



Intro to Culinary Arts / Lifetime Nutrition and Wellness

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Conference Period: 4th Period: 11:50am-12:40pm

Tutoring Opportunities: Monday and Wednesday from 8:30am-9:00am

Class Materials:

- 1 in. Binder
- 1 Pack of Dividers
- 1 Pack of Page Protectors
- Notebook Paper
- Pens/Pencils/Highlighters
- Closed-Toe Shoes (to be worn on food lab days)
- 1 Box of Kleenex

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Descriptions:

Introduction to Culinary Arts

This course will allow students to gain introductory knowledge in the food industry focusing on planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. Other areas of focus will be on teamwork and career opportunities.

Lifetime Nutrition and Wellness

This laboratory course allows students to use principles of lifetime nutrition and wellness to help them make informed choices that promote wellness as well as pursue careers related to hospitality, human services and health sciences. Laboratory experiences will focus on the integration of nutrition and wellness knowledge with basic food preparation and management skills. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Course Goals:

Students who complete this course successfully will be able to:

Intro to Culinary Arts

- Apply industry standards regarding safety and sanitation, to personal cooking practices.
- Confidently use a variety of cooking tools and small kitchen equipment.
- Prepare a selection of meals using a variety of cooking methods to be self-sufficient in the home and professional kitchen.
- Create a professional portfolio to prepare for the workforce in the culinary sector of the hospitality industry.

Lifetime Nutrition and Wellness

- Make positive choices that promote wellness and encourage a healthy lifestyle.
- Plan nutritionally balanced diets for individuals with and without chronic illness.
- Differentiate nutritional needs through the lifespan.
- Assess the career opportunities related to nutrition, health, and wellness.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum ten per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

Assignments, exams, expectations outside of the classroom:

To prepare for the academic expectations of the course, students are encouraged to come to class with a positive attitude and a willingness to learn every day. Students are expected to use class time to complete assignments, group projects, lab assessments, and major tests/exams. Minor assignments that are incomplete should be completed at home or during tutoring times. I equip students with in-class review sessions, to ensure readiness, prior to all course tests/exams.

Attendance/Tardy Policy/Make-Up Work:

ABSENCES/ATTENDANCE Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student’s attendance affects the award of a student’s final grade or course credit—are of special interest to students and parents.

TARDY POLICY: Because tardiness disrupts the classroom and negatively affects the learning environment, students should arrive punctually to each of their classes. Students are allowed an adequate passing period to travel from one class to the next. Excessive unexcused tardies will be addressed by campus administration.

MAKE-UP WORK POLICY/ LATE WORK POLICY: It is the student’s responsibility to obtain make up work from the teacher when they return to school. They may use the # of days missed, + 1 additional day to turn work back in with no penalty. Per the EMSISD grading policy, if work is turned in 1 school day late, the maximum score the assignment is 85%, 2 school days late, the maximum score for the assignment is 70%, 3 school days late, the maximum score for the assignment is 60%. No late work will be accepted after 3 school business days and a zero will be recorded in the grade book.

Classroom Expectations:

- This will be a collaborative learning environment: Active participation is required.
- Conduct and behavior will be mutually courteous, respectful, and kind.
- Class assignments will be completed and submitted in a timely manner.
- Never hesitate to ask questions and share your ideas in class.
- Personal Electronic Devices (including cell phones), headphones, and air pods should be put away in their backpacks when students enter the classroom, unless otherwise noted by the teacher for class use. These items are NEVER permitted to be used in the kitchen lab area.

Preliminary Schedule of Topics, Readings, and Assignments

Intro to Culinary Arts:

Unit 1: Welcome & Introduction

Unit 2: Food Safety & Kitchen Sanitation

Unit 3: Food Service Equipment

Unit 4: Using Standardized Recipes

Unit 5: Knives Safety & Handling

Unit 6: The Food Service Industry

Unit 7: Dining Etiquette

Unit 8: Professional Employability Skills

Unit 9: Professional Portfolio

Unit 10: Carbohydrates – Doughs

Unit 11: Produce – Fruits & Vegetables

Unit 12: Protein – Eggs, Poultry, Beef

Unit 13: Restaurant Wars

Unit 14: Cupcake Wars

Unit 15: Career Investigations

Unit 16: Kitchen Inventory

Lifetime Nutrition and Wellness:

Unit 1: Syllabus, Expectations, & Procedures

Unit 2: Macronutrients

Unit 3: Micronutrients – Elements & Electrolytes

Unit 4: Digestion & Metabolism

Unit 5: Nutritionally Balanced Diets

Unit 6: Nutrition Through the Lifecycle

Unit 7: Food Safety & Kitchen Sanitation

Unit 8: Recipes, Measurements, & Equivalents

Unit 9: Breakfast Foods

Unit 10: Lunch Foods

Unit 11: Dinner Foods

Unit 12: Healthy Snacks

Unit 13: Gingerbread House Competition

Unit 14: Career Investigations

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.