

New York State Student Learning Objective: Culinary Arts I, 11th Grade

All SLOs MUST include the following basic components:

Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.) Course:</i></p> <p>Course: Culinary Arts 1 – 11th grade (50 students)</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>New York State Career Development and Occupational Studies (CDOS) Learning Standards :</p> <p>Standard 2: Integrated Learning – students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <ul style="list-style-type: none"> • demonstrate the integration and application of academic and occupational skills in students' school learning, work, and personal lives; <p>Standard 3a: Universal Foundation Skills – students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p> <p>1. Basic Skills - include the ability to read, write, speak, listen as well as perform arithmetical and mathematical functions</p> <ul style="list-style-type: none"> • analyze and solve mathematical problems requiring use of multiple computational skills <p>Standard 3b: Career Majors; Human and Public Services</p> <p>3. Sanitation - demonstrate a knowledge of the principles of sanitation used to prevent the transmission of disease-producing microorganisms from one person/object to another</p> <p>6. Safety - provide safe environments for others</p> <p>National Restaurant Association Pro Start Program Learning Standards (http://www.nraef.org/Public/Educators/Learning_objectives_FRMCA)</p> <p>S-2. Keeping Food Safe</p> <p>Students will keep foods safe through the use of proper sanitation techniques.</p>

2-O-10: List personal behaviors that can contaminate food.

2-O-12: Identify proper personal cleanliness practices and appropriate work attire.

2-O-20: Outline proper procedures for storing food.

2-O-27: Outline proper procedures for cleaning and sanitizing tools and equipment.

S-3. Workplace Safety

Students will consistently implement workplace safety.

3-O-3: State the Hazard Communication Standard requirement for employees.

3-O-8: List ways to use protective clothing and equipment to prevent injuries.

3-O-17: Demonstrate correct and safe use of knives.

3-O-18: Outline basic first aid concepts and procedures.

S-4. Kitchen Essentials

Students will identify professional kitchen essentials and understand standardized recipes.

4-O-3: Perform basic math calculations using numbers

4-O-5: Convert recipes to yield smaller and larger quantities based on operational needs.

4-O-7: Demonstrate measuring and portioning using the appropriate small wares and utensils.

4-O-9: Calculate the total cost and portion costs of a standardized recipe.

NYS P-12 Common Core Learning Standards for Mathematics

Quantities - Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>1 academic year – September 7, 2012 to June 23, 2013</p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p>Pre-Assessment(s): BOCES-developed pre-assessment (assessment developed by FACS Teachers, CES Instructors, Business/Industry Representatives, health teachers and Worker Compensation representatives). The baseline will be established by October 15th using the BOCES-developed pre-assessment.</p> <p>Summative Assessment: BOCES-developed post-assessment (assessment developed by FACS Teachers, CES Instructors, Business/Industry Representatives, health teachers and Worker Compensation representatives)</p> <p><i>Offers accommodations as legally required and appropriate?</i> Yes; students' IEPs and 504 plans will be followed, as applicable.</p> <p><i>Ensures that those with vested interest are not scoring summative assessments?</i> Yes; summative assessments will be scored by another Career and Technical Education teacher in the school.</p>
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>The baseline will be established by October 15th using the BOCES-developed pre-assessment. Since students enter the course with little formal education in the area of Culinary Arts, it is logical that students taking the pre-test will score low on the administered pre-test. A roster showing individual student scores on the pre-assessment is attached.</p>
Target(s)	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>85% of students, including special populations, will demonstrate mastery with a score of 75% or higher on the BOCES-developed summative assessment.</p>
HEDI Scoring	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>To be Highly Effective: 90-100% of students demonstrate mastery on the summative assessment, including all special populations</p> <p>To be Effective: 70-89% of students demonstrate mastery on the summative assessment, including all special populations</p> <p>To be Developing: 50-69% of students demonstrate mastery on the summative assessment, including all special populations</p> <p>To be Ineffective: Less than 50% of students demonstrate mastery on the summative assessment, including all special populations</p>

	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
				17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100	94-96	90-93	88-89	86-87	84-85	82-83	80-81	77-79	75-76	73-74	70-72	66-69	63-65	59-62	56-58	53-55	50-52	47-49	45-46	44-0
Rationale	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p> <p>The core standards and associated curriculum for this course are those developed by the National Restaurant Association according to industry standards. The Common Core standards will be infused throughout this course, particularly those standards that are related to quantitative reasoning. It is important for all students to leave this course with strong training that is aligned to post-secondary training expectations. All culinary programs teach the standards of food and workplace safety, and students use dangerous equipment: knives, mixers, slicers, etc. throughout this course so instruction of workforce safety standards is a priority. The successful production of products in the culinary arts programs is dependent on the proper use and practice of professional kitchen essentials and understanding of recipes. This SLO is rigorous enough to ensure that students will meet the standards required to ensure they are ready to move to the next level of culinary arts instruction.</p>																				