

Title – High School Culinary Student Learning Objective

Content Area – Culinary Arts II

Grade Level – 10th & 11th

Students – 32

Interval of Instruction – Year

Main Criteria	Element	Description
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Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

Priority of Content	Objective Statement	Students will develop the culinary knowledge and practical skills needed to be career-ready for entry-level culinary-prep positions including sanitation and safety, knife skills, use of large and small equipment, varied food preparation, nutritional values, receiving and storage, management and employability skills, and customer service.
	Rationale	Our department goal is to increase the number of students who are career-ready upon program completion and increase the number of students who achieve certification. After taking this course, many students will apply for their first culinary job. While this Objective Statement is broad, it captures the most important aspects of this course for students.
	Aligned Standards	ACF Standard 2: Sanitation and Safety ACF Standard 3: Human Relations Skills ACF Standard 4: Business and Math Skills ACF Standard 5: Food Preparation ACF Standard 6: Garde Manager ACF Standard 7: Basic Baking ACF Standard 8: Purchasing, Receiving, Inventory and Storage ACF Standard 9: Nutrition

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?

Baseline Data / Information	<ol style="list-style-type: none">1. The national average for the written portion of the NOCTI is 69.5. The national average for the performance portion of the NOCTI is 86.8. Prior students of mine have averaged 73 on the written part and 85 on the performance portion.2. All students in Culinary Arts II have taken and passed Culinary Arts I, which concluded with the NOCTI – Level I assessment. I have reviewed the scores for all 32 of my current students and sorted them into three tiers: Group 1: 13 students excel at both written and performance portions Group 2: 14 students excel at the performance portion but struggle more with the written component Group 3: 5 students passed both portions but need remediation in Culinary I basics. <p>Based on hands-on tasks and new material assigned in the first two weeks of class I believe these groups are correct. While Culinary II focuses on different, more complex curriculum, Culinary I fundamentals are critical to success in Culinary II and so I believe this baseline data will help me as I craft supports and challenges for all students throughout the year.</p>
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Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

Rigor of Target	Target(s)	<ol style="list-style-type: none"> 1. NOCTI – Level 2 Assessment: The group of 32 students will average 77 on the written portion and 89 on the performance portion. <ol style="list-style-type: none"> i. Group 1 students will all score a minimum of 80 on the written portion and a minimum of 90 on the performance portion ii. Group 2 students will all score a minimum of 75 on the written portion and a minimum of 90 on the performance portion. iii. Group 3 students will all score a minimum of 70 on the written portion and a minimum of 80 on the performance portion. 2. Portfolio: All students will complete an online portfolio with a minimum of 26 entries which demonstrate proficiency in tasks across all 13 units.
	Rationale for Target(s)	<p>According to NOCTI the criterion-referenced cut-scores that demonstrate minimal competency for the Culinary II assessment are:</p> <ul style="list-style-type: none"> • Written section: 55.2 • Performance section: 75.6 <p>These are the scores that indicate to employers that the candidate is sufficiently competent to begin work at an entry-level culinary-prep position. In order for our students to be highly competitive in the current job-market it is essential for them to have superior skills so as to secure selective internships and entry-level positions that allow for growth.</p> <p>This year we have at least two chefs-in-residence from local restaurants who have agreed to visit monthly and work with our more advanced students. These master-classes will challenge the higher-skilled students and allow me time to work with the Group 3 students to develop their basic skills. Through this differentiated instruction I believe students can reach their targets, even though they are more ambitious than previous years.</p>

Quality of Evidence	Evidence Source(s)	<ol style="list-style-type: none"> 1. Final Exam: At the end of the year all students will take the NOCTI Culinary Arts Cook – Level 2 assessment. The NOCTI is a standardized industry assessment that consists of two sections. Section 1 is a three-hour multiple choice test with 207 items that range from sanitation and safety, to bakery products, and customer service, to name a few. Section 2 is a three-hour set of 5 performance tasks in which students will apply their knowledge by demonstrating knife skills, use of tools, and ability to prepare a variety of foods. <p>The written portion of the NOCTI is an online assessment. Students will take test in the computer lab with me during the exam period the last two weeks of school, and it is scored automatically online.</p> <p>The performance portion of the NOCTI is administered by me in class during the exam period the last two weeks of school. The individual performance tasks will be rated by me and all double-scored with one of the two chefs-in-residence. We will input the performance task scores into the NOCTI site, which will then determine a final score.</p> 2. Portfolio: Throughout each of the 13 units students will have opportunities to submit documented work for their online portfolio. Students will take digital pictures and video of performance tasks, upload them to their portfolio, and then complete accompanying written reflections detailing the choices they made and their effects, as well as changes they will make when performing the same task in the future. Students must include at least 2 portfolio entries per unit that detail a successful performance task as determined by a rubric and scored by me and/or chefs-in-residence. Guidance for appropriate or required performance tasks will be given at the start of each unit. <p>Online portfolios will be monitored throughout the year at the culmination of each unit. Students may repeat any prior performance task if they wish to improve their portfolio but all portfolios must be updated and complete by the last day of class.</p> <p>In order to submit a portfolio entry, students must have earned a 3 or 4 on the rubric, scored by me and/or chefs-in-residence. For a portfolio to be complete it must include at least 26 submissions: 2 submissions of performance tasks related to each of the 13 units.</p>
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