

Wallenpaupack Area School District

Planned Course Curriculum Guide

Family and Consumer Sciences

Cooking for Fun!

Course Description:

Cooking for Fun! is a course designed to teach students the basic skills necessary to make food preparation an enjoyable and safe experience. Students will learn how to use common cooking equipment and basic food preparation techniques which are integrated into cooking labs. Cooking labs will focus on fun foods to make and eat such as pasta and homemade sauces, quesadillas, appetizers, soups and biscuits, cookies, soft pretzels, and other simple recipes selected by the students.

Students who wish to continue their learning may enroll in the Foods elective or apply for enrollment into the Culinary Arts CTE program after successful completion of this course.

Revision Date:

October 14, 2024
Rowe/Geisheimer

Wallenpaupack Area School District Curriculum	
COURSE: Cooking for Fun!	GRADE/S: 9
UNIT 1: Safety and Sanitation	TIMEFRAME: 5 blocks; ongoing

PA COMMON CORE/NATIONAL STANDARDS:

Academic Standards for Family and Consumer Sciences:

- 11.3.3.B. Describe personal hygiene techniques in food handling (e.g., handwashing, sneeze control, signs of food spoilage).
- 11.3.6.B. Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).
- 11.3.6.F. Analyze basic food preparation techniques and food-handling procedures.
- 11.3.12.B. Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).

UNIT OBJECTIVES:

- The student will list the four key steps to food safety (Fight BAC) and give examples of each.
- The student will discuss examples of how following food safety practices can help prevent kitchen accidents.
- The student will identify forms of food contamination.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Completion of digital safety activities
- Completion of food safety packet
- Classroom discussion
- Teacher-created Food Safety Kahoot!
- Utilization and application of food safety principles and procedures during cooking labs

ASSESSMENTS:

- Completion of safety packets
- Participation in class discussions and Kahoot!
- Food Safety test
- Cooking lab planning, participation, and evaluation

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of a student's IEP/GIEP/504 plan.

RESOURCES:

- **Technology:** Internet access, student iPad, Microsoft Office Suite
- **Websites Accessed:** links to relevant educational websites are shared in Schoology
 - Partnership for Food Safety Education: <https://www.fightbac.org/>
- **Other:** please check Schoology for resources specific to each assignment

COOKING LABS:

- Students will have access to all kitchen equipment, including knives, and will be trained in kitchen safety and proper usage of equipment prior to independent use in Cooking Labs. Students will be preparing foods that will be shared among class members with all dietary restrictions taken into consideration prior to recipe planning, ingredient usage, and food preparation.

KEY VOCABULARY:

- Bacteria
- Biological hazard
- Physical hazard
- Chemical hazard
- Contamination
- Cross-contamination
- Foodborne illness
- Food contact surface
- Hygiene
- Internal temperature
- Danger zone

Wallenpaupack Area School District Curriculum	
COURSE: Cooking for Fun!	GRADE/S: 9
UNIT 2: Kitchen Management and Organization	TIMEFRAME: 4 blocks; ongoing

PA COMMON CORE/NATIONAL STANDARDS:

Academic Standards for Family and Consumer Sciences:

- 11.3.6.F. Analyze basic food preparation techniques and food-handling procedures.
- 11.2.6.A. Contrast the solutions reached through the use of a simple decision-making process that includes analyzing consequences of alternative solutions against snap decision-making methods.
- 11.2.9.A. Solve dilemmas using a practical reasoning approach:
 - Identify situation
 - Identify reliable information
 - List choices and examine the consequences of each
 - Develop a plan of action
 - Draw conclusions
 - Reflect on decisions
- 11.2.12.A. Justify solutions developed by using practical reasoning skills.

UNIT OBJECTIVES:

- The student will identify various kitchen utensils and types of knives and discuss the functions of each.
- The student will learn proper handling of knives and hand placement.
- The student will demonstrate basic knife skills.
- The student will measure liquid, dry, and moist ingredients for use in recipes.
- The student will use various pieces of equipment and knives in cooking labs.
- The student will identify the parts of a recipe.
- The student will create market orders.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Gallon Castle activity
- Presentation of cooking measurements and conversions
- Completion of measurement packet
- Demonstration of safe handling and usage of knives
- Types of Knives – teacher presentation and guided notes
- Equipment – teacher presentation and guided notes
- Utilization and application of correct measurement and equipment usage during cooking labs
- Review food lab procedures

ASSESSMENTS:

- Completion of guided note packets
- Participation in class discussions and Kahoot!
- Kitchen Equipment, Measurements, and Knives test
- Cooking lab planning, participation, and evaluation

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of a student's IEP/GIEP/504 plan.

RESOURCES:

- **Technology:** Internet access, student iPad, Microsoft Office Suite
- **Websites Accessed:** links to relevant educational websites are shared in Schoology
- **Other:** please check Schoology for resources specific to each assignment

COOKING LABS:

- Students will have access to all kitchen equipment, including knives, and will be trained in kitchen safety and proper usage of equipment prior to independent use in Cooking Labs. Students will be preparing foods that will be shared among class members with all dietary restrictions taken into consideration prior to recipe planning, ingredient usage, and food preparation.

KEY VOCABULARY:

- Measuring Tools
 - Liquid measure, dry measure, measuring spoons, scale
- Mixing Tools
 - Mixing spoons, slotted spoon, whisk
- Baking Tools
 - Sifter, pastry blender, pastry brush, rolling pin, non-stick mat, parchment paper, bent-edged spatula, straight-edged spatula, flexible spatula
- Thermometers
 - Meat thermometer, refrigerator-freezer thermometer, candy/fat thermometer, instant-read thermometer, oven thermometer
- Cutting Tools
 - Kitchen shears, poultry shears, peelers, shredder-grater, plane grater, cutting board
- Other Preparation Tools
 - Tongs, kitchen fork, ladle, baster, colander, strainer, can opener
- Knives
 - Chef's knife, paring knife, bread knife, boning knife, utility knife
- Cookware
 - Sauce pan, stockpot, double boiler, pressure cooker, skillet, sauté pan, griddle pan, grill pan, omelet pan

- Bakeware

- Cookie sheet, cake pans, tube bundt pan, springform pan, jelly roll pan, pizza pan, muffin pan, loaf pan, pie plate, casseroles, souffle dish, roasting pan

Wallenpaupack Area School District Curriculum	
COURSE: Cooking for Fun!	GRADE/S: 9
UNIT 3: Cooking Techniques	TIMEFRAME: 4 blocks; ongoing

PA COMMON CORE/NATIONAL STANDARDS:

Academic Standards for Family and Consumer Sciences:

- 11.3.6.F. Analyze basic food preparation techniques and food-handling procedures.
- 11.2.6.A. Contrast the solutions reached through the use of a simple decision-making process that includes analyzing consequences of alternative solutions against snap decision-making methods.
- 11.2.9.A. Solve dilemmas using a practical reasoning approach:
 - Identify situation
 - Identify reliable information
 - List choices and examine the consequences of each
 - Develop a plan of action
 - Draw conclusions
 - Reflect on decisions
- 11.2.12.A. Justify solutions developed by using practical reasoning skills.

UNIT OBJECTIVES:

- The student will identify and apply appropriate cooking techniques.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Cooking Techniques – teacher presentation and guided notes
- Cooking technique and description matching activity

ASSESSMENTS:

- Completion of guided note packets
- Participation in class discussions and Kahoot!
- Cooking Technique test
- Cooking lab planning, participation, and evaluation

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of a student's IEP/GIEP/504 plan.

RESOURCES:

- **Technology:** Internet access, student iPad, Microsoft Office Suite
- **Websites Accessed:** links to relevant educational websites are shared in Schoology
- **Other:** please check Schoology for resources specific to each assignment

COOKING LABS:

- Students will have access to all kitchen equipment, including knives, and will be trained in kitchen safety and proper usage of equipment prior to independent use in Cooking Labs. Students will be preparing foods that will be shared among class members with all dietary restrictions taken into consideration prior to recipe planning, ingredient usage, and food preparation.

KEY VOCABULARY:

- | | | |
|------------|----------------------|----------------|
| • Recipe | • Yield | • Cooking time |
| • Watt | • Standing time | • Dehydration |
| • Arcing | • Time-work schedule | • Dovetail |
| • Bake | • Blend | • Baste |
| • Boil | • Beat | • Braise |
| • Blanche | • Broil | • Brown |
| • Combine | • Chill | • Core |
| • Chop | • Cream | • Coat |
| • Cut-in | • Deep-fry | • Fry |
| • Grate | • Flour | • Grease |
| • Fold | • Knead | • Marinate |
| • Parboil | • Mince | • Pare |
| • Panbroil | • Poach | • Pre-heat |
| • Puree | • Scald | • Roast |
| • Sear | • Roll | • Shred |
| • Sauté | • Sift | • Simmer |
| • Stir | • Skim | • Stir-fry |
| • Steam | • Toss | • Stew |
| • whip | | |

Wallenpaupack Area School District Curriculum	
COURSE: Cooking for Fun!	GRADE/S: 9
UNIT 4: Nutrition	TIMEFRAME: 6 blocks; ongoing

PA COMMON CORE/NATIONAL STANDARDS:

Academic Standards for Family and Consumer Sciences:

- 11.3.6.F. Analyze basic food preparation techniques and food-handling procedures.
- 11.3.9.E. Analyze the energy requirements, nutrient requirements, and body composition for individuals at various stages of the life cycle.
- 11.3.12.C. Evaluate sources of food and nutrient information.
- 11.3.12.E. Analyze the breakdown of foods, absorption of nutrients, and their conversion to energy by the body.
- 11.2.6.A. Contrast the solutions reached through the use of a simple decision-making process that includes analyzing consequences of alternative solutions against snap decision-making methods.
- 11.2.9.A. Solve dilemmas using a practical reasoning approach:
 - Identify situation
 - Identify reliable information
 - List choices and examine the consequences of each
 - Develop a plan of action
 - Draw conclusions
 - Reflect on decisions
- 11.2.12.A. Justify solutions developed by using practical reasoning skills.

UNIT OBJECTIVES:

- The student will identify the six major nutrients.
- The student will explain the function of each major nutrient in the body.
- The student will discover dietary sources of each major nutrient.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Nutrition – teacher presentation and guided notes
- Nutrition Comic Strip or one-page nutrition project

ASSESSMENTS:

- Completion of guided note packet
- Completion of nutrition project

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of a student's IEP/GIEP/504 plan.

RESOURCES:

- **Technology:** Internet access, student iPad, Microsoft Office Suite
- **Websites Accessed:** links to relevant educational websites are shared in Schoology
- **Other:** please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Nutrition
- Malnutrition
- Nutrients – Essential Nutrients
- Calorie
- Energy
- Minerals – Macro and Micro
- Vitamins – Water-soluble and Fat-soluble
- Carbohydrates – Simple, Complex, and Fiber
- Proteins – Complete and Incomplete
- Fats – Saturated, Unsaturated, and Cholesterol
- Water
- Absorption
- MyPlate

Wallenpaupack Area School District Curriculum	
COURSE: Cooking for Fun!	GRADE/S: 9
UNIT 5: Cooking Labs	TIMEFRAME: 26 blocks; ongoing

PA COMMON CORE/NATIONAL STANDARDS:

Academic Standards for Family and Consumer Sciences:

- 11.3.6.F. Analyze basic food preparation techniques and food-handling procedures.
- 11.1.9.F. Evaluate different strategies to obtain consumer goods and services.
- 11.1.12.F. Compare and contrast the selection of goods and services by applying effective consumer strategies.
- 11.2.6.A. Contrast the solutions reached through the use of a simple decision-making process that includes analyzing consequences of alternative solutions against snap decision-making methods.
- 11.2.9.A. Solve dilemmas using a practical reasoning approach:
 - Identify situation
 - Identify reliable information
 - List choices and examine the consequences of each
 - Develop a plan of action
 - Draw conclusions
 - Reflect on decisions
- 11.2.12.A. Justify solutions developed by using practical reasoning skills.

UNIT OBJECTIVES:

- The student will identify and apply appropriate cooking techniques.
- The student will properly handle knives during lab preparations.
- The student will measure liquid, dry, and moist ingredients for use in recipes.
- The student will use various equipment in cooking labs.
- The student will create a recipe by following directions.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Cooking labs

ASSESSMENTS: UPDATE?

- Utilization and application of food safety principles and procedures during cooking labs
- Utilization and application of correct measurement and equipment usage during cooking labs
- Cooking lab planning, participation, and evaluation

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of a student's IEP/GIEP/504 plan.

RESOURCES:

- **Technology:** Internet access, student iPad, Microsoft Office Suite
- **Websites Accessed:** links to relevant educational websites are shared in Schoology
- **Other:** please check Schoology for resources specific to each assignment

COOKING LABS:

- Students will have access to all kitchen equipment, including knives, and will be trained in kitchen safety and proper usage of equipment prior to independent use in Cooking Labs. Students will be preparing foods that will be shared among class members with all dietary restrictions taken into consideration prior to recipe planning, ingredient usage, and food preparation.

KEY VOCABULARY:

- *Vocabulary terms specific to each recipe*