Conceptual Curriculum Map (CCM)

Content Area: Culinary Course: Food Safety

Grade Level: 11 - 12

Unit 1	Long-Term Outcomes/Transfer Goals: Students will be able to independently use their learning to TG 1- Learn that when we get sick from food that has microbes in it, it is called foodborne illness. TG 2- Learn about microbes that can get into the food we eat. TG 3 - Learn about how microbes get into the food we eat. TG 4 - Know how to keep the microbes out and keep the food safe. GC: (Critical Thinking/Problem Problem-solving and Solution Finding): Engages in inquiry related to the provided problem, investigation, or challenge. GC: (Creativity and Innovation/Presentation): Presents an idea or product in a well-crafted manner designed with a distinct style that is appropriate for the purpose and audience. GC: (Collaboration/Articulated Thoughts): Articulates thoughts using specific evidence and reasoning in writing, speaking, and/or multimedia to meet an objective				
	Standards	Conceptual Overview	Rationale		
Focus & Timeframe 6 Classes	FCS 9.2.1- Analyze factors that contribute to food-borne illness.	Students will understandFoodborne illness -Microbes in food	We chose this conceptual idea because students need to be able to properly handle food in a culinary environment that serves the public.		
Unit 2	Students will be able to independently use their learning to TG 1 - identify foodborne pathogens that cause illness and outbreaks within a kitchen GC: (Critical Thinking/Problem Problem-solving and Solution Finding): Engages in inquiry related to the provided problem, investigation, or challenge. GC: (Creativity and Innovation/Presentation): Presents an idea or product in a well-crafted manner designed with a distinct style that is appropriate for the purpose and audience. GC: (Collaboration/Articulated Thoughts): Articulates thoughts using specific evidence and reasoning in writing, speaking, and/or multimedia to meet an objective				

	Standards	Conceptual Overview	Rationale	
Focus &	FCS 8.2.1-Identify	Students will	We chose this	
Timeframe	characteristics of major	understand	conceptual idea	
5 Classes	foodborne pathogens,		because students need	
0 010.000	their role in causing	- Pathogen prevention	to be able to	
	illness, foods involved in	in culinary	properly handle food in	
	outbreaks, and methods	environments	a culinary environment	
	of prevention.		that serves the public	
Unit 3	Long-Term Outcomes/Transfer Goals: Students will be able to independently use their learning to TG 1 - Safety and sanitation practices will generate an optimal culinary environment GC: (Critical Thinking/Problem Problem-solving and Solution Finding): Engages in inquiry related to the provided problem, investigation, or challenge. GC: (Creativity and Innovation/Presentation): Presents an idea or product in a well-crafted manner designed with a distinct style that is appropriate for the purpose and audience.			
	GC: (Collaboration/Articulated Thoughts): Articulates thoughts using specific evidence and reasoning in writing, speaking, and/or multimedia to meet an objective			
	Standards	Conceptual Overview	Rationale	
Focus &	FCS 9.2.5-Demonstrate	Students will	We chose this	
Timeframe	practices and procedures	understand	conceptual idea	
5Classes	that assure personal and	the prepar personal	because students need	
	workplace health and	the proper personal	to be able to	
	hygiene. FCS 8.2.7	hygiene procedures to work in a culinary	follow workplace health	
		environment	and safety procedures	
		on vironinion	to have success as a	
			culinary worker	
Unit 4	Long-Term Outcomes/Tra	nsfer Goals:	,	
	Students will be able to independently use their learning to TG 1 - Understand how proper cleaning and sanitizing of food preparation and storage areas prevents foodborne illness. GC: (Critical Thinking/Problem Problem-solving and Solution Finding): Engages in inquiry related to the provided problem, investigation, or challenge. GC: (Creativity and Innovation/Presentation): Presents an idea or product in a well-crafted manner designed with a distinct style that is appropriate for the purpose and audience. GC: (Collaboration/Articulated Thoughts): Articulates thoughts using specific evidence and reasoning in writing, speaking, and/or multimedia to meet an objective			
	Standards	Conceptual Overview	Rationale	

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Focus &	FCS 8.2.2-Employ food	Students will	We chose this		
Timeframe	service management	understand	conceptual idea		
5 Classes	safety/sanitation program	The proper electing	because students need		
	procedures, including CPR and first aid.	The proper cleaning and sanitizing	to be able to		
	CFR and mist aid.	procedures used in a	follow workplace health		
		culinary environment	and safety procedures		
		Camillary Crivitorifficht	to have success as a		
			culinary worker		
Unit 5	Long-Term Outcomes/Transfer Goals:				
	Students will be able to independently use their learning to TG 1 - Prepare foods using the correct time and temperature to prevent				
	foodborne illness. GC: (Critical Thinking/Problem Problem-solving and Solution Finding):				
	Engages in inquiry related to the provided problem, investigation, or				
	challenge.				
	GC: (Creativity and Innovation/Presentation): Presents an idea or product in a well-crafted manner designed with a distinct style that is appropriate for the purpose and audience.				
	GC: (Collaboration/Articulated Thoughts): Articulates thoughts using specific evidence and reasoning in writing, speaking, and/or multimedia to meet an				
	objective				
	Standards	Conceptual Overview	Rationale		
Facus 0	FCS 8.2.7 - Demonstrate	Students will	. We chose this		
Focus &	FCS 6.2.7 - Demonstrate	Students will	i vve chose ins		
Timeframe	safe food handling and	understand	conceptual idea		
Timeframe	safe food handling and preparation techniques that prevent	understand Cooking and	conceptual idea		
Timeframe	safe food handling and preparation techniques that prevent cross-contamination from	understand Cooking and preparation techniques	conceptual idea because students need to be able to		
Timeframe	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous	understand Cooking and	conceptual idea because students need to be able to follow workplace health		
Timeframe	safe food handling and preparation techniques that prevent cross-contamination from	understand Cooking and preparation techniques	conceptual idea because students need to be able to follow workplace health and safety procedures		
Timeframe	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous	understand Cooking and preparation techniques	conceptual idea because students need to be able to follow workplace health and safety procedures to have success as a		
Timeframe 11 Classes	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups.	understand Cooking and preparation techniques to safely prepare food	conceptual idea because students need to be able to follow workplace health and safety procedures		
Timeframe	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups. Long-Term Outcomes/Tra	understand Cooking and preparation techniques to safely prepare food	conceptual idea because students need to be able to follow workplace health and safety procedures to have success as a culinary worker		
Timeframe 11 Classes	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups. Long-Term Outcomes/Tra Students will be able to independent	understand Cooking and preparation techniques to safely prepare food nsfer Goals: endently use their learning to	conceptual idea because students need to be able to follow workplace health and safety procedures to have success as a culinary worker		
Timeframe 11 Classes	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups. Long-Term Outcomes/Tra Students will be able to independent of the control of the cont	understand Cooking and preparation techniques to safely prepare food nsfer Goals: endently use their learning to perational and safety proced	conceptual idea because students need to be able to follow workplace health and safety procedures to have success as a culinary worker ures in food products and		
Timeframe 11 Classes	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups. Long-Term Outcomes/Tra Students will be able to independent of 1- analyze and manage of processing facilities. GC: (Critical Thinking/Problems)	understand Cooking and preparation techniques to safely prepare food nsfer Goals: endently use their learning to perational and safety proced Problem-solving and Solution	conceptual idea because students need to be able to follow workplace health and safety procedures to have success as a culinary worker ures in food products and on Finding): Engages in		
Timeframe 11 Classes	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups. Long-Term Outcomes/Tra Students will be able to independent of 1- analyze and manage of processing facilities. GC: (Critical Thinking/Problem inquiry related to the provided	understand Cooking and preparation techniques to safely prepare food nsfer Goals: endently use their learning to perational and safety proced Problem-solving and Solution problem, investigation, or ch	conceptual idea because students need to be able to follow workplace health and safety procedures to have success as a culinary worker ures in food products and on Finding): Engages in allenge.		
Timeframe 11 Classes	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups. Long-Term Outcomes/Tra Students will be able to indeper TG 1- analyze and manage of processing facilities. GC: (Critical Thinking/Problem inquiry related to the provided GC: (Creativity and Innovation	understand Cooking and preparation techniques to safely prepare food nsfer Goals: endently use their learning to perational and safety proced problem-solving and Solution problem, investigation, or ch/Presentation): Presents an investigation.	conceptual idea because students need to be able to follow workplace health and safety procedures to have success as a culinary worker ures in food products and on Finding): Engages in allenge. idea or product in a		
Timeframe 11 Classes	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups. Long-Term Outcomes/Tra Students will be able to independent of 1- analyze and manage of processing facilities. GC: (Critical Thinking/Problem inquiry related to the provided	understand Cooking and preparation techniques to safely prepare food nsfer Goals: endently use their learning to perational and safety proced problem-solving and Solution problem, investigation, or ch/Presentation): Presents an investigation.	conceptual idea because students need to be able to follow workplace health and safety procedures to have success as a culinary worker ures in food products and on Finding): Engages in allenge. idea or product in a		
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Timeframe 11 Classes Unit 6	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups. Long-Term Outcomes/Tra Students will be able to independent of the students will be able to independent of the processing facilities. GC: (Critical Thinking/Problem inquiry related to the provided GC: (Creativity and Innovation well-crafted manner designed and audience. GC: (Collaboration/Articulated evidence and reasoning in write Standards	understand Cooking and preparation techniques to safely prepare food nsfer Goals: endently use their learning to perational and safety proced problem, investigation, or chell (Presentation): Presents an investigation and its problem, investigation and its problem, investigation and its problem, investigation and its problem, investigation, or chell (Presentation): Presents an investigation, and its problem, investigation, or chell (Presentation): Presents an investigation, and its problem, investigation, or chell (Presentation): Presents an investigation, and its problem, and its problem, and its problem. Conceptual Overview	conceptual idea because students need to be able to follow workplace health and safety procedures to have success as a culinary worker ures in food products and on Finding): Engages in allenge. idea or product in a propriate for the purpose this using specific tedia to meet an objective Rationale		
Timeframe 11 Classes Unit 6	safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups. Long-Term Outcomes/Tra Students will be able to independent of 1- analyze and manage of processing facilities. GC: (Critical Thinking/Problem inquiry related to the provided GC: (Creativity and Innovation well-crafted manner designed and audience. GC: (Collaboration/Articulated evidence and reasoning in write Standards 8.2Demonstrate food safety	understand Cooking and preparation techniques to safely prepare food nsfer Goals: endently use their learning to perational and safety proced a Problem-solving and Solution problem, investigation, or chell (Presentation): Presents an investigation with a distinct style that is appropriately appeared by the same of the same	conceptual idea because students need to be able to follow workplace health and safety procedures to have success as a culinary worker ures in food products and on Finding): Engages in allenge. idea or product in a opropriate for the purpose this using specific ledia to meet an objective Rationale We chose this conceptual		
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st	.3 Demonstrate industry tandards in selecting, using, nd maintaining food	Industry processing standards in selecting, using, and maintaining	follow workplace health and safety procedures to have success as a
pr ar (p 17 8.	roduction nd food service equipment op. 160–168, 170, 171, 172, 73) .6 Demonstrate	food production equipment to prevent cross-contamination and foodborne illnesses	culinary worker
Se	nplementation of food ervice management and eadership functions		