



CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE AND ASSESSMENT GUIDE

Course Name: CUA20S Cooking Principles

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Course Description

Cooking principles is intended for students wishing to pursue the Culinary Arts. Curriculum content focuses on an introduction to the Culinary Arts. The emphasis is on hands-on activities. Students learn the specifics of sanitation and safety in a commercial kitchen according to Manitoba trade standards. They also learn about tools and equipment, knife handling and safety, and general preparation procedures for different types of food and beverage. The course provides information and practical experience on the effects of heat on food, setting up work stations, cooking terms and methods, principles for seasoning and flavoring, and how to read and follow recipes. Students will practice measurement and scaling techniques.

A Note on AI: This class is specifically a space for learning and practicing invaluable writing and researching processes that cannot be replicated by generative artificial intelligence (AI). While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education, this kind of technology can counteract learning. This is because the use of AI diminishes opportunities to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, college is a place for learning, and this AI simply cannot do that learning for us. Academic integrity plays a vital role in the learning that takes

place at Crocus Plains and submitting work as your own that was generated by AI is plagiarism. For all these reasons, any work written, developed, created, or inspired by generative artificial intelligence does not lend itself to our learning goals and is a breach of ethical engagement and Brandon School Divisions academic integrity policy.

Classroom Cellular Phone Policy: Classrooms at Crocus Plains Regional Secondary School have an autonomous phone policy. It is the discretion of each teacher to determine their classrooms policy. Please keep this in mind in each of the culinary classrooms.

Text/Other Resources:

Professional Cooking for Canadian Chefs, Seventh Edition

Trade Safety Awareness Manual, 2007 Manitoba Apprenticeship

FOODSAFE Level 1 workbook, 5th edition

Units of Study

Units of Study	Course Outcomes	Assessment	Proposed Timeline
Sanitation	<ul style="list-style-type: none"> • Explain principles of HACCP • Describe the importance of personal hygiene and health habits. • Describe the importance of sanitary practices when working with food. • Identify causes and preventions for various food borne illnesses. 	<u>Formative Assessments</u> may include: <ul style="list-style-type: none"> • Entrance slips • Fill in the blanks • scenarios • group discussions <u>Summative Assessments</u> Safe food handling quiz Mock gov't inspection	

	<ul style="list-style-type: none"> Identify the Danger Zone 		
Trade Safety	<ul style="list-style-type: none"> Describe how to prevent cuts, burns, slips & falls in the kitchen Describe types of fires and what to do when the fire alarm goes off Describe WHMIS concept, symbols and MSDS Explain the phrase "right to refuse" 	<u>Formative Assessment</u> Daily Q & A Group scenarios <u>Summative Assessment</u> Work safe group presentation	
Food Science & Nutrition	<ul style="list-style-type: none"> Identify various dietary restrictions. Discuss sustainability in the food service industry Describe the effect of heat on food. Review technologic trends in the industry Demonstrate proper cleaning and maintenance for various types of equipment. 	<u>Formative Assessment</u> may include: <ul style="list-style-type: none"> Video analysis Learning centers Student Competitions Fill in the blanks <u>Summative Assessment</u> Dietary Restriction Research project Knife skills test	

Principles of Cooking	<ul style="list-style-type: none"> • Define cooking terms and methods • Describe three ways of heat transfer. • Demonstrate proper scaling, measurement and portioning techniques. • Describe vegetable cuts and their uses. • Understand how to read and follow a standard recipe. • Define culinary terms. • Identify and demonstrate the use of knives. • Describe the importance of Mise en place and preparation. 	<u>Formative Assessment</u> may include: <ul style="list-style-type: none"> • Quizzes • Peer assessment • Student competitions <u>Summative Assessment</u> Knife skills assessment Mystery box practical test Cooking methods lab	
Culinary Perspectives	<ul style="list-style-type: none"> • Be able to describe the food service industry. • Describe the roles and responsibilities of cooks. • Identify and describe professional development opportunities in the hospitality industry. • Understand proper dress code. • Discuss developing trends in the food service industry 	<u>Formative Assessment</u> Assessments may include: <ul style="list-style-type: none"> • Daily question • Class discussions • Group scenarios • puzzles <u>Summative Assessments</u> Chapter test	

Assessment Guidelines

There are various purposes for assessment:

- ☐ Assessment *for* learning (**formative assessment**): where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.
- ☐ Assessment *of* learning (**summative assessment**): where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Academic Achievement

Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

Theory Work 35 %
Practical Work 60 %
Employability Skills 5 %

- ☐ Provincial Standards Exam
- ☐ Final Exam
- ☒ **Final Project/Assignment**
- ☐ N/A