Career and Technical Education Course Blueprint of Essential Standards

Family and Consumer Sciences Education

FN42 Foods II Enterprise

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Division of Career and Technical Education

Raleigh, North Carolina
Winter 2004
Updated Summer 2013

Updated CTE Course Blueprint of Essential Standards

This document lays out the essential standards and objectives for the course and reflects the intended level of learning as C1, C2, or C3. Essential standards are big, powerful ideas necessary and essential for students to know to be successful in a course and translate to the next level of education or world of work. They identify the appropriate verb and cognitive process intended for the student to accomplish.

This document will help teachers plan for curriculum delivery for the course by providing the relative weights of the units, essential standards, and objectives within the course to help teachers prepare daily lesson plans, and construct valid formative, benchmark, and summative assessments. Assessment for this course is written at the level of the objective.

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.

For additional information about this blueprint, contact the Division of Career and Technical Education, North Carolina Department of Public Instruction, 6361 Mail Service Center, Raleigh, North Carolina 27699-6361.

Interpretation of Columns on the NCDPI Updated CTE Course Blueprint

No.	1	2	3	4	5	6
Heading	Essential Std # Obj #	Unit Titles, Essential Standards, and Objectives	Local Use	Course Weight	Cognitive Process	Core or Supplemental
Column information	Essential standard and objective numbers.	Statements of unit titles, essential standards per unit, and specific objectives per essential standard. If applicable, includes % for each objective.	Space for use by Local Education Agencies.	Shows the relative importance of each unit and essential standard. Course weight is used to help determine the percentage of total class time to be spent on each essential standard.	Classification of outcome behavior in essential standards and objectives: C1 is Remember C2 is Understand C3 is Apply, analyze, evaluate.	Indicates whether the content is core (essential for student learning) or supplemental (enhances student learning beyond core). Only core content is included on CTE post assessments.

Career and 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.

CTE Course Blueprint of Essential Standards for
FN42 Foods II Enterprise

(Recommended hours of instruction: 135-180)

ES # Obj. # 1	Units, Essential Standards, and Objectives (The Learner will be able to:) 2	Local Use 3	Course Weight 4	Cognitive Process 5	Core or Supp. 6
	Total Course Weight		**100%**		
1.00	**Understand causes of foodborne illness.**		**8%**	**C2**	**Core**
1.01	*Understand food safety issues.*		*2%*	*C2*	*Core*
1.02	*Understand foodborne contaminates and food allergies.*		*3%*	*C2*	Core
1.03	*Understand the food handlers' responsibilities in preventing contamination of food.*		*3%*	*C2*	Core
2.00	**Understand factors that influence food safety.**		**16%**	**C2**	**Core**
2.01	*Understand hazards in the flow of food.*		*2%*	*C2*	Core
2.02	*Understand procedures involved in purchasing, receiving and storage of food.*		*3%*	*C2*	Core
2.03	*Understand safety procedures involved in food preparation.*		*6%*	*C2*	*Core*
2.04	*Understand rules for holding and serving food safely.*		*3%*	*C2*	*Core*
2.05	*Understand food safety management systems.*		*2%*	*C2*	Core
3.00	**Understand safe facilities, pest management and sanitation.**		**6%**	**C2**	**Core**
3.01	*Understand safe facilities and pest management.*		*3%*	*C2*	*Core*
3.02	*Understand cleaning and sanitizing guidelines for a food service facility and equipment.*		*3%*	*C2*	Core
4.00	**Understand the Roadmap to Food Entrepreneurship**		**30%**	**C2**	**Core**
4.01	*Understand opportunity. (Mile Markers 1 and 2)*		*5%*	*C2*	Core
4.02	*Understand test feasibility and accessing information. (Mile Markers 3 and 4)*		*7%*	*C2*	Core
4.03	*Recognize the importance of community outreach. (Mile Marker 5)*		*4%*	*C1*	Core
4.04	*Understand marketplace experience. (Mile Marker 6)*		*8%*	*C2*	Core
4.05	*Understand future directions. (Mile Marker 7)*		*6%*	*C2*	Core
5.00	**Apply specialty food preparation skills.**		**10%**	**C3**	**Core**
5.01	*Apply knife skills commonly used in food preparation.*		*4%*	*C3*	Core
5.02	*Apply garnishes for specific service.*		*6%*	*C3*	Core
6.00	**Apply procedures to prepare and serve yeast bread products.**		**15%**	**C3**	**Core**
6.01	*Apply procedures to prepare yeast breads.*		*11%*	*C3*	Core
6.02	*Apply procedures to adapt yeast bread recipes and products.*		*4%*	*C3*	Core
7.00	**Apply procedures to prepare and serve cakes, fillings, and frostings.**		**15%**	**C3**	**Core**
7.01	*Apply procedures to prepare cakes, fillings, and frostings.*		*9%*	*C3*	Core
7.02	*Apply procedures to adapt cake, filling, and frosting recipes and products.*		*4%*	*C3*	Core
7.03	*Understand marketing issues specific to cakes, fillings, and frostings.*		*2%*	*C2*	Core