

## Wallenpaupack Area School District

### Wallenpaupack Area High School

**Course Title:** Cooking for Independent Living

**Length of Course:** Semester – ½ Credit

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#### District Policies:

##### ***Academic Integrity:***

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

##### ***Assessment:***

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the PA Standards and the WASD curriculum.

##### ***Attendance:***

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

##### ***Special Education:***

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

#### Course Description:

Cooking for Independent Living is a course designed to give students a basic understanding of how to prepare nutritious meals for living independently in a fast-paced society. Throughout this course, students will learn about nutrition, meal planning, food safety, and consumerism. Food labs are integrated throughout the course which gives students information on how to prepare food correctly, using proper sanitation, and will cover energy and time-saving cooking methods such as microwave cooking, slow cooking, and meals in minutes, as well as learning how to utilize freezing methods and leftovers. Students who wish to further their study may enroll in Foods or Food Service I.

#### Pennsylvania State Standards:

##### ***Family and Consumer Sciences – Financial and Resource Management:***

- 11.1.9.D:** Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).
- 11.1.9.F:** Evaluate different strategies to obtain consumer goods and services.

##### ***Family and Consumer Sciences – Balancing Family, Work and Community Responsibility:***

- 11.2.9.C:** Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.
- 11.2.9.D:** Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).
- 11.2.9.E:** Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).
- 11.2.9.H:** Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.

##### ***Family and Consumer Sciences – Food Science and Nutrition:***

- 11.3.9.A:** Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).
- 11.3.9.B:** Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.
- 11.3.9.D:** Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).

- 11.3.9.E :** Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.9.F:** Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).
- 11.3.9.G:** Analyze the application for physical and chemical changes that occur in food during preparation and preservation.

## **Core Curriculum:**

### **Course Objectives:**

This course prepares students to improve their health and wellness through the use of hands-on cooking activities as well as introducing them on an introductory level to the spectrum of topics related to foods including kitchen management and organization, food safety and foodborne illness, meal planning for the individual and family, being a smart shopper, nutrition, and energy and time-saving cooking methods.

#### **Students will learn how to manage and organize kitchen operations as demonstrated by the ability to:**

- Accurately measure recipe ingredients.
- Properly store food ingredients.
- Correctly operate small appliances.
- Organize kitchen duties.
- Work as a team in preparing recipes.

#### **Students will practice safe food-handling guidelines and identify sources of foodborne illness as demonstrated by the ability to:**

- Identify the correct internal temperatures of specific types of foods.
- List the names, sources, and prevention for the six major types of foodborne illness.
- Practice safe food-handling techniques during food labs.
- Follow proper sanitation rules during food labs.
- Identify potential sources of contamination during the cooking process and state how to prevent contaminants from spreading.
- Use NoodleTools to cite information used to create their Food Safety brochures.

#### **Students will learn to plan meals for the individual and family as demonstrated by the ability to:**

- State the advantages and disadvantages of using convenience foods in cooking.
- Evaluate the cost-effectiveness of using homemade foods versus buying partially prepared products.
- Determine daily calorie and food group requirements according to the MyPlate food guidance system.
- Plan meals based on the nutritional requirements of individuals based on the MyPlate system.

#### **Students will learn how to be a smart shopper by the ability to:**

- List at least 10 tips that consumers should know when purchasing food.
- Evaluate the benefits and drawbacks of using consumer strategies for saving money such as planning meals around weekly specials and using coupons.
- Read and understand how products Nutrition Fact Labels are organized.
- Make food choices based on the Nutrition Facts Label.
- Research career choices and interests within the realm of Family and Consumer Sciences.

#### **Students will demonstrate an understanding of basic nutritional concepts by the ability to:**

- Identify the six major nutrients and their role in the body.
- Understand the basic nutritional needs of the body throughout the lifecycle.
- Plan a meal for individuals with special dietary needs.
- Plan a meal for children based on aesthetics, taste, and nutritional appeal.
- Develop methods for incorporating fruits and vegetables into every meal.

#### **Students will learn energy and time-saving cooking methods as demonstrated by the ability to:**

- Select recipes and create meal plans that meet the nutritional needs of individuals, but that have limited resources such as: time, space, skills, and tools.

## Major Activities to Support Course Objectives:

### Student Responsibilities:

#### ***Attendance expectations:***

Attendance is central to your success in this class. Due to the hands-on nature of this class, the coursework is completed during the class period; therefore, any absence will result in the student missing work which must be completed. Cooking labs are unable to be made-up with another cooking assignment; therefore, a student will be given an alternate reading/writing assignment to be completed in place of the missed lab.

#### ***Homework expectations:***

Homework is generally not assigned in this class due to the hands-on nature of the course. If homework is assigned, students are expected to complete the homework and submit it the next class period.

#### **Make-Up Work:**

Food labs cannot be made up by participating in an extra food lab. The only way that you may make-up the grade missed from a missing lab is to complete a make-up assignment article review on your return to school. It is your responsibility to request the make-up assignment and the assignment must be returned within two (2) school days unless other arrangements are made.

#### **Late Work:**

One (1) point will be deducted per day for late classwork assignments. Once an assignment has been reviewed in class, no credit will be awarded for late assignments (unless other arrangements have been made). Penalties for late projects will be determined depending on the project.

### Assessment:

#### ***Grading Components:***

Grading Category Weights are as follows:

Classwork/Homework	5%
Journal Entries	10%
Quizzes	20%
Food Labs	25%
Tests/Projects	40%

### Content Pacing Guide:

Topic	Major Assignments	Estimated Time
Identifying and Using Measuring Equipment	View Kitchen Fundamentals DVD and complete worksheet; complete small equipment identification worksheet; practice measuring ingredients	3 blocks
Reading and Understanding a Recipe	Discuss food preparation and cooking terms; read and analyze recipes; view Kitchen Math DVD and complete worksheet	2 blocks
Developing a Market Order	Practice completing a market order; complete market orders for all food labs during the semester	1 block; Ongoing
Using and Maintaining Small Appliances	Operate small appliances during food labs and properly store after usage	1 block; Ongoing
Teamwork and Communication	Teambuilding activities	1 block; Ongoing
Kitchen Sanitation Rules	View Food Safety PowerPoint presentation	1 block
Safe Food-handling Guidelines	Complete food safety worksheets; view "Dr. X and the Quest for Food Safety" video and complete viewing guide; practice safe food-handling guidelines during food labs	2 blocks
Foodborne Illness	Create a tri-fold brochure on Food Safety	3 blocks
Convenience versus Homemade Foods	Convenience versus Homemade Foods PowerPoint presentation;	2 blocks

	view "Meals in Minutes: Wrap and Roll"; food lab	
Using the MyPlate Food Guidance System	Internet exploration of <a href="http://www.myplate.gov">www.myplate.gov</a> website and complete online scavenger hunt	1 block
The Dietary Guidelines	MyPlate and Dietary Guidelines PowerPoint presentation	1 block
Learning to be a Wise Consumer	View the Smart Shopping PowerPoint presentation; video on smart consumer practices; read grocery store weekly circulars	2 blocks
Saving Money and Time Purchasing Food	Worksheets on consumerism	1 block
The Nutrition Facts Label	Nutrition Label scavenger hunt; food product Nutrition Facts Label evaluations	2 blocks
Career Choices	Research project on career choices and interests; view Career Spotlight videos; classroom discussion on career choices	2 blocks
Nutritional Requirements Throughout the Lifecycle	Article "Vending Machine Dilemmas"; view and discuss "Junk Food Wars"; Child Party planning project	3 blocks
Planning Nutritional Meals	View Nutrition PowerPoint presentation; nutrition worksheets; food labs	2 blocks; Ongoing
Making Fruits and Vegetables Appealing	Meal planning and nutrition worksheet; food labs	2 blocks
Meals in Minutes	Class discussion; recipe selection; informational packet	2 blocks
Slow-cooking Method	Class discussion; recipe selection; informational packet	2 blocks
One-dish Meals	Class discussion; recipe selection; informational packet	2 blocks
Microwave Cooking	Class discussion; recipe selection; informational packet	2 blocks