

**Mayerthorpe Junior Senior High School**  
**Career and Technology Foundations 7/8/9: Course Outline (2023-2024)**

**Culinary Arts**  
***Made for Junior High Students***

Teacher: Mrs. Shelley Knott  
Email: [shelley.knott@ngps.ca](mailto:shelley.knott@ngps.ca)  
Lab: 123

### **CTF Essence Statements and Learning Outcomes**

CTF encourages an engaging and holistic learning process that results in the development of a product, performance or service. CTF can integrate other program outcomes by identifying *cross-curricular* connections as well as literacy and numeracy skills.

CTF creates an environment where students explore *interests* and *passions* while developing skills and competencies and making connections to career possibilities by exploring any combination of the Career and Technology Studies (CTS) occupational areas. Students work toward a shared goal in response to a challenge. Finally, the process involves bridging the community and the school to create authentic learning experiences.

*The CTF curriculum is based on the following 13 learning outcomes:*

- I explore my interests and passions while making personal connections to career possibilities.
- I use skills/technologies associated with occupational areas.
- I follow safety requirements associated with occupational areas and related technologies. CTF is designing, creating, appraising and communicating responses to challenges
- I problem solve in response to challenges.
- I design in response to challenges.
- I adapt to change and unexpected events.
- I make decisions in response to challenges.
- I appraise product(s), performance(s) or service(s) created in response to challenges.
- I appraise the skills/technologies I use in response to challenges.
- I communicate my learning. CTF Learning Process CTF is working independently and with others while exploring careers and technology.
- I describe how my actions affect learning.
- I develop skills that support effective relationships.
- I collaborate to achieve common goals.

## **Foods and Food Preparation (FOD)**

This program requires students to examine the role of food, looking beyond consumption to production, visual appreciation, nutrition, meal planning, economics and preparation; learn the various skills in the cook trade. Related occupations include but are not limited to: Baker, Chef, Cook, Kitchen Helper, Food Assembler, Bartender, Flight Attendant, Restaurant Manager, Caterer and Dietician.

### **OBJECTIVES:** *The student will be able to*

- identify and properly utilize kitchen equipment, imperial and metric measurements, and food preparation techniques
- acquire and practice basic food preparation skills
- apply time management and organizational skills in meal planning and preparation
- apply scientific principles in food preparation for maximum quality
- acquire and apply terminology as it applies to both foods and to food cookery techniques
- develop good work habits (attention to detail, clean up and sanitary practices)
- work cooperatively and productively with others
- examine *Canada's Food Guide to Healthy Eating* – use it to make healthier food choices and to evaluate new nutrition information, fads and fallacies

### **COURSE CONTENT:** *Order of content may vary.*

#### **Kitchen Principles**

- Lab Safety
- Working as a team
- Safe Food Handling and Lab Sanitation
- Basic Kitchen Equipment
- Recipe Basics (reading, measuring ingredients)
- Cooking Methods

#### **Nutrition**

- Canada's Food Guide to Healthy Eating
- Essential nutrients

### **EQUIPMENT REQUIREMENTS:** to be brought to **every** class

- Binder
- pen, pencil and highlighter

Please note: Students are welcome to keep a labeled binder in the classroom at any time. There is a shelf to place them on.

## CLASSROOM PROCEDURES

1. Students are expected to **arrive on time**. Due to the practical nature of this course, punctual attendance is mandatory. Eighty minute classes mean **starting on time** in order to finish within the allotted time. As most of the important instructions and information are given in the first 10 minutes of class, it is essential that you arrive on time. If unduly late for a lab, you will be assigned an alternate task. **Being late results in a loss of cooking privileges.**
2. If absent, remember that it is the student's responsibility to check with the teacher for work missed while absent. **The due dates for assignments are always posted on the white board located at the front of the classroom.** Please use the correct hand-in bin!
3. There is absolutely no use of vulgar language (swearing) or inappropriate comments.
4. **Kitchens must be inspected** before you and your partner depart. Leaving a kitchen or equipment unclean results in both a loss of lab marks and cooking privileges. Please remember that others use the lab and equipment. It must be ready for others!
5. Ensure your shoes are clean and appropriate so as to respect the cleanliness of both the lab and the school. No sandals while we are cooking.
6. Students complete classwork and assessments independently. *There is no shared work or copying.* When you are not cooking, you are working on the assignment which is collected and assessed as part of your mark. Once an assignment has been corrected in class and/or handed back, it can no longer be handed in for marks (exception—excused absences).
7. You may only use the chrome books in the lab. Chromebooks are for research and assignments NOT playing games. Please use your assigned chrome book and return it to the cart to be plugged in before class ends.



## STUDENT ASSESSMENT

### **Practical (labs) 40 %**

Student performance will be evaluated on a daily basis. Most labs will be marked out 10. Students must complete 50% of labs in class to obtain a pass in the course. To adhere to Food Safe practices, a clean apron is mandatory for participation in a lab. No apron will result in a zero for that lab.

#### **Lab clean-up:**

Each student must actively participate in the clean-up of every lab.

### **Theory (written) 20 %**

Assignments are to be handed in when due. Assignments will be accepted until they are marked and returned to the rest of the class. Work must be completed even if you are absent.

### **Quizzes 40 %**

Written assessments are small and no more than 1 page.

**Assessment of Learning (Summative Assessment)** is the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in a language that can be understood by students. Where possible, students will be engaging in their own assessment through self-reflection and the construction of rubrics.

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible.

This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

- Detailed description of assessments linked to outcomes
- Protocols for engaging in alternative or additional assessments (see below)

## **Opportunities to Demonstrate Learning**

When the teacher's professional judgment indicates the student is in a position to demonstrate learning on a summative assessment with greater success than the initial attempt, such as alternative or additional summative assessment will be provided at a time agreed upon by the student and the teacher.

## **The Final Mark/Grade**

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning.

## **Grade Determination**

**Term grade determination:** Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

**Final grade determination:** Grade will be based on the accumulation of term grade evidence and quizzes administered throughout the course. This grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

The final mark/grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement. Credit is granted and recorded for this course if the student's grade is 50% or higher.

## **PERSONAL HYGIENE:**

1. Long hair must be controlled while working with food. Use a hat or hair elastic. There is no combing, brushing or braiding hair in the lab.
2. You must wash your hands. Please use the soap at your sink and wash for 30 seconds.
3. Aprons are worn at all times while preparing food.
4. Bulky sweaters/ jackets must be taken off when preparing food.
5. Hands must be clean when working with food.

## **COURSE FEE:**

There is a \$10 lab fee. Please pay online or at the office and a receipt will be issued.

## **APPEAL PROCESS:**

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and the student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents, and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

Please see student agenda for more detailed appeals information.

TEACHER: *Mrs. Shelley Knott*

