



CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE AND ASSESSMENT GUIDE

Course Name: *CUC-30S Vegetables and Starches*

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Course Description

This is the branch of Culinary Arts where emphasis is placed on products such as various types of vegetables, pasta, rice, potatoes, mushrooms, and assorted grains. You will learn to recognize and produce a wide variety of these items during learning activities. Students will learn in a well-equipped, modern kitchen and prepare food for school functions and community service events. This course includes classroom instruction and practical lab work in a commercial kitchen.

Required Supplies and Resources: Students are required to bring pencils/pens, lined paper and a binder for handouts on **classroom days**. Students are required to be in uniform on **kitchen days**. The uniform consists of the following: full-length pants, close-toed shoes, apron, hat and hairnet (if required). Additionally, students may wear provided chef coats.

Text/Other Resources

FOODSAFE Level 1 Workbook, Fifth Edition
Professional Cooking for Canadian Chefs, Seventh Edition
The Culinary Professional, Second Edition
Trade Safety Awareness Manual, 2007 Manitoba Apprenticeship
Microsoft 365, specifically Teams

Units of Study

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time (Based on 45 school days)
Intro to Vegetables and Starches	• Recognize the most common fresh vegetables used in commercial foodservice. • Apply qualitative factors when selecting vegetables. • Recall growing seasons related to fresh vegetables. • Recognize purchase forms for vegetables. • Compare different methods for processing vegetables. • Explain how vegetables are graded. • Recall factors that affect the flavor, texture, color and retention of nutrients of cooked vegetables. • Execute the par-cooking of vegetables. • Explain ways blanched vegetables can be finished. • Recognize various moist and dry heat methods used to cook vegetables.	<u>Formative Assessment</u> Assessments may include: • Entrance/exit slips • Daily Q&A • Fill in the blanks • Group work/scenarios • Kitchen work • Reviews • Knife skills and sharpening Review • Discussions <u>Summative Assessments</u> Assessments may include: • Plant Family Research Assignment • Reflection Journal • Practical Tests • Group Practical Test • Monthly Technical Competency Review • Pasta Project	Approximately 3 instructional days.
Fungi			Approximately 5 instructional days.

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time (Based on 45 school days)
Vegetable Families	• Compare different potato varieties for use in commonly found foodservice applications. • Summarize factors related to grading, purchasing, receiving, and storing potatoes. • Recall common convenience potato products. • Summarize the variety of grain products commonly found in foodservice applications. • Analyze various grain products for levels of processing.	<u>Formative Assessment</u> Assessments may include: • Entrance/exit slips • Daily Q&A • Fill in the blanks • Group work/scenarios • Reviews • Activities • Discussions <u>Summative Assessment</u> Assessments may include: • Plant Family Research Assignment	Approximately 17 instructional days.
Starches and Grains	• Compare different pasta or noodles for content and shape. • Summarize receiving and storage practices for grains and grain products. • Implement various cooking methods for the two types of potato. • Execute the best cooking methods for various types of grains in foodservice. • Implement the appropriate cooking methods for preparing both fresh and dry pasta.	• Reflection Journal • Practical Tests • Group Practical Test • Monthly Technical Competency Review • Pasta Project	Approximately 13 instructional days.
Pasta			Approximately 7 instructional days.

Assessment Guidelines

There are various purposes for assessment:

Assessment *for* learning (**formative assessment**): where assessment helps teachers gain insight into what students understand 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.

Work ethic and practical abilities are to be observed and evaluated by the instructor. As well, throughout the course, students will be responsible for preparing a variety of products and assigned various duties. Each unit will consist of theoretical and practical assessments to determine grades. At two intervals during each term, students will receive a performance/production evaluation, which will outline progress.

- Throughout the course, students will be responsible for preparing a variety of products and assigned various duties.
- Work ethic and practical abilities are to be observed and evaluated by the instructor.
- Each unit you may be required to read and answer terms and questions.
- At various intervals during the term, students will receive performance/production evaluations, which will outline progress. Combined, these evaluations will account for 55% of student's mark.

Theory Work **_40_ %**
Practical/Production Work **_55_ %**
Employability/Competency *..... **_05_ %**

* Includes uniform, group participation, and demeanour (attitude/actions) during class proceedings. All of this is a true indicator of *professionalism*, and a recall of the previous safety and sanitation outcomes.

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, high school 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.

Brandon School Division
Student Responsibility Guidelines-Administrative Procedures

Administrative Procedure 6080 – Use of Personal Mobile Devices by Students

The Brandon School Division accepts responsibility to foster and maintain a safe and respectful school environment for its students, staff, and community. There is a collective responsibility to ensure that classrooms and schools are environments that minimize interruptions and distractions to support student engagement in learning.

The Division accepts its responsibility to implement effective measures during the school day by setting healthy boundaries. These measures are designed to protect student learning time and teachers' instructional time, and minimize the potentially harmful impacts of technologies, social media, and online platforms.

Administrative Procedure 2005 – Student Code of Conduct

The Public Schools Act (PSA) supports Manitoba's and Brandon School Division's Philosophy of Inclusion, which states the following:

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

The Brandon School Division accepts responsibility to foster and maintain a safe school environment for its students, staff, and community. To this end, discipline, especially self-discipline, is regarded as an integral part of every student's education. Discipline should teach students to understand the commonly accepted values essential to the well-being of the individual and society and to accept responsibility for the consequences of their actions.

The Division accepts its responsibility to implement effective measures to deal with inappropriate behaviours by students. This includes the establishment of preventive procedures, provision for appropriate early intervention strategies, and the administration of disciplinary action such as is appropriate under the authorities by The Public Schools Act, The Education Administration Act, The Safe Schools Charter and its regulations, Division Administrative Procedures, and other statutes such as the Youth Criminal Justice Act.

Students are expected to practice appropriate behaviour at all times. Principles such as positive self-esteem, individual and social responsibility, respect for property and the rights and values of others shall form the foundation for appropriate behaviour. When behaviour is inappropriate, discipline should assist students to understand the fundamental values essential to the well-being of both the individual and society, and to accept the consequences for their actions. Schools in turn will develop effective disciplinary strategies including the teaching and modeling of appropriate behaviour and the provision of consequences which reflect the nature and severity of the behaviour.

To support this Administrative Procedure, schools will develop and implement a code of conduct consistent with the objectives of this Administrative Procedure, which will be reviewed annually.

A school's code of conduct must include the following:

- a statement that students and staff must behave in a respectful manner and observe the code of conduct.
- a statement that the following will result in an intervention, a response, and/or a consequence:
 - abusing another person verbally, in writing, electronically, or otherwise in the following ways: physically, sexually, emotionally, or psychologically;
 - exhibiting bullying behaviour toward another person (as defined in the terminology);
- discriminating on the basis of any characteristic set out in subsection 9(2) of The Human Rights Code;
- using, possessing or being under the influence of alcohol, cannabis or illicit drugs at school.
- a statement that the following may not occur on school sites:
 - gang activity;
 - possessing a weapon, as "weapon" is defined in section 2 of the Criminal Code (Canada).
- a statement that pupils and staff must adhere to school policies respecting appropriate use of the following:
 - the Internet, including the use of AI generated content (e.g. audio, images, video, or text), social media, text messaging, websites, and email;
 - cameras, cell phones, and other electronic or personal communication devices identified in the code of conduct or the policies of the school board.
- the process for determining behaviour intervention, response, or consequence due to non-observance of the code of conduct and the process for appealing such decisions.

The PSA defines bullying and cyberbullying behaviour and requires that students and staff observe school and school board policies respecting acceptable use of the Internet. A student's feeling of personal safety at school can be impacted by events that take place outside of school hours. Staff members who become aware of bullying or cyberbullying must report and act on it, regardless of where and when it takes place.

The PSA requires all school board employees and people in charge of students, including volunteers, to report non-observance of the code of conduct to the principal as soon as reasonably possible. This includes behaviour that occurs at school or during school-approved activities.

Where the principal believes that a student at the school has been harmed because of another's behaviour, the principal must, as soon as reasonably possible, notify the student's parent(s)/ caregiver(s). The notification must include the following:

- the nature of the behaviour that resulted in harm to the student;
- the nature of the harm to the student;
- the steps taken to Safely protect the student, including the nature of any intervention taken in response to the behaviour.

The school principal is required to disclose more information beyond simply the fact that measures have been taken, but this disclosure does not require particular details.

This may mean disclosing, in general terms, that one or more of the following actions were taken:

- an ongoing intervention plan has been or will be developed;
- a staff member has had a discussion with the student;

- the student's parent(s)/ caregiver(s) have been involved;
- the student has had privileges removed;
- the student was suspended.

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 an INC "0" grade for the incomplete assessment and/or evaluation.

For an INC "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.

Once the late assessment is marked, the 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 INC "0" grade assigned to it will remain on the student's evaluation records. The INC "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.

Learning Behaviours

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

Learning Behaviors	
Scale	C: Consistently – almost all or all the time U: Usually – more than half the time S: Sometimes – less than half the time R: Rarely – almost never or never
Personal Management Skills	Uses class time effectively; works independently; completes homework and assignments on time.
Active Participation in Learning	Participates in class activities; self-assesses; sets learning goals.
Social Responsibility	Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities.