

VoCATS Course Blueprint

Family and Consumer Sciences Education

7046 Foods II – Advanced

*Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Curriculum and School Reform Services
Division of Instructional Services*

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*This blueprint has been reviewed by business and industry
representatives for technical content and appropriateness for the
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VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

The blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, construct instructionally valid interim assessments. Statewide assessments are aligned directly with the course blueprint.

For additional information about this blueprint, contact program area staff. For additional information about VoCATS, contact program area staff or VoCATS, Career-Technical Education, Division of Instructional Services, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-5358, 919/807-3876, email: rwelfare@dpi.state.nc.us.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and analysis of students' previous knowledge on the topic.
4&5	<u>Course Weight</u> Cognitive Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Performance)
7	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments..

**FAMILY AND CONSUMER SCIENCES EDUCATION
COURSE BLUEPRINT for 7046 FOODS II: ADVANCED**

(Recommended hours of instruction: 135-180)

THE LIVE/ENTREPRENEURIAL PROJECT CAN BE INCORPORATED THROUGHOUT THE COURSE

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
	Total Course Weight		100%				
	Total Cognitive and Performance Weights		45%	55%			
A	SAFETY AND SANITATION (ServSafe® Certification Program)		30%				
FD01.00	Evaluate causes of foodborne illness.		9%		C3	C/H/SC	CORE
<i>FD01.01</i>	<i>Outline food safety issues.</i>		<i>1%</i>		<i>C2</i>	<i>H/SC</i>	<i>Core</i>
<i>FD01.02</i>	<i>Summarize types of food contaminants.</i>		<i>3%</i>		<i>C2</i>	<i>H/SC</i>	<i>Core</i>
<i>FD01.03</i>	<i>Explain foodborne contaminants and food allergies.</i>		<i>2%</i>		<i>C2</i>	<i>H/SC</i>	<i>Core</i>
<i>FD01.04</i>	<i>Review food handlers' responsibilities in preventing contamination of food.</i>		<i>3%</i>		<i>C3</i>	<i>C/H/SC</i>	<i>Core</i>
FD02.00	Analyze factors that influence food safety.		15%		C3	C/H/M/SC	Core
<i>FD02.01</i>	<i>Explain procedures involved in purchasing, receiving, and inspecting food.</i>		<i>3%</i>		<i>C3</i>	<i>C/H/M/SC</i>	<i>Core</i>
<i>FD02.02</i>	<i>Examine food storage guidelines.</i>		<i>3%</i>		<i>C3</i>	<i>H/SC</i>	<i>Core</i>
<i>FD02.03</i>	<i>Apply safety procedures involved in food preparation.</i>		<i>4%</i>		<i>C3</i>	<i>H/SC</i>	<i>Core</i>
<i>FD02.04</i>	<i>Determine rules for holding and serving food safely.</i>		<i>3%</i>		<i>C3</i>	<i>H/SC</i>	<i>Core</i>
<i>FD02.05</i>	<i>Interpret the HACCP concept.</i>		<i>2%</i>		<i>C2</i>	<i>H/SC</i>	<i>Core</i>
FD03.00	Summarize sanitation, pest management, and principles of the food service inspection process.		6%		C2	H/SC	Core
<i>FD03.01</i>	<i>Outline facility sanitation and pest management.</i>		<i>3%</i>		<i>C2</i>	<i>H/SC</i>	<i>Core</i>
<i>FD03.02</i>	<i>Discuss the food service inspection process.</i>		<i>3%</i>		<i>C2</i>	<i>H/SC</i>	<i>Core</i>
B	FOOD PRODUCT SELECTION, PREPARATION, AND ADAPTATION		10%	30%			
FD04.00	Demonstrate specialty food preparation skills.		2%	8%	C3P	A/H/M/	Core
<i>FD04.01</i>	<i>Demonstrate knife skills commonly used in food preparation.</i>		<i>1%</i>	<i>3%</i>	<i>C3P</i>	<i>H/M</i>	<i>Core</i>
<i>FD04.02</i>	<i>Use garnishes appropriate for specific service.</i>		<i>1%</i>	<i>5%</i>	<i>C3P</i>	<i>A/H</i>	<i>Core</i>
FD05.00	Analyze preparation and service of yeast bread products.		4%	11%	C3P	C/H/M/SC	Core
<i>FD05.01</i>	<i>Experiment with the preparation of yeast breads.</i>		<i>3%</i>	<i>8%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FD05.02</i>	<i>Adapt yeast bread recipes and products.</i>		<i>1%</i>	<i>3%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
FD06.00	Analyze preparation and service of cakes, fillings, and frostings.		4%	11%	C3P	C/H/M/SC	Core
<i>FD06.01</i>	<i>Prepare cakes, fillings, and frostings.</i>		2%	7%	C3P	H/M/SC	Core
<i>FD06.02</i>	<i>Adapt cake, filling, and frosting recipes and products.</i>		1%	3%	C3P	H/M/SC	Core
<i>FD06.03</i>	<i>Examine marketing issues specific to cakes, fillings, and frostings.</i>		1%	1%	C3P	C/SC	Core
FD07.00	Analyze coffee and tea in the diet and the procedures for preparation and service. (SUPPLEMENTAL)						Supp
<i>FD07.01</i>	<i>Prepare coffee and tea.</i>						Supp
<i>FD07.02</i>	<i>Assess the health implications of coffee and tea.</i>						Supp
FD08.00	Analyze preparation and service of salads and dressings. (SUPPLEMENTAL)						Supp
<i>FD08.01</i>	<i>Prepare salads and salad dressings.</i>						Supp
<i>FD08.02</i>	<i>Adapt salads and salad dressing recipes and products.</i>						Supp
FD09.00	Analyze preparation and service of stock and milk-based soups. (SUPPLEMENTAL)						Supp
<i>FD09.01</i>	<i>Prepare stock and milk-based soups.</i>						Supp
<i>FD09.02</i>	<i>Adapt soup recipes and products.</i>						Supp
FD10.00	Analyze preparation and service of pastries. (SUPPLEMENTAL)						Supp
<i>FD10.01</i>	<i>Prepare pastries.</i>						Supp
<i>FD10.02</i>	<i>Evaluate pastry products.</i>						Supp
FD11.00	Analyze crystalline and non-crystalline candies and preparation techniques. (SUPPLEMENTAL)						Supp
<i>FD11.01</i>	<i>Prepare candies.</i>						Supp
<i>FD11.02</i>	<i>Adapt candy recipes and products.</i>						Supp
C	FOOD ENTREPRENEURSHIP		5%	25%			
FD12.00	Analyze a product for a live entrepreneurial project.		5%	5%	C3P	C/H/M/SS	Core
<i>FD12.01</i>	<i>Summarize project concerns and options.</i>		1%		C2	C/H/M/SS	Core
<i>FD12.02</i>	<i>Set goals for an entrepreneurial project within the classroom.</i>		1%	1%	C3	C/H/SS	Core
<i>FD12.03</i>	<i>Plan an entrepreneurial project within the classroom.</i>		1%	2%	C3P	C/M/SS	Core
<i>FD12.04</i>	<i>Evaluate the entrepreneurial project conducted by students.</i>		1%	1%	C3P	C/M/SS	Core
<i>FD12.05</i>	<i>Explore educational opportunities and job trends in the food industry.</i>		1%	1%	C3P		

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive 4	Performance 5			
1	2		4	5	6	7	8
FD13.00	Implement a food-related live project within the classroom for a target audience .			20%	C3P	C/H/M/SC/SS	Core