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|  | | **Dorchester School Teaching and Learning Program** | | | | | | | | | |
| **Title of Unit: Cultural Cooking Studies**  **Program Risk Level: Low (school-based) – Medium (Food Technology)** | | | | | | | | | **Duration**  **1/2 Term/country**  **Kate, Ernie & Marco** |
| **Syllabus Outcomes**  **Stage 4** | | *A student:*  **EN4-1A** Responds to texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  **EN4-2A** Effectively uses a widening range of processes, skills, strategies and knowledge for responding to texts in different media and technologies  **EN4-8D** Identifies, considers and appreciates cultural expression in texts  **MA4-6NA** Solves financial problems involving purchasing goods  **FT 4.1.1** Demonstrates hygienic handling of food to ensure a safe and appealing product  **FT 4.3.1** Relates the nutritional value of foods to health  **FT 4.3.2** Identifies the factors that influence food habits and relates them to food choices  **PDHPE 4.9** Describes the benefits of a balanced lifestyle and participation in physical activity  **PDHPE 4.11** Selects and uses communication skills and strategies clearly and coherently in a range of new and challenging solutions  **Geog 4.8** Describes the interrelationships between people and environments  **Geog 4.9** Describes differences in life opportunities throughout the world | | | | | | | | | |
| **Syllabus Outcomes**  **Stage 5** | | *A student:*  **EN5-2A** Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to a wide range of texts  **MA5.2-2WM** Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems  **FT 5.1.1** Demonstrates hygienic handling of food to ensure a safe and appealing product  **PDHPE: 5.15** Devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively  **FT 5.3.1** Describes the relationship between food consumption, nutritional value of foods and the health of individuals and communities  **FT 5.3.2** Justifies food choices by analysing the factors that influence eating habits | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | | **Students learn to:**   * Read and respond to different texts * Budget * Make appropriate financial decisions when grocery shopping * Prepare their own meals * Make healthy food choices * Interpret maps and identify land features | | | | | **Students learn about:**   * Different cultures around the world * Independent living skills * Key historical events * Financial maths | | | | |
| **Background information/ links**  **Key Ideas** | | The idea of this cross-KLA unit was to support each element through a program focussed on food technology. Due to the outcomes being addressed there are a number of links within this unit. The recipes are based around different countries and are designed to be practical, healthy, affordable and relevant to our students. We designed them to be recipes that the students can repeat in the future. | | | | | | | | | |
| **Scope and Sequence and Lesson Structure** | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | The basic structure for each country will have the same formatting in order to address the variety of activities and outcomes. The countries and corresponding recipes that will be studied include:   * Italy – pasta, pizza – 1st half Term 1 * Germany – Schnitzel, potato pancakes – 2nd half Term 1 * Spain – croquettes, meat or chicken paella, flan – 1st half Term 2 * Greece – greek rissoles – 2nd half Term 2   If the opportunity arises other countries planned are:   * America – burgers & wedges * Asia –stir fry, nasagouri * Australia – bangers and mash, apple crumble * England – Beef Stroganoff – bread and butter pudding * Hungary – Goulash * India – Butter Chicken * Mexico – Tacos/Burritos   As well as the recipes, each country will incorporate a mixture of activities which can be found in the Cultural Cooking Studies Booklet. These activities incorporate the following:   * Literacy: English based worksheets, documentary or clip with questions, language, biographies of sports stars * Cultural Studies: Food (food tech), music, beliefs, celebrations, art, flag * Mathematics: Measurement/fractions, budgeting * Geography: Mapping activities, key land features, powerpoint with key information * PDHPE: Popular sports (study and play)   Within the booklet activities the corresponding Element of Learning and Achievement can be found to add relevance to the activity.  **Lesson Structure**  Introduction  CT will explain the theme/country/culture and give a reminder about the expectations. Each country will have an introduction with some key information from that country.  Body  Working through the lesson of the day from the booklet either in class or in the kitchen.  Conclusion  Ensure lesson is signed off by CT or SLSO as completed, check answers, give feedback. | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*    Land Links    Story Sharing  2_maps.jpg  Learning Maps    Non-Verbal  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct | |
| **Special Needs Adjustments** | | | | | **School to Work** | | | **Assessments** | | | |
| Lessons will be adjusted to support PLSPs for the students attending  1:1 support provided  Scaffolded lessons | | | | | This unit is designed to provide students with the skills they need to function in society independently. It also addresses work-related outcomes in terms of hygiene, food preparation, working with money. | | | Observation  Worksheets - marking  Discussion | | | |
| **Risk Assessment** | | | | | | | | | | | |
| **Resources** | | | **Safety Strategies** | | | **Identified Hazards** | | | **Control Strategies** | | |
| Kitchen & Utensils  Stationary  Computer/internet | | | Separate Risk Assessment  Count in/count out  Teacher Only | | | Behaviour | | | Clear Expectations, Reminders, 1:1 Support | | |
| **Quality Teaching** | | | | | | | | | | | |
| Intellectual Quality | | | | Quality Learning Environment | | | | Significance | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | |

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| **Teacher Evaluation** | | | | **Comments / Variations / Evaluation** |
| ***How did the unit ‘rate’ in these areas?*** | j0079104 | j0079099 | j0079100 |  |
| Time allocated for topic |  |  |  |
| Introduction to topic |  |  |  |
| Student understanding of content |  |  |  |
| Opportunities for student reflection on learning |  |  |  |
| Suitability of resources |  |  |  |
| Variety of teaching strategies |  |  |  |
| Integration of Quality Teaching strategies |  |  |  |
| Integration of ICT |  |  |  |
| Literacy strategies used |  |  |  |
| Numeracy strategies used |  |  |  |
| Student Behavioural Goals |  |  |  |
| **Date Commenced**: | | | | **Date Finished**: |
| **Teachers Signature**: | | | | **Assistant Principals Signature**: |