

SAMPLE SCOPE & SEQUENCE

Preliminary Technologies, Stage 4

Learning Design

Below is a suggested sequence of content for Preliminary Technologies PRT005419.

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](http://www.tasc.edu.au) for current version of the course.

For this scope and sequence, the two elective units chosen are Food Specialisations and Food and Fibre Production. The scope and sequence is written for a context in which learners have access to a kitchen garden program. The scope and sequence could easily be adapted to other combinations of elective units. The scope and sequence integrates Units 1, 2, 3 and 4 for the topics in most weeks, with occasional dedicated focus on one of the units.

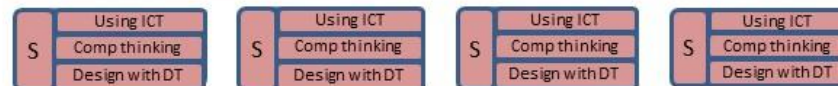
Technologies – 50 hours/ year-long

S	Concept:
	Content:
	Criteria:

Unit 1: Technologies and Society (5 hrs)

Technologies and Society - incidental throughout

Unit 2: Digital Technologies 15 hrs



Unit 4: Food specialisations 15 hrs



Unit 5: Materials Specialisations 15 hrs



S
Safety/hygiene

Digital Technologies Unit

In this scope and sequence the Digital Technologies Unit is integrated throughout the Food Specialisations and Food and Fibre Production units. Explicit teaching is used incidentally as required.

At this level the expectation would be for students to have an opportunity to use a desktop computer as well as a tablet device.

In some cases, a tablet device may be more suitable particularly when an image or video needs to be captured and stored.

The software (in the form of mobile apps) on a tablet device are usually discoverable on the home screen identified by a distinctive icon.

On a desktop computer a short cut to relevant software programs may be provided on the home screen.

Digital Systems

- Common digital systems relevant to the elective units - desktop and/or tablet computer; digital camera
- Familiar software – desktop applications – word processor, email, presentation software, simple image editing software
- Use of familiar software - through modelling and repetition

Data and information

- Explore everyday data – personal class data as an intro; collecting data about
- Sort and present data – explore ways to sort data to look for patterns and present the data
- Represent data in different ways –explore ways to represent data in different ways using relevant software
- Collect data – provide opportunities for learners to collect class data to answer a question using a relevant context, for example, collecting data about seedling growth, collecting data about learner preferences in relation to the foods prepared and sampled.

Creating Digital Solutions

- Follow teacher provided instructions
- Describe a sequence – sequence instructions to complete a familiar task, for example, washing hands for hygiene; making a sandwich; weeding a garden bed.

Term 1

- Harmony Day – 21 March <https://www.harmony.gov.au/>
 - Opportunity to share foods from different cultures represented within the learner or school community cohort
- Easter
 - Opportunity to discuss traditional foods and make Easter gifts



Week	Topic	Activities	Content Addressed	Criteria Assessed
1	Introduction – what technologies do you already use?	<p>Intro to kitchen and garden environments, incorporating</p> <ul style="list-style-type: none"> • safety • hygiene • garden – characteristics of available plants or tools; demo and practice use of tools, explore plants using senses <p>Technologies learning journal</p> <ul style="list-style-type: none"> • visual diary and/or digital journal application • learners supported to create cover page with the course name, their name and the year (manually or digitally) 	<p>Unit 1: Technologies and Society</p> <p>– how people use and develop technologies to meet needs.</p>	<p>C1</p> <p>C3</p>
2	What will we make for a healthy snack today?	<p>KITCHEN:</p> <ul style="list-style-type: none"> • Focus: fruit salad is a designed solution that can be a healthy snack or dessert. • Hygiene/safety reminders • food properties – colour, taste, texture, changes of texture through e.g. mashing bananas, stewing apples or apricots • food production skills – peeling and cutting • taste test - personal preferences – use a data collection sheet to list fruits tried and a rating using a 5-point scale (like a lot, like, not sure, don't like, strongly dislike) • prepare own fruit salad using at least 3 fruits • eat together • Teacher models collation and representation of taste test data • (journal entry – photos/text/video of process of learners producing own fruit salad) 	<p>Unit 3: Food specialisations</p> <p>– knowledge and understanding</p> <p>– process and production skills</p>	<p>C2</p> <p>C3</p>

Week	Topic	Activities	Content Addressed	Criteria Assessed
3	From little things big things grow	<p>CLASSROOM</p> <ul style="list-style-type: none"> Demo and explore: revisit plant foods as whole, cut up for prepared dishes (in season vegetables and fruit), seeds (supported by video/posters showing whole plant e.g. apples and tomatoes) <p>GARDEN</p> <ul style="list-style-type: none"> Garden activity - we need to sow seeds to grow plants – sowing seeds for crops e.g. leafy greens <p>(journal entry – how did we sow the seeds?)</p>	<p>Unit 4: Food and fibre production</p> <ul style="list-style-type: none"> – knowledge and understanding <p>Unit 4: Food and fibre production</p> <ul style="list-style-type: none"> – processes and production skills 	C1 C2 C3
4	How can we use digital technologies to gather data and tell our stories?	<p>CLASSROOM</p> <ul style="list-style-type: none"> Use slides and adapted lesson sequence to explore the idea of data – What is data? slideshow and lesson sequence Learners make a list of their own personal data in journal – name, address, phone number, email, work (student) Learners supported to add this information to a templated digital personal profile <p>GARDEN</p> <ul style="list-style-type: none"> Visit garden to undertake maintenance and collect data on seedling growth (date, height) 	<p>Unit 2 – Digital Technologies</p> <ul style="list-style-type: none"> – knowledge and understanding – processes and production skills <p>Unit 4: Food and fibre production</p> <ul style="list-style-type: none"> – processes and production skills 	C1 C2 C3

Week	Topic	Activities	Content Addressed	Criteria Assessed
5	What will we make for a healthy snack today?	<p>KITCHEN</p> <p>Smoothies</p> <p>https://www.allrecipes.com/video/4290/basic-fruit-smoothie/</p> <p>https://www.youtube.com/watch?v=YuDhblQtt2k</p> <p>https://www.youtube.com/watch?v=CJNln3fld_A</p> <ul style="list-style-type: none"> • Demonstrate searching online for images of smoothies • Learners assist to cut up fruit for freezing – for use next week <p>GARDEN</p> <ul style="list-style-type: none"> • when seedlings become large enough, we need to transplant them • collect data on seedling height 	<p>Unit 3: Food specialisations</p> <ul style="list-style-type: none"> – knowledge and understanding – process and production skills) <p>Unit 4 – Food and fibre production</p> <ul style="list-style-type: none"> – knowledge and understanding – processes and production skills 	<p>C1</p> <p>C2</p> <p>C3</p>
6	What will we make for a healthy snack today?	<p>KITCHEN</p> <ul style="list-style-type: none"> • Guacamole • Separate into batches and try different flavours and different dipping foods (corn chips, carrot and celery sticks) • Record individual preferences on sheet – attach in journal • Add individual data about preferences to class data display (sticky dots or colour in squares on grid) • Discussion of data display <p>GARDEN</p> <ul style="list-style-type: none"> • Maintenance tasks • Gather data on seedling height 	<p>Unit 3</p> <p>Unit 2</p> <p>Unit 4</p>	<p>C1</p> <p>C2</p> <p>C3</p>

Week	Topic	Activities	Content Addressed	Criteria Assessed
7	What will we make for a healthy snack today?	<p>KITCHEN</p> <ul style="list-style-type: none"> Muffins – savoury and sweet <p>GARDEN</p> <ul style="list-style-type: none"> Maintenance tasks Gather data on seedling height 		<p>C1</p> <p>C2</p>
8	What is growing now?	<p>EXCURSION</p> <ul style="list-style-type: none"> to local farm, orchard or nursery to view food production processes (lots of photos taken). <p>OR</p> <ul style="list-style-type: none"> Full session in garden 	<p>Unit 4: Food and Fibre Production</p> <ul style="list-style-type: none"> – knowledge and understanding 	<p>C1</p> <p>C2</p> <p>C3</p>
9	Excursion follow up	<p>CLASSROOM</p> <ul style="list-style-type: none"> Slideshow of photos taken at excursion Learners vote on preferred snack to prepare next week from the 5 prepared this term. Journal entry about excursion to farm or garden session <p>GARDEN</p> <ul style="list-style-type: none"> Garden - when plants become large enough, they can be planted in the garden. Gather data on seedling height. 	<p>Unit 2: Digital Technologies</p> <ul style="list-style-type: none"> – digital systems (slideshow) – data and information <p>Unit 4: Food and Fibre Production</p> <ul style="list-style-type: none"> – knowledge and understanding – process and production skills 	<p>C1</p> <p>C2</p> <p>C3</p>

Week	Topic	Activities	Content Addressed	Criteria Assessed
10		KITCHEN <ul style="list-style-type: none"> • Chosen snack determined last week • Learners co-actively make snack • Reflective entry in journal - learners supported to create their own slideshow of what they learned this term (choosing up to 5 photos from class set) • Eat together and celebrate end of term. 		C1 C2 C3
Break				
Break				

Term 2

NAIDOC week – last week of term <https://www.naidoc.org.au>

- opportunity to learn about Aboriginal foods and ways of growing and using food and fibre e.g. wattle seeds, pepperberry, saltbush; string making <http://www.nita.education/>
- the Orb has a section on Fibre which is rich in information about Aboriginal use of fibres <https://fibres.theorb.tas.gov.au>

Week	Unit and Topic	Activities	Content Addressed	Criteria Assessed
1	What's happening?	<ul style="list-style-type: none"> • Introduce term – review what was learned in Term 1 <ul style="list-style-type: none"> – Garden and kitchen – tools and equipment; techniques; processes. Use photos mounted on sheets paper to identify – Collate these in a class display using Smart Art in MS Word (teacher demo) • Visit garden and attend to maintenance tasks. • Collect data (photos) of what is growing at present • Term 2 program – countdown to NAIDOC week <ul style="list-style-type: none"> – Handout of term plan for attaching in journal 	Unit 1: Technology and Society Unit 3: Food and Fibre Production	C1 C2 C3

Week	Unit and Topic	Activities	Content Addressed	Criteria Assessed
2	What will we make for lunch today and why?	<p>KITCHEN</p> <p>Focus: salad sandwiches are designed solutions that can help keep us healthy.</p> <ul style="list-style-type: none"> • setting up - safety and hygiene reminders • identify and sample a range of protein fillings • identify and sample a range of vegetable fillings • identify and sample a range of breads and rice cakes • learners suggest how sandwiches are made • demonstration of general sandwich making steps – also available as visual sequence • learners choose own combination of bread and fillings with at least one protein and one vegetable • eating together • packing up <p>(journal entry –how did we make our sandwich? photos/text/video of steps in process)</p>	Unit 3: Food specialisations	C1 C2
3	What is bush tucker?	<p>KITCHEN</p> <ul style="list-style-type: none"> • demonstration and sampling of some bush tucker foods – invited guest from local Aboriginal community if available <p>GARDEN</p> <p>How do we build and maintain worm farm?</p>	Unit 3: Food specialisations Unit 4: Food and Fibre Production	C1 C2
4 -9	What will we make for lunch today and why?	<p>KITCHEN</p> <ul style="list-style-type: none"> • Simple tortilla pizzas https://www.bbc.com/food/recipes/simple_tortilla_pizza_67372 • Revisit sandwiches using alternatives to bread • More bush tucker • etc <p>GARDEN</p> <p>How do we mulch and prepare soil? What ongoing maintenance is needed?</p>	Unit 3 – Food specialisations Unit 4 – Food and Fibre Production	C1 C2
10		NAIDOC week celebration		
Break				
Break				

Term 3

- Winter term – weather may impact on garden sessions
- Program needs to be adaptable
- Learners continue to expand their repertoire of recipes, experimenting with adaptations based on personal preferences and gathering and displaying class data about likes/dislikes using a variety of methods including use of digital technologies

Week	Unit and Topic	Activities	Content Addressed	Criteria Assessed
1	Welcome back	<p>KITCHEN/CLASSROOM</p> <ul style="list-style-type: none"> • Review year highlights to date • Preview this term <p>GARDEN</p> <ul style="list-style-type: none"> • Audit garden – collect data to plan maintenance (photos) • Undertake immediate maintenance tasks 	<p>Unit 1</p> <p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p>	<p>C1</p> <p>C2</p>
2, 4, 6, 7	What will we make for lunch today and why?	<p>KITCHEN</p> <p>Focus: soup is warming and nutritious.</p> <ul style="list-style-type: none"> • Pumpkin soup in microwave • Gather garnishes from herbs growing in garden • Discussion and choice of garnishes – parsley, chives, cream • Serve with crusty bread • Eat together, freeze excess • Pack up • Journal entry - how did you prepare, cook and serve your soup? 	<p>Unit 3 – Food specialisations</p> <p>Unit 4 – Food and Fibre Production</p>	<p>C1</p> <p>C2</p> <p>C3</p>
3	Plants need ongoing care to grow healthily	<p>GARDEN</p> <p>Maintenance tasks</p>	Unit 4	<p>C1</p> <p>C2</p>
5		<p>GARDEN</p> <p>What do we need to prune now and how do we prune it?</p>	Unit 4	<p>C1</p> <p>C2</p>

Week	Unit and Topic	Activities	Content Addressed	Criteria Assessed
8		GARDEN If we want food in summer then we have to plant our crops now	Unit 4	C1 C2
9		KITCHEN <ul style="list-style-type: none"> Co-actively plan a soup and bread lunch for next week using frozen soup so everyone has a choice Consider inviting parents/carers – fill in digital invitation GARDEN Maintenance tasks	Unit 3 Unit 2	C1 C2 C3
10		KITCHEN <ul style="list-style-type: none"> Learners allocated tasks to prepare meal, set table and welcome guests Shared celebratory meal End of term assessment	All units	C1, C2, C3
Break				
Break				

Term 4

- end of year celebration or Christmas – explore food and food plants as gifts



Week	Unit and Topic	Activities	Content Addressed	Criteria Assessed
1-6	What gifts will we make for Christmas?	<p>Explore ideas:</p> <ul style="list-style-type: none"> • food as gifts – sometimes foods as treats (rocky road, gingerbread) • plants as gifts (herb seedlings could be grown and potted on) • think about presentation and packaging, experiment, make decisions • record design ideas in journal • design digital gift tags (choose from templates or make own) 	Unit 1 Unit 2 Unit 3 Unit 4	C1 C2 C3
1-6	What do plants need to grow?	<ul style="list-style-type: none"> • Continue garden maintenance program • Pop up stall of excess produce if available 	Unit 4	C1 C2
7-9	Class recipe book	<p>KITCHEN/ CLASSROOM</p> <ul style="list-style-type: none"> • Each learner contributes one double page spread (photos and recipe) towards a class book that will be printed and bound, with copies available for all learners and to sell. • Learners select their favourite recipe and with support, create their two pages using supplied templates in MS Word 	Unit 1 Unit 2 Unit 3 Unit 4	C1 C2 C3
8		<p>GARDEN</p> <p>We need to prepare the garden for the summer break</p>	Unit 3	C1 C2
9		<p>GARDEN</p> <p>We need to prepare the garden for the summer break</p>	Unit 3	C1 C2
10		Review and final assessment	All	All
Break				
Break				