

**BILLINGS PUBLIC SCHOOLS
FAMILY CONSUMER SCIENCE
CULINARY ESSENTIALS
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.**
- 1. Student will describe the USDA approved food guide and how it relates to a healthy diet. (E)**
 - 2. Student will identify the six key nutrients, functions, main sources and their importance in maintaining a healthy body. (E)**
 3. Student will list the Dietary Guidelines for Americans and describe how you can use them to improve your diet.
 4. Student will plan menus with an appealing variety of flavors, colors, textures, shapes, sizes and temperatures for family meals.
- II. The learner will demonstrate an understanding of the career aptitudes, attitudes, and skills needed to be successful in a culinary career.**
5. Student will explore needed job skills and attitudes that include time and resource management and leadership;
 - 6. Student will compile an entry level personal portfolio review of skills mastered and a resume in preparation for a job interview. (E)**
- III. The learner will demonstrate an understanding of the financial literacy needed to manage a personal food budget.**
- 7. Student will do cost comparisons of various food purchases to examine accumulated costs of food products as related to purchases from grocery stores, vending machines, fast-food chains, etc. (E)**
- IV. The learner will demonstrate an understanding of food safety and its necessity for personal, community, and global health.**
- 8. Student will acquire ServSafe certification for safe food handling during food labs. (E)**
 9. Student will identify kitchen safety guidelines and equipment for kitchen accident prevention.
- V. The learner will demonstrate an understanding food preparation.**
- 10. Student will identify selected food preparation tools and equipment and describe their functions for use in food labs (E) by:**
 - a) identifying the basic principles of microwave cooking**
 - b) identifying how microwaves cook food**
 - c) identifying that microwaves are attracted to fat, sugar and water molecules**
 - d) discussing cooking time, standing time, and ways to increase even cooking**
 - e) preparing a variety of foods in the microwave**
 - f) identifying microwave safe cookware**
 - g) discussing prevention of burns and exploding or splattering of food.**

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V. The learner will demonstrate an understanding food preparation. (cont.)

- 11. Student will identify appropriate abbreviations, substitutions and cooking terms and equivalents used in food preparation. (E)**
- 12. Student will demonstrate proper measuring techniques during food preparation. (E)**
13. Student will adjust recipe yields for an appropriate number of servings.
- 14. Student will identify the basics in food preparation of: (E)**

EGGS

15. Identify the nutritional contributions of eggs.
16. Identify functions of egg; tenderizer, thickener, coating, leavening agent, air incorporation, binder, structure agent, emulsifier and interfering agents.
17. Describe the structure of an egg.
18. Preparing egg dishes, using techniques appropriate to the unique characteristics of eggs.
19. List factors affecting the selection of eggs.
20. Describe appropriate storage and selection of eggs.

FRUITS & VEGETABLES

21. Identify the nutritional contributions of fruit.
22. Identify the principles and methods of cooking fruit.
23. Prepare fruits, preserving their color, texture, flavor, and nutrients.
24. Describe appropriate storage and selection of fruits.
25. Identify the nutritional contributions of vegetables
26. Identify food science principles of cooking vegetables
27. Prepare vegetables preserving their color, texture, flavor, and nutrients.
28. Describe appropriate storage and selection of vegetables.

GROUND BEEF

29. Identify the nutritional contributions of ground beef.
30. Prepare a variety of ground beef dishes applying the appropriate cooking methods.
31. Know minimum safe endpoint cooking temperatures for ground beef and the rationale for use of thermometers.
32. Understand key points for consideration when purchasing ground beef.
33. Understand the principles of selection of ground beef in relationship to fat content.
34. Describe government inspection and grading of ground beef.
35. Describe appropriate storage and selection of ground beef.

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MILK & MILK PRODUCTS

36. Identify the nutritional contributions of milk and milk products;
37. Describe the types of milk and milk products available;
38. Describe guidelines for preventing adverse reactions when cooking with milk and milk products;
39. Prepare a variety of beverages and dishes using milk and milk products;
40. List factors affecting the selection milk and milk products;
41. Describe appropriate storage and selection of milk and milk products.

QUICK BREADS

42. Identify the nutritional contributions of quick breads;
43. Identify the basic ingredients in quick bread and the function of each;
44. Identify and classify the types of quick breads (ex: pour batter, drop batter, and soft dough);
45. Prepare a variety of quick breads using the biscuit method, muffin method and creaming method and other appropriate cooking techniques;
46. Discuss the cultural history of a variety of quick breads;
47. Explain how to select and prepare pans for baking;
48. Compare and contrast convenience products to homemade in relationship to time, cost, and nutrition;
49. Describe appropriate storage and selection of quick breads.

SALADS

50. Identify the nutritional contributions of salads;
51. Identify the principles and methods of salad preparation;
52. Prepare different types of salads, preserving their color, texture, flavor, and nutrients;
53. Recognize different types of salad dressings;
54. Describe appropriate storage and selection of salads and salad materials.

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

55. Student will demonstrate how to arrange table wear.
56. Student will practice etiquette, food presentation and table service. (E)

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

57. Student will identify and interpreting information of food labels for informed food purchasing. (E)

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

58. Student will create an on-campus community service project related to the curriculum. (E)