

VoCATS Course Blueprint

Family and Consumer Sciences Education

7122 Culinary Arts and Hospitality II REVISED 8/05

*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
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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..

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Culinary Arts and Hospitality II
COURSE BLUEPRINT for 7122
(Recommended hours of instruction: (270-360))

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
			100%				
	Total Course Weight		44%	56%			
A	THE CULINARY ARTS AND HOSPITALITY INDUSTRY		2%				
FH01.00	Examine professional skills needed in the culinary arts and hospitality industry.				C3	CD/CS/M/ SC/SS	
<i>FH01.01</i>	<i>Demonstrate tools needed for employment in the culinary and hospitality industry.</i>				<i>C3</i>	<i>CD/CS</i>	<i>Supp</i>
<i>FH01.02</i>	<i>Critique current trends in the culinary arts and hospitality industry.</i>				<i>C3</i>	<i>CD/CS/SS</i>	<i>Supp</i>
<i>FH01.03</i>	<i>Explain why new technology developments affect the culinary arts and hospitality industry.</i>				<i>C3</i>	<i>CD/CS/SC/ SS</i>	<i>Supp</i>
<i>FH01.04</i>	<i>Outline the function of a business plan in the culinary arts and hospitality industry.</i>				<i>C3</i>	<i>CD/CS/M</i>	<i>Supp</i>
B	FOOD SERVICE OPERATIONS		20%				
FH02.00	Summarize management skills in a culinary business.		10%		C2	CD/SS	
<i>FH02.01</i>	<i>Explain the skills needed to be a successful manager.</i>		<i>5%</i>		<i>C2</i>	<i>CD/SS</i>	<i>Core</i>
<i>FH02.02</i>	<i>Explain the responsibilities of a successful manager.</i>		<i>5%</i>		<i>C2</i>	<i>CD/SS</i>	<i>Core</i>
FH03.00	Demonstrate customer service skills.		10%		C3	E/CD/SS	
<i>FH03.01</i>	<i>Explain roles and duties of each member of the service staff.</i>		<i>5%</i>		<i>C2</i>	<i>E/CD/SS</i>	<i>Core</i>
<i>FH03.02</i>	<i>Demonstrate skills for providing customer service.</i>		<i>5%</i>		<i>C3</i>	<i>E/SS</i>	<i>Core</i>
C	ADVANCED CULINARY FUNDAMENTALS		4%	6%			
FH04.00	Explain the role of the menu in culinary businesses.		4%	6%	C3P	CD/H/M	
<i>FH04.01</i>	<i>Describe types of menus used in culinary businesses.</i>		<i>2%</i>		<i>C1</i>	<i>CD/H</i>	<i>Core</i>
<i>FH04.02</i>	<i>Calculate food costs for recipes.</i>		<i>1%</i>	<i>3%</i>	<i>C3P</i>	<i>M</i>	<i>Core</i>
<i>FH04.03</i>	<i>Calculate prices of menus for a culinary business.</i>		<i>1%</i>	<i>3%</i>	<i>C3P</i>	<i>M</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
D	ADVANCED CULINARY TECHNIQUES		15%	35%			
FH05.00	Apply principles of advanced knife skills.		2%	7%	C3	H/SC	
<i>FH05.01</i>	<i>Apply principles of cutting meat.</i>		1%	4%	C3	H/SC	Core
<i>FH05.02</i>	<i>Apply principles of cutting poultry.</i>		1%	3%	C3	H/SC	Core
<i>FH05.03</i>	<i>Apply principles of cutting seafood.</i>				C3	H/SC	Supp
FH06.00	Demonstrate the principles of advanced hot food production.		10%	20%	C3P	E/H/SC	
<i>FH6.01</i>	<i>Identify terminology and principles of hot food production.</i>		5%		C1	E/H	Core
<i>FH6.02</i>	<i>Use the principles of stir frying foods.</i>		1%	4%	C3P	H/SC	Core
<i>FH6.03</i>	<i>Use the principles of poaching.</i>		1%	4%	C3P	H/SC	Core
<i>FH6.04</i>	<i>Use the principles of braising.</i>		1%	4%	C3P	H/SC	Core
<i>FH6.05</i>	<i>Use the principles of pan frying.</i>		1%	4%	C3P	H/SC	Core
<i>FH6.06</i>	<i>Use the principles of grilling/broiling.</i>		1%	4%	C3P	H/SC	Core
FH07.00	Demonstrate the principles of advanced baking production.		3%	8%	C3P	H/M/SC	
<i>FH07.01</i>	<i>Demonstrate the principles of yeast bread production.</i>		2%	4%	C3P	H/M/SC	Core
<i>FH07.02</i>	<i>Demonstrate the principles of advanced pastry production.</i>		1%	4%	C3P	H/M/SC	Core
E	FOOD ENTREPRENEURSHIP		5%	15%	C3P		
FH08.00	Analyze a product for a live entrepreneurial project.		5%		C3P	CD/H/M/SS	Core
<i>FH08.01</i>	<i>Summarize project concerns and options.</i>		1%		C3P	CD/H/M/SS	Core
<i>FH08.02</i>	<i>Set goals for an entrepreneurial project within the classroom.</i>		1%		C3P	CD/H/M/SS	Core
<i>FH08.03</i>	<i>Plan an entrepreneurial project within the classroom.</i>		2%		C3P	CD/H/M/SS	Core
<i>FH08.04</i>	<i>Evaluate the entrepreneurial project conducted by students.</i>		1%			CD/H/M/SS	
FH09.00	Implement a food-related live project within the classroom for a target audience.			15%	C3P	CD/H/M/SS	Core