



## CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE AND ASSESSMENT GUIDE

**Course Name:** *FSA10S Exploration of the Culinary Arts*

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**Course Description:**

This is an optional course intended for students wishing to explore the culinary arts. The emphasis is on hands-on activities. Students are introduced to sanitation and safety; tools and equipment; knife handling and safety; and general preparation procedures for different types of food and beverage.

**Text/Other Resources:**

Professional Cooking for Canadian Chefs, Seventh Edition

FOODSAFE Level 1 Workbook, Fifth Edition

## Units of Study

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time (Based on 75 school days)
Sanitation and Safety	<ul style="list-style-type: none"> <li>Describe workplace health and safety.</li> <li>Describe the importance of personal hygiene and health habits.</li> <li>Describe the importance of sanitary practices when working with food.</li> <li>Identify and describe types of cleaners and sanitizers and their proper use.</li> <li>Describe how to safely use kitchen utensils, machines and equipment.</li> <li>Describe types of fires.</li> <li>Describe how to use a fire extinguisher.</li> </ul>	<p><u>Formative Assessment</u></p> <p>Assessments may include:</p> <ul style="list-style-type: none"> <li>Quizzes</li> <li>Fill in the blanks</li> <li>Group work</li> <li>Daily Question</li> <li>Jeopardy</li> </ul> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> <li>Sanitation Group Presentation</li> <li>Mock inspection Checklist assignment</li> </ul>	
Tools and Equipment	<ul style="list-style-type: none"> <li>Identify and describe kitchen equipment.</li> <li>Identify and describe cooking utensils.</li> <li>Identify and describe basic processing, holding and storage equipment.</li> <li>Demonstrate how to use kitchen equipment and utensils.</li> </ul>	<p><u>Formative Assessment</u></p> <p>Assessments may include:</p> <ul style="list-style-type: none"> <li>Team Challenges</li> <li>Scavenger hunt</li> <li>Practical assignments</li> <li>Jeopardy</li> </ul> <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> <li>Kitchen map &amp; legend</li> <li>Equipment identification assignment</li> </ul>	

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time (Based on 75 school days)
Culinary Knife Skills and Mise en Place	<ul style="list-style-type: none"> <li>Define culinary terms.</li> <li>Identify and demonstrate the use of knives.</li> <li>Describe the importance of Mise en place and preparation.</li> <li>Demonstrate the proper use of knives.</li> </ul>	<u>Formative Assessment</u> Assessments may include: <ul style="list-style-type: none"> <li>Practical observation</li> <li>Learning Centers</li> <li>Peer assessment</li> <li>Organizational group challenge</li> <li>Jeopardy</li> </ul> <u>Summative Assessment</u> Knife skills Test	
Cooking Principles	<ul style="list-style-type: none"> <li>Define cooking terms and methods</li> <li>Describe three ways of heat transfer.</li> <li>Describe proper scaling, measurement and portioning techniques.</li> <li>Describe vegetable cuts and their uses.</li> <li>Describe food storage procedures and packaging.</li> <li>Understand how to read and follow a standard recipe.</li> </ul>	<u>Formative Assessment</u> Assessments may include: <ul style="list-style-type: none"> <li>Taste test assignment</li> <li>Daily Puzzle/question</li> <li>Peer assessment</li> <li>Practical observation</li> <li>Jeopardy</li> </ul> <u>Summative Assessment</u> <ul style="list-style-type: none"> <li>Recipe re-creation</li> <li>Cooking methods test</li> <li>Measuring assignment</li> </ul>	
History & Overview of Culinary Arts	<ul style="list-style-type: none"> <li>Be able to describe the food service industry.</li> <li>Describe the roles and responsibilities of cooks.</li> <li>Identify and describe professional development opportunities in the hospitality industry.</li> <li>Understand proper dress code.</li> </ul>	<u>Formative Assessment</u> Assessments may include: <ul style="list-style-type: none"> <li>Quizzes</li> <li>Fill in the blanks</li> <li>Worksheets</li> <li>Brigade puzzle</li> <li>Jeopardy</li> </ul>	

		<u>Summative Assessments</u> Knife skills test Written assignment	
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### **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.**

**Kitchen/Practical Work ..... 65%**

**Classroom Assignments and Assessment 30%**

**Employability Skills..... 5%**

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

### **Learning Behaviours**

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric.

## **Brandon School Division**

### **Student Responsibility Guidelines for Assessment and Evaluation**

Students actively engaged in their learning are the essence of the Brandon School Division's mission of educating the whole child.

The assessment, evaluation and reporting of student learning and achievement involves students, teachers, principals, parents, superintendents and the Board of Trustees. It is the responsibility of professional educators to assess, evaluate, and report on each student's degree of engagement and resulting learning outcomes. Such assessment, evaluation and reporting is a continuous and fundamental part of the student's learning process.

Students are responsible for:

- their own learning with the expertise, assistance and motivation of their teachers;
- engaging individually and collectively in school/community learning opportunities;
- improving their learning involvement
- playing an active role in assessing their own learning
- providing evidence of their learning within established timelines

The purpose of this document is to identify student responsibilities in assessment and evaluation practices, provide clear guidelines and consequences so students can make informed decisions, and to provide structures that improve the relationship between student learning and assessment.

All assessments and/or evaluations will be assigned a reasonable completion date by the classroom teacher.

When a student demonstrates negligence and/or disregard towards the assessment and/or evaluation due date, the teacher can assign a "0" grade for the incomplete assessment and/or evaluation.

**For a "0" grade to remain permanent on the student's record for that unit of study, a teacher's records will demonstrate that he/she had advised the student and the parent/guardian that there was an opportunity to complete the original assessment or an alternate assessment, but that it would have been penalized in accordance to divisional guidelines.**

Penalization for late assessments is as follows:

- Grade 9 – 10%
- Grade 10 – 15%
- Grade 11 – 20%
- Grade 12 – 25%

Example: Grade 10 student receives 80% for a late assessment. The penalty for the late assessment would be  $(80)(0.15) = 12$ . The adjusted mark would be  $80 - 12 = 68\%$ .

Once the late assessment is marked, the penalized assessment mark will replace the “0” grade that was originally assigned to the student by the teacher.

If the original or alternate assessment is not submitted by the new completion date or if the student refuses to submit a required assessment, the “0” grade assigned to it will remain on the student’s evaluation records. The “0” grade(s) will be calculated into the student’s final mark for the unit of study and will be used in the calculation of the final grade of the course.