

Conceptual Curriculum Map (CCM)

Content Area: Culinary

Course: Food Safety

Grade Level: 11 - 12

Unit 1	<p>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</p>		
Focus & Timeframe 6 Classes	Standards	Conceptual Overview	Rationale
	FCS 9.2.1- Analyze factors that contribute to food-borne illness.	<i>Students will understand...</i> - Foodborne illness - Microbes in food	<i>We chose this conceptual idea because students need to be able to...</i> properly handle food in a culinary environment that serves the public.
Unit 2	<p>Long-Term Outcomes/Transfer Goals: 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</p>		

	Standards	Conceptual Overview	Rationale
Focus & Timeframe 5 Classes	FCS 8.2.1-Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.	<i>Students will understand...</i> - Pathogen prevention in culinary environments	<i>We chose this conceptual idea because students need to be able to...</i> properly handle food in a culinary environment that serves the public
Unit 3	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> 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 & Timeframe 5Classes	FCS 9.2.5-Demonstrate practices and procedures that assure personal and workplace health and hygiene. FCS 8.2.7	<i>Students will understand...</i> the proper personal hygiene procedures to work in a culinary environment	<i>We chose this conceptual idea because students need to be able to...</i> follow workplace health and safety procedures to have success as a culinary worker
Unit 4	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> 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

Focus & Timeframe 5 Classes	FCS 8.2.2-Employ food service management safety/sanitation program procedures, including CPR and first aid.	<i>Students will understand...</i> The proper cleaning and sanitizing procedures used in a culinary environment	<i>We chose this conceptual idea because students need to be able to...</i> follow workplace health and safety procedures to have success as a culinary worker
Unit 5	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> 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
Focus & Timeframe 11 Classes	FCS 8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups.	<i>Students will understand...</i> Cooking and preparation techniques to safely prepare food	<i>. We chose this conceptual idea because students need to be able to...</i> follow workplace health and safety procedures to have success as a culinary worker
Unit 6	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> TG 1- analyze and manage operational and safety procedures in food products and processing facilities. 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 13 Classes	8.2Demonstrate food safety and sanitation procedures (pp. 160–168, 171, 172, 173)	<i>Students will understand...</i>	<i>We chose this conceptual idea because students need to be able to...</i>

	<p>8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment (pp. 160–168, 170, 171, 172, 173)</p> <p>8.6 Demonstrate implementation of food service management and leadership functions</p>	<p>Industry processing standards in selecting, using, and maintaining food production equipment to prevent cross-contamination and foodborne illnesses</p>	<p>follow workplace health and safety procedures to have success as a culinary worker</p>
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