

**BILLINGS PUBLIC SCHOOLS
FAMILY CONSUMER SCIENCE
SINGLE SURVIVAL GRADES 11 & 12
Adopted April 11, 2005**

MISSION STATEMENT

The mission of Family and Consumer Sciences Education is to prepare students for family life, the world of work, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Functioning as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

LEARNING DOMAINS

- I. The learner will demonstrate an understanding of nutrition and its application to personal wellness.**
- II. The learner will demonstrate an understanding of the career aptitudes, attitudes, and leadership skills needed to be successful in a culinary career.**
- III. The learner will demonstrate an understanding of the financial literacy needed to manage a personal food budget.**
- IV. The learner will demonstrate an understanding of food safety and its necessity for personal, community, and global health.**
- V. The learner will demonstrate an understanding of food preparation.**
- VI. The learner will demonstrate an understanding of food presentation.**
- VII. The learner will demonstrate an understanding of quality purchasing in order to prepare appropriate menus.**
- VIII. The learner will develop an awareness of the necessity and personal rewards of community service and entrepreneurship.**

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Learner Objectives

- I. The learner will demonstrate an understanding of nutrition and its application to personal wellness and culinary careers.**
 - 1. Student will apply various dietary guidelines in planning to meet nutrition and wellness needs. (E)**
 2. Student will review the major nutrients, their function, main sources and their importance in maintaining a healthy body.
 3. Student will recognize lifestyle diseases related to food and nutrition choices.

- II. The learner will demonstrate an understanding of the career aptitudes, attitudes, and skills needed to be successful in a culinary career.**
 - 4.
 5. Student will identify a career option in a food related industry and the key skills needed, education training requirements, and national average salary.
 - 6. Student will prioritize, allocating time preparation and following schedules to complete projects and tasks. (E)**
 7. Student will identify the human relations and leadership skills needed in obtaining and sustaining employment as these also relate to the food-related career research.
 - 8. Student will compile or updating a personal portfolio to demonstrate additional skills learned and or work experience gained. (E)**

- III. The learner will demonstrate an understanding of the financial literacy needed to manage a personal food budget as well as financial management for a business.**
 9. Student will record and analyzing a week of family expenditures for food.
 - 10. Student will use the 5-step planning process to research and determine a nutritionally, financially, feasible food budget. (E)**

- IV. The learner will demonstrate an understanding of food safety and its necessity for personal, community, and global health.**
 11. Student will discuss ServSafe principles for safe food handling in foods labs. (E)
 12. Student will demonstrate appropriate food handler safety and sanitation procedures.
 13. Student will identify food preservatives and additives that affect personal health.
 14. Student will identify kitchen safety guidelines and equipment for kitchen accident preventions.

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V. The learner will demonstrate an understanding of food preparation.

- 15. Student will identify selected food preparation tools and equipment and describing their functions for use in food labs. (E)**
- 16. Student will identify appropriate abbreviations, substitutions and cooking terms and equivalents used in food preparation. (E)**
- 17. Student will demonstrate proper measuring techniques during food preparation. (E)**
- 18. Student will adjust recipe yields for appropriate number of servings.**
- 19. Student will apply appropriate time to food preparation tasks. (E)**
- 20. Student will identify the basic ingredients in food preparation by:**

BEEF

The learner will:

- Identify nutritional contributions of beef;
- identify the primal cuts of beef;
- identify the primal cuts according to locomotion or suspension muscles and if the cut is tender or less tender;
- apply the principles of tenderizing beef;
- describe the most appropriate cooking process of moist or dry heat for each cut of beef;
- prepare beef using the best method of cooking maximizing tenderness and flavor;
- apply the minimum safe endpoint cooking temperatures for beef and the rationale for use of thermometers;
- explain the use of beef by-products;
- describe quality characteristics of beef and discuss the use of USDA grading and inspection of beef;
- understand the principles of selection of beef in relationship to fat content, bone content, and primal cut when purchasing beef;
- compare and contrast beef convenience products in relationship to time, cost, and nutrition;
- describe appropriate storage and selection of beef.

BUDGETING

The learner will:

- learn realistic insights into the costs of living associated with the budgeting process;
- incorporate the use of the decision making process into daily life;
- demonstrate the relationship between income and education;

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BUDGETING (cont.)

The learner will:

- analyze how career choice, education skills, and economic conditions affect income;
- explain how taxes, government transfer payments, and employee benefits relate to disposable income;
- identify the opportunity cost of financial decisions;
- describe how insurance and other risk-management strategies protect against financial loss;
- complete a budgeting simulation.

CLOTHING CARE & REPAIR

The learner will:

- explain how to care for clothing on a routine basis;
- choose the best methods for removing specific stains;
- give examples of information on care labels;
- explain the use of laundry products and equipment;
- describe the steps involved in laundering cloths;
- compare ways of drying cloths;
- demonstrate how to iron cloths.

EGGS

The learner will:

- identify the nutritional contributions of eggs;
- identify functions of egg; tenderizer, thickener, coating, leavening agent, air incorporation, binder, structure agent, emulsifier and interfering agents;
- describe the structure of an egg;
- prepare egg dishes, using techniques appropriate to the unique characteristics of eggs;
- list factors affecting the selection of eggs;
- describe appropriate storage and selection of eggs.

KNIVES

The learner will:

- identify the parts of a knife;
- select appropriate knives for specific tasks;
- perform basic cutting techniques;
- list important knife safety and sanitation guidelines;
- explain proper knife storage guidelines.

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MAIN DISH MIXTURES

The learner will:

- identify nutritional contributions of main dish mixtures;
- identify the types of main dish mixtures;
- demonstrate procedures for preparing pastas, grains, and starches;
- prepare a variety of main dish mixtures;
- compare and contrast casserole convenience products in relationship to time, cost, and nutrition;
- describe appropriate storage and selection of main dish mixture ingredients.

PASTRY

The learner will:

- identify the nutritional contributions of pastry;
- identify the basic ingredients in pastry and the function of each;
- analyze the principles of pastry preparation including gluten formation, methods of mixing and handling the dough and baking;
- prepare a variety of classic pastries;
- describe the characteristics of good quality pastries;
- identify and describe ingredients and preparation procedures that contribute to flakiness and tenderness;
- describe the method for rolling out a pie pastry;
- compare and contrast convenience products to homemade in relationship to time, cost, and nutrition;
- describe appropriate storage and selection of pastry.

QUICK BREADS

The learner will:

- identify the nutritional contributions of quick breads;
- identify the basic ingredients in quick bread and the function of each;
- identify and classify the types of quick breads (ex: pour batter, drop batter, and soft dough);
- prepare a variety of quick breads using the biscuit method, muffin method and creaming method and other appropriate cooking techniques;
- discuss the cultural history of a variety of quick breads;
- explain how to select and prepare pans for baking;
- compare and contrast convenience products to homemade in relationship to time, cost, and nutrition;
- describe appropriate storage and selection of quick breads.

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SOUPS

The learner will:

- identify the nutritional contributions of soups;
- prepare a variety of soups including stock or cream soups;
- garnish and serve soups appropriately;
- identify how soups may be served as an appetizer, main dish or as an ingredient;
- discuss the difference between canned and dehydrated soups;
- compare and contrast convenience products to homemade in relationship to time, cost, and nutrition;
- describe appropriate selections and storage of soup and soup products.

YEAST BREADS

The learner will:

- identify the nutritional contributions of yeast breads;
- identify the basic ingredients in yeast bread and the function of each;
- analyze the principles of yeast bread preparation including gluten and carbon dioxide formation;
- describe the differences in the mixing methods of yeast bread (traditional, one rise method, cool-rise, bread machine, mixer methods and batter method);
- prepare a variety of yeast breads using appropriate baking techniques;
- describe the characteristics of high quality yeast breads;
- identify quality defects in breads and provide potential causes;
- explain how to select and prepare pans for baking;
- compare and contrast yeast bread convenience products to homemade in relationship to time, cost and nutrition;
- describe appropriate storage and selection of yeast breads.

VI. The learner will demonstrate an understanding of food presentation.

- 21. Student will explain the characteristics of various types of meal service including family, plate, and buffet. (E)**

VII. The learner will demonstrate an understanding of quality purchasing in order to prepare appropriate menus.

- 22. Student will identify and interpreting information on food labels for informed food purchasing.**
- 23. Student will plan appropriate purchasing for a variety of menus. (E)**

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VIII. The learner will develop an awareness of the necessity and personal rewards of community service and entrepreneurship.

24. Student will create an on-campus community service project. (E)

25. Student will create an on-campus community service entrepreneurship project. (E)