

Syllabus: Introduction to Foods

Contact Information:

Name: Lisa Andersen

E-mail: lisa.andersen@ankenyschools.org

School phone: 515-965-9610

How students will be graded on academics:

- Letter grades will continue to be assigned for all courses at the secondary level
- When utilizing the Levels of Proficiency (Beginning, Progressing, Meeting, Advanced), teachers will show the connection between a student's performance on the Performance Scale to the assigned grade. This connection will be communicated at the onset of its use and throughout the learning progression for the purpose of providing feedback.

Optional:

Levels of Proficiency: If you are using Performance Scales to measure student learning, include the Levels of Proficiency in your syllabus along with your grading scale used to determine a letter grade.

The graphic titled "LEVELS OF PROFICIENCY" features a large stylized 'A' logo at the top left. Below the title are five horizontal bars, each representing a proficiency level. Each bar has a small icon on the left and text on the right. The levels are: ADVANCED (ADV), MEETING (MTG), PROGRESSING (PRG), BEGINNING (BEG), and INSUFFICIENT (INS). At the bottom right of the graphic is the Ankeny Community School District logo.

Level	Code	Description
Advanced	ADV	The student demonstrates learning beyond the expectations of proficiency.
Meeting	MTG	The student demonstrates learning that meets the expectations of proficiency.
Progressing	PRG	The student demonstrates learning that partially meets the expectations of proficiency.
Beginning	BEG	The student demonstrates learning that begins to meet the expectations of proficiency.
Insufficient	INS	The student has not yet submitted the required amount of evidence. It is missing or it is incomplete.

ANKENY
COMMUNITY SCHOOL DISTRICT

Grading Scale for Non-weighted Classes: *(If your class uses a weighted grading scale, please replace this information accordingly.)*

Letter Grade: A

Minimum Percent: 92.5

Letter Grade:	A-
Minimum Percent:	89.5
Letter Grade:	B+
Minimum Percent:	86.5
Letter Grade:	B
Minimum Percent:	82.5
Letter Grade:	B-
Minimum Percent:	79.5
Letter Grade:	C+
Minimum Percent:	76.5
Letter Grade:	C
Minimum Percent:	72.5
Letter Grade:	C-
Minimum Percent:	69.5
Letter Grade:	D+
Minimum Percent:	66.5
Letter Grade:	D
Minimum Percent:	62.5
Letter Grade:	D-
Minimum Percent:	59.5
Letter Grade:	F
Minimum Percent:	Below 59.5

Academic Integrity

All students are expected to commit to high standards of personal and academic integrity. Students are expected to do their own work and document sources appropriately.

Guiding Practices:

Multiple and Varied Assessment Opportunities

All students should have multiple and varied assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include being reassessed on only the content/skills not mastered, spiraling assessment of content/skill on subsequent assessments, reassessment of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for reassessment opportunities include the following:

- Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.
- Teachers determine appropriateness and authentic need for reassessments.
- Reassessment method will be provided at the discretion of the teacher.
- Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.

Homework / Independent Practice

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

Extra Credit and Bonus Points

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

Behavioral Expectations

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

For those of you accessing this document electronically, the work habits tool can be accessed online: [Work Habit Tool Online Link](#). We will be using the following performance levels

Performance Levels for Work Habits/Behavior Standards:

MS = Meets Standard

PM = Partially Meets Standard

DM = Doesn't Meet Standard

NE = No Evidence

These descriptors are intended for feedback and communication and do not impact a student's GPA.

Formative and Summative Assessment: Definitions

- **Formative Assessment:** Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.

- **Summative Assessment:** Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

**District Office 306 SW School Street PO Box 189 Ankeny, IA 50021-0189
P: 515.965.9600 F: 515.965.4234 W: ankenyschools.org**

Ankeny Community School District does not discriminate based on race, color, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status, or familial status. Inquiries or grievances may be directed to Ken Morris Jr., Equity Director, 306 SW School Street, P.O. Box 189, Ankeny, IA, 50021-0189, (515) 965-9600, kenneth.morris@ankenyschools.org; or the Iowa Civil Rights Commission, Grimes State Office Building, Des Moines, IA, 50319-0201, (515) 281-4121; or the U.S. Department of Education, Office for Civil Rights, 500 West Madison Street, Suite 1475, Chicago, IL 60661

Behavioral Expectations

- The vision of the Ankeny Community Schools is that behavior will be reported separately from academic achievement.
- Behavior expectations for this course:

Classroom Expectations:

RESPECT

1. Respect the teacher. (Take notes from class discussion about what this means...)
2. Respect other students. (Take notes from class discussion about what this means...)
3. Use appropriate language. (Take notes from class discussion about what this means...)
4. Use the equipment and materials in our room appropriately. (Take notes from class discussion about what this means...)

RESPONSIBILITY

5. Always do your best and show the best of your learning. (Take notes from class discussion about what this means...)

6. Come to class on time, every day. (Take notes from class discussion about what this means...)
7. Come to class prepared. (Take notes from class discussion about what this means...)
8. Access our class website often. (Take notes from class discussion about what this means...)
9. Turn in work on time. (Take notes from class discussion about what this means...)
10. Cell phones should be used appropriately. (Take notes from class discussion about what this means...)
11. Use the restroom at the appropriate time. (Take notes from class discussion about what this means...)
12. Cheating will not be tolerated. (Take notes from class discussion about what this means...)
13. Follow procedures for making up a missed lab. (Take notes from class discussion about what this means...)

COLLABORATION

14. Be kind to others. (Take notes from class discussion about what this means...)
15. Problem solve with others. (Take notes from class discussion about what this means...)
16. Accept differences in others. (Take notes from class discussion about what this means...)
17. Disagree respectfully. (Take notes from class discussion about what this means...)
18. Share the work load. (Take notes from class discussion about what this means...)

19. Accept coaching from the teacher. (Take notes from class discussion about what this means...)

© If these expectations are not followed, the following procedure will take place at the discretion of the teacher:

1. Verbal warning
2. Detention with Ms. Andersen (Meet with me before or after school within 2 days to discuss problem situation and be given consequences.)
3. Removed from classroom

Intro to Foods Expectations

Expectations for lab dress:

- No jewelry will be worn—including rings, bracelets, earrings or other facial piercings
- Hair will be tied back and restrained by a chef hat or skull cap
- Aprons will be worn
- Closed toe shoes will be worn
- No gum, candy or drinking liquids in lab
- Hands will be washed before cooking and several times throughout
- General personal cleanliness is expected

Students are expected to follow these expectations or they will lose points for sanitation or possibly be asked to leave class until they can comply with these expectations.

Cell Phones

Cell phones are not allowed to be used in this class unless you have it approved by the instructor first. Cell phones are not sanitary—hand washing must be monitored after cell phone use.

****AFTER A SPECIFIED AMOUNT OF TIME AT THE DISCRETION OF THE TEACHER,** students will have to make up labs at home or complete an alternative assignment if they are not following sanitation rules in class. Our restaurant cannot continue to operate if you are not following these rules. See the make up lab folder for alternative assignments or the recipes folder for recipes to make up labs at home.

Introduction to Foods Class

Course Rationale: Introduction to Foods is a study of the basics of food safety, sanitation, and preparation. In each unit the competencies present information the student will be required to know and tasks he/she will be able to perform. A wide variety of foods will be studied and prepared. In class activities the student will make decisions based on food safety and sanitation procedures, food preparation methods, consumer skills and nutrition concepts learned. In each laboratory experience the foods prepared will be attractively served or presented to the class and evaluated individually or by groups according to acceptable guidelines of food preparation.

Standards:

FCS.IF.01 Students will demonstrate kitchen safety and sanitation procedures

FCS.IF.01.01 Demonstrate procedures for cleaning and sanitizing equipment to meet inspection requirements and to prevent foodborne illness. P

FCS.IF.01.02 Demonstrate general kitchen safety practices P

FOUNDATIONAL

FCS.IF.01.01.01 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods S

FCS.IF.02 Students will apply basic kitchen skills in a variety of situations

FCS.IF.02.01 Identify and select equipment needed for food preparation and measuring techniques. P

FOUNDATIONAL

FCS.IF.01.01.01 Accurately measure ingredients

INTRODUCTORY

FCS.IF.01.01.01.01 Demonstrate using tools and equipment following safety procedures and inspection requirements S

FCS.IF.02.02 Demonstrate kitchen math/conversions to alter recipe. P

FCS.IF.02.03 Demonstrate how to read/ implement a recipe (mise en place). P

FOUNDATIONAL

FCS.IF.01.01.02 Demonstrate industry standard knife skills. S

FCS.IF.03 Demonstrate skills and knowledge for a variety of cooking methods

FCS.IF.03.01 Demonstrate knowledge needed to prepare dairy. P

FCS.IF.03.02 Demonstrate knowledge needed to prepare fruits and vegetables. P

FCS.IF.03.03 Demonstrate knowledge needed to prepare eggs. P

FCS.IF.03.04 Demonstrate knowledge needed to prepare meats/poultry. P

INTRODUCTORY

FCS.IF.03.01.01.01 Demonstrate knowledge needed to prepare quick breads. S

FCS.IF.03.01.01.02 Demonstrate the fundamentals of time management, organization and readiness. S

X Sign Below

I have read and understand that I am to follow all of the above expectations. If I do not follow these expectations I will accept the appropriate consequences.

Student: _____

Parent/Guardian: _____

Parent/guardian preferred EMAIL ADDRESS: _____