

SCOPE & SEQUENCE

FOOD AND NUTRITION, LEVEL 3

Learning Design

Below is a suggested sequence of content for Food and Nutrition FDN315118.

This is an example only; to be used to support teachers to develop their own scope and sequence documents and associated assessment matrices that meet the learning needs of their learners.

NOTE: This course may have been amended since the development of this sample teacher resource in 2018. Please visit the [TASC website](#) for current version of the course.

Term I

Week	Unit and Topic	Subtopic/s	Criteria Addressed	Criteria / Element Assessed	Link to Teaching and Learning Guide Activities U = Unit Number = Activity	TASC Work Requirements Teachers to add class work requirements
1	UNIT 1 NUTRITION <ul style="list-style-type: none"> ENERGY 	Key Nutrition Terms Nutrients, Macronutrients, micronutrients, non-nutrients, Nutrient Density, energy, energy density Energy Sources	C4, C2,	C2.2 C4.4	U1.1	

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2	UNIT 1 NUTRITION • ENERGY	Energy sources, requirements, energy ratios (ADMR), Energy Balance BMR Healthy weight BMI / waist measurement Health at any size	C4	C4.3 C4.4	U1.3 U1.8 U1.9	
3	UNIT 1 NUTRITION • Cont'd CARBOHYDRATES	Macronutrients • Carbohydrates- Functions sources consequences of imbalance- focus on sugar and fibre • Monosaccharides, Disaccharides, Polysaccharides, including fibre • Sugar & Fibre – issues and recommendations	C4	C4.1 C4.3 C4.5	U1.2 U1.4 U1.5	
4	UNIT 4 HEALTH PROMOTION • DIET RELATED • CONDITIONS & DIETARY • IMPLICATIONS • CARBOHYDRATES	Carbohydrates and Diet related conditions Overweight & Obesity, Diabetes II • definitions • recent Australian statistics • dietary factors that increase risk • prevention frameworks.	C4	C4.1 C4.2 C4.3 C4.5 C4.6	U4.2 U4.3 U4.6 U4.7	I. Evaluate one existing nutrition-related health promotion strategy. 800 words

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5	UNIT 1 NUTRITION • LIPIDS/FATS	Macronutrients • Fats- Functions sources consequences of imbalance • Monounsaturated, Polyunsaturated, Saturated and trans • Essential fatty Acids • Cholesterol – HDL, LDL	C4	C4.1 C4.3 C4.5	U1.3 U4.6 U4.5	
6	UNIT 4 HEALTH PROMOTION • DIET RELATED • CONDITIONS AND DIETARY IMPLICATIONS • FATS	Fats and Diet Related Conditions Heart Disease • definitions • recent Australian statistics • dietary factors that increase risk • prevention frameworks.	C4 C7	C4.1 C4.2 C4.3 C4.5 C4.6	U4. 1 U4.2 U4.4 U4.9	I. Evaluate one existing nutrition-related health promotion strategy. 800 words
7	UNIT 1 NUTRITION • PROTEIN & WATER	Macronutrients Protein Functions sources consequences of imbalance- • Complete proteins • Incomplete, including fibre • issues and recommendation – vegan diets, high / low carb protein diets Water • Functions sources consequences of imbalance	C4	C4.1 C4.3 C4.5 C4.6	U1.12	

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8	UNIT 1 NUTRITION <ul style="list-style-type: none"> NRVs 	<ul style="list-style-type: none"> NRV Nutrient Reference Values (NRVs)- including: Recommended Dietary Intake (RDI), Estimated Average Intake (EAR), Adequate Intake (AI), Estimated Energy Requirement (EER), Upper Level Intake of Intake (UL) 	C5	C5.1 C5.2 C5.3 C2.4	U1.6 U1.11	
9	UNIT 1 NUTRITION <ul style="list-style-type: none"> VITAMINS MINERALS INTERRELATIONSHIPS 	Vitamins classifications and generalised roles <ul style="list-style-type: none"> overview and source, functions and imbalances <ul style="list-style-type: none"> Vit D, Folate Minerals overview and source, functions and imbalances <ul style="list-style-type: none"> Iron, Calcium, Sodium, Potassium, Iodine Interrelationships	C4	C4.1 C4.2 C4.3 C4.6	U1.7	
10	UNIT 1 NUTRITION <ul style="list-style-type: none"> NON NUTRIENTS FOOD HANDLING 	Non Nutrients Phytoestrogens, antioxidants, probiotics Food Handling to Retain Maximum Nutrient value.	C4	C4.1 C4.2 C4.3 C4.2 C4.6	U1.10	POSTER Classifying and summarising key nutritional information
Break						

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Break						

Term 2

Week	Unit and Topic	Subtopic/s	Criteria Addressed	Criteria / Element Assessed	Link to Teaching and Learning Guide Activities U = Unit Number =Activity	TASC Work Requirements Teachers to add class work requirements
1	UNIT 2 DIETARY AND DATA ANALYSIS <ul style="list-style-type: none"> INDIVIDUAL NEEDS MODIFICATIONS 	Interpret Dietary Analysis Data <ul style="list-style-type: none"> identify nutrient requirements at different stages of the lifecycle and for different levels of health and activity compare the nutritional requirement of individuals with different needs Modify recipes & develop for individual requirements <ul style="list-style-type: none"> balanced and eating plans versus diets critically analyse current diet trends 	C5 C1	C5.1 C5.3 C1.2	U2.5 U2.11	

Week	Unit and Topic	Subtopic/s	Criteria Addressed	Criteria / Element Assessed	Link to Teaching and Learning Guide Activities U = Unit Number =Activity	TASC Work Requirements Teachers to add class work requirements
2	UNIT 2 DIETARY AND DATA ANALYSIS <ul style="list-style-type: none"> SELECTION TOOLS NRVs 	Apply Nutrient Reference Values & Food Selection Tools Analyse and modify diets, menus and recipes using Nutrient Reference Values <ul style="list-style-type: none"> Recommended Dietary Intakes 	C5 C1 C2	C5.1 C1.2 C2.4 C2.5	U2.3 U2.4 U2.5	2. DIET ANALYSIS AND MODIFICATION REPORT Analysis of an existing diet of two days or more, including recommendations for dietary modification to improve diet based on a food selection tool.
3	UNIT 2 DIETARY AND DATA ANALYSIS <ul style="list-style-type: none"> SELECTION TOOLS ADG AGHE 	Apply Nutrient Reference Values & Food Selection Tools Analyse and modify diets, menus and recipes using Food Selection Tools <ul style="list-style-type: none"> Australian Dietary Guidelines Australian Guide to Healthy Eating 	C5	C5.2 C5.3	U2.6 U2.7 U2.8 U2.10 U2.12	3. ANALYSIS OF ONE CURRENT DIET TREND against a recognised food selection tool. 1000 words

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4	UNIT 2 DIETARY AND DATA ANALYSIS • NUTRITION RESEARCH	Food and Nutrition research: <ul style="list-style-type: none"> investigate different research methodologies ethical implications of and for research analysis of research 	C1	C1.1 C1.3	U2.1 U2.2 U2.9	I. RESEARCH DATA ANALYSIS REPORT Analysis of food and nutrition research (not dietary analysis), including analysing results articulating implications and drawing conclusions. 800-1000 words
5	UNIT 3 FOOD SOCIOLOGY • PHYSIOLOGICAL	Factors impacting on Food Selection I. Physiological Factors- (Note: Nutritional Requirements are covered in the Nutrition and Diet Analysis Unit) <ul style="list-style-type: none"> appetite, hunger and satiety sensory reactions to foods appearance – colour, shape, turgor flavour aroma food sensitivities – allergies and intolerances. 	C6	C6.1 C6.2 C6.3 C6.4	U3.2 U3.1 U3.6 U3.4	

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6	UNIT 3 FOOD SOCIOLOGY • PSYCHOLOGICAL	Factors impacting on Food Selection 2. Psychological Influences <ul style="list-style-type: none"> values beliefs attitudes and experiences habits emotions self-concept 	C6	C6.1 C6.2 C6.3 C6.4	U3.7 U3.11	1. Food selection analysis assignment 1000 words
7	UNIT 3 FOOD SOCIOLOGY • SOCIAL	Factors impacting on Food Selection 3. Social Influences (includes the development of the Australian diet) <ul style="list-style-type: none"> culture and tradition lifestyle and work pattern food regulation, marketing and advertising social and community interactions. 	C6 C7	C6.1 C6.2 C6.3 C6.4 C7.1 C7.2	U3.5 U3.6 U3.7 U3.8 U3.9 U3.10 U3.12 U3.16 U3.14 U4.8	
8	UNIT 3 FOOD SOCIOLOGY • ECONOMIC	Factors impacting on Food Selection 4. Economic Influences <ul style="list-style-type: none"> food affordability food availability resources employment status and income. 		C6.1 C6.2 C6.3 C6.4	U3.3 U3.13 U3.15	2. Case Study – Australian food culture and the development of the Australian diet. 1000 words

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9	UNIT 4 HEALTH PROMOTION • FRAMEWORK, REGULATION & RESPONSIBILITY	Understand the framework 'Working in Health Promoting Ways' Who is responsible for the promotion of good health? • government role (commonwealth, state and local) Food regulation (including labelling regulation in regards to nutrition) food industry Communities • community engagement strategies e.g. Family Food Patch. • Schools Media and marketing trends, including social media.	C7	C7.3 C7.4	U4.8 U4.3 U4	2. Develop a nutritional promotional campaign. Learners can choose to present this in a format they feel is effective for their purpose, for example developing posters, print or social media promotional tools or advertising
10	ASSESSMENT	Week left to accommodate MID YEAR ASSESSMENT – During Term 2 or 3				
Break						
Break						

Term 3

Week	Unit and Topic	Subtopic/s	Criteria Addressed	Criteria / Element Assessed	Link to Teaching and Learning Guide Activities U = Unit Number =Activity	TASC Work Requirements Teachers to add class work requirements
1	UNIT 5 GLOBAL FOOD ISSUES	I. Food Security <ul style="list-style-type: none"> definition statistics - global, national (eg. population, food supply) barriers and risk factors for food security components of food security 	C8	C8.3 C8.1		
2	UNIT 5 GLOBAL FOOD ISSUES	Food Security <ul style="list-style-type: none"> groups of people most 'at risk' of food insecurity in developing countries and Australia 	C8	C8.2	U5.11	
3	UNIT 5 GLOBAL FOOD ISSUES	Food Security <ul style="list-style-type: none"> strategies to help reduce the incidence of food insecurity in developing countries and Australia: technology education government policy aid sustainable food systems 	C8	C8.4	U5.10 U5.9 U5.8 U5.7 U5.1	
4	UNIT 5 GLOBAL FOOD ISSUES	Food Security Essay writing <ul style="list-style-type: none"> Case studies and examples 	C1 C2 C8	C1.1-5 C2.1-5 C8.1-5		Essay addressing food security

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5	UNIT 5 GLOBAL FOOD ISSUES	2. Ecological Sustainability <ul style="list-style-type: none"> definition the food system (food production, processing and consumer practices) relevant statistics in relation to the food system 	C8	C8.3 C8.1 C8.5	U5.1 U5.2 U5.3	
6	UNIT 5 GLOBAL FOOD ISSUES	Ecological Sustainability barriers to sustainable food systems	C8	C8.2	U5.8 U5.4	
7	UNIT 5 GLOBAL FOOD ISSUES	Ecological Sustainability strategies <ul style="list-style-type: none"> technology education government policy sustainable food systems. 	C8	C8.4 C8.5	U5.4 U5.5 U5.6 U5.12 U5.13	
8	UNIT 5 GLOBAL FOOD ISSUES	2. Ecological Sustainability	C8 C1 C2	C1.1-5 C2.1-5 C8.1-5		And / or Essay addressing food ecological sustainability in relation to food.1200-1400 words
9	Fill in gaps / catch up/ term interruptions					
10	Fill in gaps / catch up/ term interruptions					

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Break						
Break						

Term 4

Week	Unit and Topic	Subtopic/s	Criteria Addressed	Criteria / Element Assessed	Link to Teaching and Learning Guide Activities U = Unit Number =Activity	TASC Work Requirements Teachers to add class work requirements
1	External exam format					
2	Revision					
3	Revision					
4	Revision					
6						
7						
8						
9						
10						
Break						
Break						