energy are used to manipulate and control electromechanical systems when creating simple, engineered solutions (VCDSTC045)</p> <p>Materials and technologies specialisations Analyse ways to create designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (VCDSTC048)</p> <p>Investigating 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 (VCDSCD049)</p> <p>Generating Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques (VCDSCD050)</p> <p>Producing Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions (VCDSCD051)</p> <p>Evaluating Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (VCDSCD052)</p> <p>Planning and managing Use project management processes to coordinate production of designed solutions (VCDSCD053)</p> <p>Examine a range of learning strategies and how to select strategies that best meet the requirements of a task (VCCCTM041)</p> <p>Summarising and Predicting</p>	<p>Food specialisations Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating (VCDSTC047)</p> <p>Engineering principles and systems Analyse how motion, force and energy are used to manipulate and control electromechanical systems when creating simple, engineered solutions (VCDSTC045)</p> <p>Materials and technologies specialisations Analyse ways to create designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and 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Year 9	<p>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 (VCDSTC058)</p> <p>Materials and technologies specialisations Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059)</p> <p>Producing Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062)</p> <p>Communicating and interacting for health and wellbeing Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p>Planning and managing Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (VCDSCD064)</p> <p>Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas</p>	<p>Food and fibre production Analyse how food and fibre are produced when creating managed environments and how these can become more sustainable (VCDSTC046)</p> <p>Technologies and Society Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054)</p> <p>Materials and technologies specialisations Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059)</p> <p>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 (VCDSCD060)</p> <p>Generating Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061)</p> <p>Producing</p>	<p>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 (VCDSTC058)</p> <p>Materials and technologies specialisations Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059)</p> <p>Producing Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062)</p> <p>Communicating and interacting for health and wellbeing Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p>Planning and managing Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (VCDSCD064)</p> <p>Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas</p>	<p>Food and fibre production Analyse how food and fibre are produced when creating managed environments and how these can become more sustainable (VCDSTC046)</p> <p>Technologies and Society Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054)</p> <p>Materials and technologies specialisations Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059)</p> <p>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 (VCDSCD060)</p> <p>Generating Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061)</p> <p>Producing</p>

and solutions (VCCCTQ044)

Summarising and Predicting

Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062)

Evaluating

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063)

Planning and managing

Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (VCDSCD064)

Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question (VCCCTR046)

Summarising and Inferring

and solutions (VCCCTQ044)

Summarising and Predicting

Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062)

Evaluating

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063)

Planning and managing

Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (VCDSCD064)

Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question (VCCCTR046)

Summarising and Inferring

Last Updated: 20th August 2020

The Food Technology links directly to:

- **High Impact Teaching Strategies**

The Department of Education and Training's 2017 guide contains descriptions, examples, references and effect sizes for each of the 10 High Impact Teaching Strategies (HITS) being Setting Goals, Structuring Lessons, Explicit Teaching, Worked Examples, Collaborative Learning, Multiple Exposures, Questioning, Feedback, Metacognitive Strategies, and Differentiated Teaching: <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>

- **Duke & Pearson Comprehension Strategies**

For a succinct review of Duke & Pearson's 9 reading strategies (Inferring, Predicting, Questioning, Think-aloud (Metacognition), Text Structure, Visualising, Setting a Purpose, Monitoring Comprehension, Retelling and Summarising to improve students' comprehension of texts, see Link: <https://docs.google.com/document/d/1EX3DR3V7MHUzfcCF5YZ8aaHeJAc98wjQC59raZXjGrg/edit>

- **21st century Learning**

Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn

Ways of Working: Communication & Collaboration

Ways of Living in the World: Local & Global Citizenship, Personal & Social Responsibility, Life & Career

Tools for Working: Information Literacy, Information & Communication Technology (ICT) Literacy

- **Critical & Creative Thinking Curriculum**

For the structure, scope and sequence and resources see Link:

<https://victoriancurriculum.vcaa.vic.edu.au/critical-and-creative-thinking/introduction/scope-and-sequence>

