

VoCATS Course Blueprint

Family and Consumer Sciences Education

7045 Foods and Nutrition

*Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Office of Instructional and Accountability Services
Division of Instructional Services*

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Special thanks to the following educators and business people who reviewed and approved this blueprint for technical content and appropriateness for the industry.

Ophelia Mitchell

Northwest Cabarrus High School
Concord, NC

Judy Smith

Green Hope High School
Morrisville, NC

Jean Collins

East Surry High School
Pilot Mountain, NC

Janet Ward

St. Stephens High School
Hickory, NC

Eileen Williams

Northwood High School
Pittsboro, NC

Mary Jo Nason

Contract Education
Consultant
Raleigh, NC

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 or relative importance of the objective within the course.

The blueprint is intended to be used by teachers in planning the course of work for the year preparing daily lesson plans, and constructing instructionally valid assessments.

For additional information about this blueprint, contact program area staff. For additional information about the VoCATS Competency Achievement Tracking System, contact program area staff or VoCATS, Workforce Development, Division of Instructional Services, North Carolina Department of Public Instruction, 301 North Wilmington Street, Raleigh, North Carolina 27601-2825, 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 (three digits); Obj.=Objective number (competency number plus 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 student 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 their individual school schedule and the students' performance on preassessments.
4	COURSE % Cognitive	A percentage indicates the relative importance or weight of each unit within the total course or program, each competency within the total course or program, or each objective within the total course or program. Information in Column 5 is used to plan the yearly calendar of work and as a Test Blueprint for preassessments and postassessments.
5	COURSE % Perform	A percentage indicates the relative importance or weight of each competency within a specific unit or each objective within a specific unit. Information in Column 4 is used to plan the yearly calendar of work and as a Test Blueprint for interim assessments.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Psychomotor; A=Affective)
7	Integrated Skill Area	Integrate Skills codes: A=Arts; C=Communications; H=Health Safety; 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 yearly calendar of work.

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FAMILY AND CONSUMER SCIENCES EDUCATION COURSE BLUEPRINT for 7045 FOODS AND NUTRITION

[Recommended hours of instruction: 135-180]

Comp # Obj. #	Unit Titles/Competency and Objective Statements (The student will be able to:)	Time	Cognitive Weight	Performance Weight	Type Behavi or	Integrated Skill Area	Core Supp.
1	2	3	4	5	6	7	8
			59%	41%			
A	IMPORTANCE OF FOOD		21%	1%			
FN01.00	Identify food customs and trends.		5%		C2	C/H/M/SC/SS	Core
<i>FN01.01</i>	<i>Describe factors that influence food choices.</i>		3%		<i>C1</i>	<i>C/H/SC/SS</i>	<i>Core</i>
<i>FN01.02</i>	<i>Explain how scientific and technological developments affect food choices.</i>		2%		<i>C2</i>	<i>H/M/SC</i>	<i>Core</i>
FN02.00	Interpret the relationship of nutrition and health.		16%	1%	C3P	C/H/M/SC	Core
<i>FN02.01</i>	<i>Outline nutrients, nutrient functions, and their sources.</i>		8%		<i>C2</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FN02.02</i>	<i>Use diet planning resources.</i>		2%	1%	<i>C3P</i>	<i>C/H/M/SC</i>	<i>Core</i>
<i>FN02.03</i>	<i>Summarize ways to meet special nutritional needs.</i>		6%		<i>C2</i>	<i>H/M/SC</i>	<i>Core</i>
B	KITCHEN RESOURCE MANAGEMENT		7%	1%			
FN03.00	Describe safety and sanitation practices.		3%		C3P	H/M/SC	Core
<i>FN03.01</i>	<i>Explain safety procedures.</i>		1%		<i>C2</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FN03.02</i>	<i>Demonstrate sanitation practices.</i>		2%	1%	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
FN04.00	Explain the organization and management of kitchens and resources.		4%		C2	M/SC	Core
<i>FN04.01</i>	<i>Identify kitchen equipment.</i>		3%		<i>C1</i>	<i>M/SC</i>	<i>Core</i>
<i>FN04.02</i>	<i>Explain the organization of equipment in work centers.</i>		1%		<i>C2</i>	<i>M/SC</i>	<i>Core</i>
C	FOOD PREPARATION		21%	34%			
FN05.00	Use recipes.		2%	1%	C3P	C/H/M/SC	Core
<i>FN05.01</i>	<i>Demonstrate measurement procedures, equivalents, and conversions.</i>		1%	1%	<i>C3P</i>	<i>M/SC</i>	<i>Core</i>
<i>FN05.02</i>	<i>Interpret recipe terminology and directions.</i>		1%		<i>C2</i>	<i>C/H/M/SC</i>	<i>Core</i>

Comp # Obj. #	Unit Titles/Competency and Objective Statements (The student will be able to:)	Time	Cognitive Weight	Performance Weight	Type Behavi or	Integrated Skill Area	Core Supp.
1	2	3	4	5	6	7	8
FN06.00	Demonstrate basic mixing procedures.		3%	6%	C3P	H/M/SC	Core
<i>FN06.01</i>	<i>Prepare quick breads using the biscuit method.</i>		<i>1%</i>	<i>2%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FN06.02</i>	<i>Prepare quick breads using the muffin method.</i>		<i>1%</i>	<i>2%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FN06.03</i>	<i>Prepare baked goods using the conventional/standard method.</i>		<i>1%</i>	<i>2%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
FN07.00	Select and prepare pyramid foods.		16%	27%	C3P	H/M/SC	Core
<i>FN07.01</i>	<i>Demonstrate selection and preparation of grain products.</i>		<i>2%</i>	<i>4%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FN07.02</i>	<i>Demonstrate selection and preparation of fruit.</i>		<i>2%</i>	<i>4%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FN07.03</i>	<i>Demonstrate selection and preparation of vegetables.</i>		<i>2%</i>	<i>5%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FN07.04</i>	<i>Demonstrate selection and preparation of dairy products.</i>		<i>2%</i>	<i>4%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FN07.05</i>	<i>Demonstrate selection and preparation of protein-based products.</i>		<i>4%</i>	<i>6%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FN07.06</i>	<i>Demonstrate preparation of basic desserts.</i>		<i>2%</i>	<i>4%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
<i>FN07.07</i>	<i>Explore career opportunities.</i>		<i>2%</i>		<i>C3</i>	<i>H/M/SC</i>	<i>Core</i>
D	MEAL MANAGEMENT		10%	5%			
FN08.00	Manage resources.		1%	1%	C3P	C/H/M/SC	Core
<i>FN08.01</i>	<i>Manage the food dollar.</i>			<i>1%</i>	<i>C3P</i>	<i>C/H/M/SC</i>	<i>Core</i>
<i>FN08.02</i>	<i>Explain work simplification principles.</i>		<i>1%</i>		<i>C2</i>	<i>H/M/SC</i>	<i>Core</i>
FN09.00	Plan menus.		6%	4%	C3P	C/H/M/SC	Core
<i>FN09.01</i>	<i>Analyze characteristics of appealing menus.</i>		<i>2%</i>		<i>C3</i>	<i>C/H/SC</i>	<i>Core</i>
<i>FN09.02</i>	<i>Use combination foods.</i>		<i>4%</i>	<i>4%</i>	<i>C3P</i>	<i>H/M/SC</i>	<i>Core</i>
FN10.00	Establish a dining atmosphere.		3%		C3	C/H/SC	Core
<i>FN10.01</i>	<i>Discuss methods of meal service.</i>		<i>1%</i>		<i>C2</i>	<i>C/H/SC</i>	<i>Core</i>
<i>FN10.02</i>	<i>Set table appointments.</i>		<i>1%</i>		<i>C3</i>	<i>C/H</i>	<i>Core</i>
<i>FN10.03</i>	<i>Recognize good manners.</i>		<i>1%</i>		<i>C1</i>	<i>C/H</i>	<i>Core</i>