

VoCATS Course Blueprint

Family and Consumer Sciences Education

7009 Foods II – Advanced PILOT YEAR

*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 7009 FOODS II: ADVANCED (PILOT YEAR)
(Recommended hours of instruction: 135-180)
THE LIVE 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 4	Performance 5			
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	Summarize causes of foodborne illness.		9%		C3	C/H/SC	CORE
<i>FD01.01</i>	<i>Outline food safety issues.</i>		1%		C2	H/SC	Core
<i>FD01.02</i>	<i>Summarize food contaminants.</i>		3%		C2	H/SC	Core
<i>FD01.03</i>	<i>Explain foodborne contaminants and food allergies.</i>		2%		C2	H/SC	Core
<i>FD01.04</i>	<i>Review food handlers' responsibilities in preventing contamination of food.</i>		3%		C3	C/H/SC	Core
FD02.00	Summarize 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>		3%		C3	C/H/M/SC	Core
<i>FD02.02</i>	<i>Examine food storage guidelines.</i>		3%		C3	H/SC	Core
<i>FD02.03</i>	<i>Apply safety procedures involved in food preparation.</i>		4%		C3	H/SC	Core
<i>FD02.04</i>	<i>Determine rules for holding and serving food safely.</i>		3%		C3	H/SC	Core
<i>FD02.05</i>	<i>Interpret the HACCP concept.</i>		2%		C2	H/SC	Core
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>		3%		C2	H/SC	Core
<i>FD03.02</i>	<i>Discuss the food service inspection process.</i>		3%		C2	H/SC	Core
B	FOOD ENTREPRENEURSHIP		5%				
FD04.00	Analyze a product for a live project.		5%	5%	C3P	C/H/M/SS	Core
<i>FD04.01</i>	<i>Summarize project concerns and options.</i>		1%		C2	C/H/M/SS	Core
<i>FD04.02</i>	<i>Set project goals.</i>		1%	1%	C3	C/H/SS	Core
<i>FD04.03</i>	<i>Plan the project.</i>		1%	2%	C3P	C/M/SS	Core
<i>FD04.04</i>	<i>Evaluate the project.</i>		1%	1%	C3P	C/M/SS	Core
<i>FD04.05</i>	<i>Explore educational opportunities and job trends in the food industry.</i>		1%	1%	C3P		
FD05.00	Implement a food-related live project.		20%		C3P	C/H/M/SC/SS	Core

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
C	FOOD PRODUCT SELECTION, PREPARATION, AND ADAPTATION		10%	30%			
FD06.00	Demonstrate specialty skills.		2%	8%	C3P	A/H/M/	Core
<i>FD06.01</i>	<i>Demonstrate knife skills.</i>		<i>1%</i>	<i>3%</i>	<i>C3P</i>	<i>H/M</i>	<i>Core</i>
<i>FD06.02</i>	<i>Use garnishes.</i>		<i>1%</i>	<i>5%</i>	<i>C3P</i>	<i>A/H</i>	<i>Core</i>
FD07.00	Examine yeast breads.		4%	11%	C3P	C/H/M/SC	Core
<i>FD07.01</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>FD07.02</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>
FD08.00	Examine cakes, fillings, and frostings.		4%	11%	C3P	C/H/M/SC	Core
<i>FD08.01</i>	<i>Prepare cakes, fillings, and frostings.</i>		<i>2%</i>	<i>7%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FD08.02</i>	<i>Adapt cake, filling, and frosting recipes and products.</i>		<i>1%</i>	<i>3%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FD08.03</i>	<i>Examine marketing issues.</i>		<i>1%</i>	<i>1%</i>	<i>C3P</i>	<i>C/SC</i>	<i>Core</i>
FD09.00	Examine coffee and tea in the diet. (SUPPLEMENTAL)						Supp
<i>FD09.01</i>	<i>Prepare coffee and tea.</i>						<i>Supp</i>
<i>FD09.02</i>	<i>Assess the health implications of coffee and tea.</i>						<i>Supp</i>
<i>FD09.03</i>	<i>Evaluate coffee and tea products</i>						<i>Supp</i>
FD10.00	Examine salads and dressings. (SUPPLEMENTAL)						Supp
<i>FD10.01</i>	<i>Prepare salads and salad dressings.</i>						<i>Supp</i>
<i>FD10.02</i>	<i>Adapt salads and salad dressing recipes and products.</i>						<i>Supp</i>
<i>FD10.03</i>	<i>Evaluate salads and salad dressings.</i>						<i>Supp</i>
FD11.00	Examine stock and milk-based soups. (SUPPLEMENTAL)						Supp
<i>FD11.01</i>	<i>Prepare stock and milk-based soups.</i>						<i>Supp</i>
<i>FD11.02</i>	<i>Adapt soup recipes and products.</i>						<i>Supp</i>
FD12.00	Examine pastries. (SUPPLEMENTAL)						Supp
<i>FD12.01</i>	<i>Prepare pastries.</i>						<i>Supp</i>
<i>FD12.02</i>	<i>Evaluate pastry products.</i>						<i>Supp</i>
FD13.00	Examine crystalline and non-crystalline candies. (SUPPLEMENTAL)						Supp
<i>FD13.01</i>	<i>Prepare candies.</i>						<i>Supp</i>
<i>FD13.02</i>	<i>Adapt candy recipes and products.</i>						<i>Supp</i>