

Career and Technical Education Course Blueprint

Family and Consumer Sciences Education

7120 Introduction to Culinary Arts and Hospitality I

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

Raleigh, North Carolina

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In Summer 2012, the Version 2 curriculum documents were released to reflect the division of Culinary Arts and Hospitality I (2 credits) into Introduction to Culinary Arts and Hospitality and Culinary Arts and Hospitality I, each one-credit course. Judy Simon- Modification Facilitator

This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact FACSEducation@dpi.nc.gov for more information.

CTE 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, essential standards in each unit, and the specific objectives for each essential standard. The blueprint illustrates the relative weight of the units, essential standards, and objectives within the course.

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

For additional information about this blueprint, contact the Division of Career-Technical Education, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-6358.

Interpretation of Columns on CTE Course Blueprints

No.	Heading	Column information
1	ES# Obj.#	ES=Essential standard number (two digits); Obj.=Objective number (unique course identifier plus essential standard number and two-digit objective number).
2	Unit Titles/Essential Standard and Objective Statements	Statements of unit titles, essential standards per unit, and specific objectives per essential standard. Each essential standard 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	Local Use	Space for use by Local Education Agencies.
4&5	<u>Course Weight</u> Cognitive Performance	Shows the relative importance of each objective, essential standard, 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 essential standard 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 essential standard 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..

Career-Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTSOs are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

Family and Consumer Sciences Education
COURSE BLUEPRINT for 7120 Introduction to Culinary Arts and Hospitality I
 (Recommended hours of instruction: 135-180)

ES # Obj #	Unit Titles/Essential Standards and Objective Statements (The Learner will be able to:)	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 Weight	72%	28%			
A	THE CULINARY ARTS AND HOSPITALITY INDUSTRY					
FC01.00	Examine the skills necessary to be a culinary professional.			C3		Supp
FC01.01	Utilize communication skills in the industry.			C2		Supp
FC01.02	Summarize positive work ethics.			C2		Supp
FC02.00	Discuss career opportunities and trends in the industry.			C2		Supp
FC02.01	Examine career opportunities in the culinary and hospitality industry.			C2		Supp
FC02.02	Examine trends in the culinary and hospitality industry.			C3		Supp
B	SAFETY AND SANITATION (SERVSAFE® CERTIFICATION PROGRAM)	40%		C3		
FC03.00	Evaluate causes of foodborne illness.	14%		C3	H/SC	Core
FC03.01	Outline food safety issues.	2%		C2	H/SC	Core
FC03.02	Summarize types of food contaminants.	4%		C2	H/SC	Core
FC03.03	Explain foodborne contaminants and food allergies.	2%		C2	H/SC	Core
FC03.04	Review food handler's responsibilities in preventing contamination of food.	6%		C3	H/SC	Core
FC04.00	Analyze factors that influence food safety.	16%		C3	H/M/SC	Core
FC04.01	Explain procedures involved in purchasing, receiving, and inspecting food.	4%		C3	H/M/SC	Core
FC04.02	Examine food storage guidelines.	2%		C3	H/SC	Core
FC04.03	Apply safety procedures involved in food preparation.	4%		C3	H/SC	Core
FC04.04	Determine rules for holding and serving food safely.	4%		C3	H/M/SC	Core
FC04.05	Interpret the HACCP concept.	2%		C2	H/M/SC	Core

FC05.00	Summarize sanitation, pest management, and principles of food service inspection process		4%		C2	H/SC	Core
<i>FC05.01</i>	<i>Outline facility sanitation and pest management.</i>		2%		C2	H/SC	Core
<i>FC05.02</i>	<i>Discuss food service inspection process.</i>		2%		C2	H/SC	Core
FC06.00	Summarize safety guidelines for food production, service, and employees.		6%		C2	H/SC	Core
<i>FC06.01</i>	<i>Summarize major causes of accidents and procedures for preventing them.</i>		3%		C2	H/SC	Core
<i>FC06.02</i>	<i>Summarize appropriate first aid procedures and emergency situations</i>		3%		C2	H/SC	Core
C	BASIC CULINARY FUNDAMENTALS		18%	6%	C1		
FC07.00	Use large equipment and smallwares in the commercial kitchen.		6%		C3P	H/SC	Core
<i>FC07.01</i>	<i>Identify standard measuring equipment and hand tools.</i>		2%		C1	SC	Core
<i>FC07.02</i>	<i>Identify standard cookware</i>		2%		C1	SC	Core
<i>FC07.03</i>	<i>Identify large equipment used in the commercial kitchen.</i>		2%		C1	SC	Core
<i>FC07.04</i>	<i>Demonstrate the use of large equipment.</i>			6%	C3P	H/SC	Core
FC08.00	Use math for culinary tasks.		12%		C3	M	Core
<i>FC08.01</i>	<i>Identify measurements and abbreviations.</i>		6%		C1	M	Core
<i>FC08.02</i>	<i>Use conversions and yields of recipes and ingredients.</i>		6%		C3	M	Core
D	BASIC CULINARY TECHNIQUES		14%	22%			
FC09.00	Utilize basic knife skills.		6%	14%	C3P	H/M	Core
<i>FC09.01</i>	<i>Identify types and parts of knives used in the culinary kitchen.</i>		2%		C1	H	Core
<i>FC09.02</i>	<i>Demonstrate knife safety in the kitchen.</i>		2%	2%	C3P	H	Core
<i>FC09.03</i>	<i>Identify classic vegetable cuts used in recipes.</i>		2%	12%	C1	M	Core
FC10.00	Demonstrate basic cold food production.		8%	8%	C3P	H/SC	Core
<i>FC10.01</i>	<i>Identify types of salads, ingredients, and dressings.</i>		4%	2%	C1	SC	Core
<i>FC10.02</i>	<i>Prepare salads and dressings.</i>		2%	3%	C3P	H/SC	Core
<i>FC10.03</i>	<i>Summarize basic Garde Manger.</i>		2%	3%	C2	H/SC	Core