

**BILLINGS PUBLIC SCHOOLS  
FAMILY CONSUMER SCIENCE  
CULINARY ARTS 1  
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.**

**BILLINGS PUBLIC SCHOOLS**  
**CULINARY ARTS 1**  
**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 the of the career aptitudes, attitudes, and skills needed to be successful in a culinary career.**

4. Student will identify a career option in a food related industry and the key skills needed, education training requirements, and national average salary.
- 5. Student will prioritize, allocating time preparation and following schedules to complete projects and task. (E)**
6. 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.
- 7. Student will compile or update 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.**

8. Student will record and analyze a week of family expenditures for food.
- 9. 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.**

- 10. Student will discuss ServSafe principles for safe food handling in foods labs. (E)**
11. Student will demonstrate appropriate food handler safety and sanitation procedures.
12. Student will identify food preservatives and additives that affect personal health.
13. Student will identify kitchen safety guidelines and equipment for kitchen accident prevention.

**BILLINGS PUBLIC SCHOOLS**  
**CULINARY ARTS 1**  
**Learner Objectives**

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

- 14. identifying selected food preparation tools and equipment and describing their functions for use in food labs. (E)**
15. Student will identify the parts of a knife.
16. Student will select appropriate knives for specific tasks.
17. Student will perform basic cutting techniques.
18. Student will list important knife safety and sanitation guidelines.
- 19. Student will identify appropriate abbreviations, substitutions and cooking terms and equivalents used in food preparation. (E)**
- 20. Student will demonstrate proper measuring techniques during food preparation. (E)**
- 21. Student will apply appropriate time to food preparation tasks. (E)**

**BEEF**

The learner will:

- identify nutritional contributions of beef;
- identify the primal cuts of beef;
- prepare beef using the best method of cooking maximizing tenderness and flavor;
- 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.

**FRUITS**

The learner will:

- identify the nutritional contributions of fruits;
- identify the characteristics of different groups and classes of fruits including pomes, drupes, berries, citrus fruit, melons, and tropical fruits;
- compare and contrast forms of fruits to include fresh, dried, frozen and canned fruits;
- prepare a variety of fruits preserving nutritional value and using the appropriate cooking methods related to the change in texture, form and consistency of fruit;
- understand the food safety concerns associated with fruits describe preparation methods to reduce risks;
- identify some of the steps involved in the manufacturing of fruit juices;

**BILLINGS PUBLIC SCHOOLS**  
**CULINARY ARTS 1**  
**Learner Objectives**

**FRUITS (cont.)**

- understand several of the methods used to dry fruits;
- recognize some of the compounds contributing to fruit flavors;
- describe the changes that occur when fruits ripen;
- explain ways to prevent or reduce enzymatic browning in fruits;
- discuss the use of ethylene gas and conversely, controlled atmosphere storage as methods to control the ripening and storage as methods to control the ripening and storage of fruits;
- describe quality characteristics of high quality fresh fruit;
- describe appropriate storage and selection of types of fruit and provide a rationale for storage procedures.

**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.

**BILLINGS PUBLIC SCHOOLS**  
**CULINARY ARTS 1**  
**Learner Objectives**

**PRESERVATION**

The learner will:

- discuss the causes of food spoilage;
- identify methods of food preservation to include freezing, drying, vacuum packing, freeze-drying, and irradiation;
- describe methods used for fruits and vegetables to reduce enzymatic action during preservation;
- preserve a variety of foods using the water bath or freezer method;
- describe appropriate storage of preserved foods.

**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 selection and storage of soup and soup products.

**VEGETABLES**

The learner will:

- identify nutritional contributions vegetables;
- discuss role of plant proteins in vegetarian diets;
- identify vegetables according to the groups of parts of plant, flavor, nutrients, and color;
- describe the pigments commonly found in vegetables;
- compare and contrast forms of vegetables to include fresh, frozen, dried, and canned vegetables;
- prepare vegetables using the appropriate methods to preserve nutritional value and to protect color, flavor, and texture;
- explain the changes that occur when vegetables are cooked;
- understand the food safety concerns associated with vegetables describe preparation methods to reduce risks;
- recognize the best use for different varieties of potatoes;
- recognize several ways that soybean products may be used in food preparation;
- describe quality characteristics of fresh vegetables and discuss the use of USDA quality grades;

**BILLINGS PUBLIC SCHOOLS**  
**CULINARY ARTS 1**  
**Learner Objectives**

**VEGETABLES (cont.)**

- explain ways to prevent or reduce enzymatic browning in vegetables;
- describe appropriate storage and selection of vegetables.

**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;
- adjusting recipe yields for appropriate number of servings;
- identify the basic ingredients in food preparation and the function of each.
- apply appropriate time to food preparation tasks. (E)

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

- 22. 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.**

23. Student will identify and interpreting information on food labels for informed food purchasing.

- 24. Student will plan appropriate purchasing for a variety of menus. (E)**

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

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