

## Wallenpaupack Area School District

### Wallenpaupack Area High School

Course Title: Foods

Length of Course: Semester – 1 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:

Foods is a course designed to give students an overview of how food impacts everyday life. Students learn about the study of nutrition, the applications of the new MyPlate food guidance system, meal planning, eating styles, consumerism, as well as food-service related career options. Hands-on cooking experience is gained through food labs which are integrated throughout the course. Students will learn basic cooking techniques and preparation methods while incorporating the principles of safe food-handling and proper sanitation. Students will also gain a multicultural perspective of food as they study the culture of cuisine of foreign countries; meals from those countries will be prepared. Foods is recommended for any student interested in learning how to prepare food for themselves or a family. Students interested in furthering their study of food may use the successful completion of this course as entry into the Foodservice program.

#### Pennsylvania State Standards:

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

- 11.1.12.A:** Evaluate the impact of family resource management on the global community.
- 11.1.12.B:** Analyze the management of financial resources across the lifespan.
- 11.1.12.C:** Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).
- 11.1.12.D:** Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.
- 11.1.12.E:** Compare and contrast factors affecting annual gross and taxable income and reporting requirements (e.g., W-2 form, Income tax form).
- 11.1.12.F:** Compare and contrast the selection of goods and services by applying effective consumer strategies.
- 11.1.12.G:** Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.

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

- 11.2.12.A:** Justify solutions developed by using practical reasoning skills.
- 11.2.12.B:** Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.
- 11.2.12.C:** Analyze teamwork and leadership skills and their application in various family and work situations.
- 11.2.12.D:** Based on efficiency, aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.
- 11.2.12.E:** Assess the availability of emerging technology that is designed to do the work of the family and evaluate

- the impact of its use on individuals, families and communities.
- 11.2.12.F:** Assess the relationship of family functions to human developmental stages.
- 11.2.12.G:** Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).
- 11.2.12.H:** Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

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

- 11.3.12.A:** Analyze how food engineering and technology trends will influence the food supply.
- 11.3.12.B:** Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).
- 11.3.12.C:** Evaluate sources of food and nutrition information.
- 11.3.12.D:** Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).
- 11.3.12.E:** Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.
- 11.3.12.F:** Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.
- 11.3.12.G:** Analyze the relevance of scientific principles to food processing, preparation and packaging.

***Family and Consumer Sciences – Child Development:***

- 11.4.12.A:** Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson and prior findings versus new brain development research).
- 11.4.12.B:** Analyze current issues in health and safety affecting children at each stage of child development.
- 11.4.12.C:** Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).
- 11.4.12.D:** Analyze plans and methods to blend work and family responsibilities to meet the needs of children.
- 11.4.12.E:** Identify practices that develop the child's imagination, creativity and reading and writing skills through literature.

**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 to the spectrum of topics related to foods including nutrition, meal planning, consumerism, eating styles, food safety, careers in the foodservice industry, and a multicultural foods perspective.

**Students will understand the importance of food safety and sanitation as demonstrated by the ability to:**

- Recognize the duties of the FDA and resources available to the community for protection against food borne illnesses.
- Weigh the benefits and risks of substances in or on food (pesticides, animal drugs, organic, etc.)
- Recognize and practice proper food handling kitchen sanitation in order to prevent food contamination.
- Identify common food borne illnesses, their sources and symptoms in the body.

**Students will demonstrate basic kitchen lab procedures by the ability to:**

- Observe proper measuring and cooking techniques through teacher demonstration.
- Choose recipes throughout the course to prepare and analyze using cookbooks and the Internet.
- Use cooking equipment properly.
- Complete market orders and lab job duties.
- Prepare various recipes using all of the above skills.

**Students will articulate the characteristics of various eating styles by the ability to:**

- Identify the causes, signs, and symptoms of eating disorders.
- Identify community resources available to those with eating disorders.
- List different types of exercise and analyze the energy expended and health benefits of exercise.
- Compare and contrast both "fad" and healthy diets including the vegetarian diet.
- Recognize the components of healthy weight managements and lifestyles.
- Identify and discuss benefits of a healthy diet.
- Explain how heredity and an unhealthy diet can affect the body.

**Students will become more informed consumers by the ability to:**

- Compare and contrast brand name, store brand, and special dietary products based on cost, appearance, and availability.
- Understand how to make wise consumer choices when purchasing food and household items.
- Evaluate the role of the FDA and consumer rights and responsibilities when quality is not up to standard.
- Identify programs available to consumers for food assistance.
- Learn how to read food labels and the Nutrition Facts labels.

**Students will gain an understanding of nutrition and MyPlate by the ability to:**

- Identify the parts of MyPlate (the former Food Guide Pyramid).
- Understand basic nutritional concepts.
- List and understand MyPlate servings for males and females throughout the lifespan.
- Plan and create meals for various nutritional needs and ages.
- Look specifically at child meal planning based on MyPlate, the developmental stages of the child, and creativity needed to interest children in healthy food choices.
- Complete food science experiments that identify chemical reactions and properties of food found in different food groups.

**Students will be aware of the variety of careers available that are related to the foodservice industry by the ability to:**

- Recognize and explain the roles and abilities of food related careers.
- Discuss the educational requirements of food-related careers.

**Students will gain a multicultural perspective of foods by the ability to:**

- Research and present the culture and cuisine of a selected country.
- Utilize various research techniques including the library, Internet, and numerous other resource materials for the presentation.
- Either prepare a research report or a presentation for a chosen country.
- Prepare a presentation about the country for the class.
- Facilitate a cooking lab experience for the country with their class.

**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
Foodborne Illnesses and Prevention	Food Safety Presentation	3 blocks
Organic versus Pesticides	View and Discuss: Food Inc.	2 blocks
Proper Food Handling and Kitchen Sanitation	Food Product Identification Activity	1 block; Ongoing
Proper Measuring and Cooking Techniques	Teacher and student demonstrations	1 block; Ongoing
Recipe Analysis	Reading a Recipe handouts and worksheet	1 block
Kitchen Equipment and Usage	Student worksheet and participation in Kitchen Scavenger Hunt	1 block; Ongoing
Market Orders and Job Schedules	Teacher demonstration and Meal Planning practice sheet	2 blocks; Ongoing
Cooking Labs	Hands-on Food Labs throughout the course, generally, one cooking lab per week	2 blocks per week
Eating Disorders	Eating Style Presentation; Eating Disorder Poster Project	2 blocks
Diet, Exercise, and Healthy Lifestyles	Textbook and Internet Research for Poster Project; Class discussion	1 block
Healthy Diets	Fad Diet Comparison	1 block
Heredity, Diet, and Effects on the Body	View and Discuss: For the Love of Nancy	2 blocks
Food Product Evaluation	Food Lab	1 block
Unit Pricing	Food Product Project; Consumerism Presentation	1 blocks
Consumer Rights and Responsibilities	Handout; Discussion for Project	1 block
Reading Nutrition Facts Labels	Food Product Project; Presentation and Worksheets	1 block
Basic Nutrition	Nutrition Presentation; Lecture, handouts, and worksheets	4 blocks
MyPlate	Exploration of the MyPlate.gov Website	2 blocks
Nutritional Needs through the Lifespan	Nutrition Presentation; Child Party Project	2 blocks
Careers	Videos on Spotlight Careers (Food Stylist, Chef and Restaurateur); Discuss on Career Choices; Career Brochure Project	5 blocks
Multicultural Foods	International Foods Project; Food Labs; Student Presentations; Various Videos on Ethnic Foods	3-5 blocks per country studied