

**BILLINGS PUBLIC SCHOOLS  
FAMILY CONSUMER SCIENCE  
CULINARY ARTS 2  
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 2**  
**Learner Objectives**

**I. The learner will demonstrate an understanding of nutrition and its application to personal wellness.**

1. **explaining how food service personnel can use the Food Guide Pyramid to prepare well balanced meals. (E)**
2. reviewing recommended Daily Allowance as a guide for planning nutritious meals.
3. discovering how food needs change in a lifetime.
4. recognizing the dangers of eating disorders.
5. identifying a variety of specialty diet (i.e.: food allergies, heart, diabetic, low sodium, weight loss, sports, vegetarian, pregnancy) and the associated dietary choices.
6. **planning and preparing a meal for a specialty diets. (E)**

**II. The learner will demonstrate an understanding of the career aptitudes, attitudes, and leadership skills needed to be successful in a culinary career.**

7. identify small business opportunities available in the food industry.
8. discussing the characteristics of a successful entrepreneurship.
9. describing the function of and creating a business plan for food production.
10. creating a marketing plan for an entrepreneurial food business.
11. delegating jobs for production.
12. preparing and marketing a food product.
13. **analyzing the success of the business plan including: marketing, production and sales. (E)**

**III. The learner will demonstrate an understanding of the financial literacy needed to manage a personal food budget.**

14. **examining various ways to maintain a food budget. (E)**
15. developing a shopping list based upon a menu plan and budget.

**IV. The learner will demonstrate an understanding of food safety and its necessity for personal, community, and global health.**

16. **reviewing ServSafe principles for safe food handling in foods labs. (E)**
17. **recognizing Hazard Analysis Critical Control Point (HACCP) system. (E)**

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

18. review selective food preparation tools and equipment and describe their functions for use in food labs.
19. **review appropriate abbreviations, substitutions and cooking terms and equivalents used in food preparation. (E)**
20. **demonstrating proper measuring techniques. (E)**
21. **adjusting recipe yields for appropriate number of servings. (E)**
22. applying kitchen safety guidelines and equipment for kitchen accident prevention.
23. identifying foods specific to Native American Culture.
24. identifying the basics in food preparation of:

**BILLINGS PUBLIC SCHOOLS**  
**CULINARY ARTS 2**  
**Learner Objectives**

**BEEF**

The learner will:

- review Culinary I/Single Survival beef objectives;
- 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.

**CAKES**

The learner will:

- identify the nutritional contributions of cakes;
- identify the basic ingredients in cakes and the function of each;
- identify and classify the five types of cakes and their mixing methods;
- describe how to pan cakes;
- prepare a variety of cakes using appropriate cooking and baking techniques;
- compare and contrast convenience cake products to homemade in relationship to time, cost, and nutrition;
- describe appropriate storage and selection of cakes.

**MULTICULTURAL CUISINE**

The learner will:

- identify the origins of foods;
- identify food customs and how and why they have evolved;
- describe cultural factors that can affect the food customs;

**MULTICULTURAL CUISINE (cont.)**

- explain how geography, climate, and culture affect the development of cuisine;
- analyze the interrelationships of cultural, religious, economic, and environmental influences on food choices;
- apply knowledge of the uniqueness of regions to the choice and preparation of regional foods;
- prepare a variety of foods that are native to a country or a region.

**BILLINGS PUBLIC SCHOOLS**  
**CULINARY ARTS 2**  
**Learner Objectives**

**PASTA**

The learner will:

- identify nutritional contributions of pasta;
- understand fortification and enrichment of pastas;
- identify the various types of pasta;
- describe the standards of quality for pasta;
- identify the principles and methods of cooking pasta;
- prepare a variety of pastas;
- compare and contrast pasta convenience products in relationship to time, cost, and nutrition;
- describe appropriate storage and selection of fresh and dry pasta.

**PORK**

The learner will:

- identify nutritional contributions of pork;
- identify the various kinds, classes, and market forms of pork;
- list factors affecting the selection of pork in a form suitable for intended use identifying the primal cuts, if the cut is tender or less tender, the degree of marbling, and the bone shape in relationship to tenderness;
- describe the minimum safe endpoint cooking temperatures for pork and rationale for use of thermometers;
- apply the principles of tenderizing pork;
- describe the most appropriate cooking process of moist or dry heat for each cut of pork;
- describe how to prepare pork for cooking;
- prepare pork using the best method of cooking maximizing tenderness and flavor;
- understand pork processing and curing practices;
- understand the principles of selection of pork in relationship to fat content, bone content, and primal cut when purchasing poultry;
- compare and contrast pork convenience products in relationship to time, cost, and nutrition;
- describe appropriate storage and selection of pork.

**BILLINGS PUBLIC SCHOOLS**  
**CULINARY ARTS 2**  
**Learner Objectives**

**POULTRY**

The learner will:

- identify nutritional contributions of poultry;
- identify the various kinds, classes, and market forms of poultry;
- list factors affecting the selection of poultry in a form suitable for intended use;
- review the minimum safe endpoint cooking temperatures for poultry and rationale for use of thermometers;
- describe how to prepare poultry for cooking to include fabrication and trussing.
- prepare poultry using a variety of cooking methods;
- understand poultry grading and inspection practices;
- understand the principles of selection of poultry in relationship to fat content, bone content, and primal cut when purchasing poultry;
- compare and contrast poultry convenience products in relationship to time, cost, and nutrition;
- describe appropriate storage and selection of poultry.

**PRESERVATION**

The learner will:

- review Culinary I preservation objectives;
- explain the rationale for food preservation and pickling;
- compare and contrast freezing, vacuum packing, and traditional canning methods;
- describe raw and hot pack methods of canning;
- explain why the use of appropriate techniques for home canning is critical for food safety;
- compare and contrast boiling water bath and pressure canning methods;
- identify food that must be canned using a pressure cooker;
- describe the use of a pressure canner;
- preserve foods using the pickling process;
- compare and contrast commercially preserved products to home preserved products in relationship to time, cost, preservatives, and nutrition.

**RICE & OTHER GRAINS**

The learner will:

- identify nutritional contributions of rice and grains;
- understand fortification and enrichment of rice, and grains;
- identify the varieties of rice;
- describe four common grains and different varieties of rice;
- understand the structure and composition of rice and grains;
- describe the standards of quality for rice, and other grains;

**BILLINGS PUBLIC SCHOOLS**  
**CULINARY ARTS 2**  
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**RICE & OTHER GRAINS (cont.)**

- identify the principles and methods of cooking rice and other grains;
- prepare a variety of rice and other grains;
- compare and contrast rice and grain convenience products in relationship to time, cost, and nutrition;
- describe appropriate storage and selection of rice and grains.

**YEAST BREADS**

The learner will:

- review Culinary I or Single Survival yeast bread objectives;
- perform the steps involved in yeast bread production;
- compare and contrast hard lean dough, soft medium dough, and sweet rich dough;
- practice scaling of ingredients in yeast bread preparation;
- prepare a yeast bread using a starter;
- prepare rolled –in dough;
- demonstrate special additional preparations of dough before baking to include washing, slashing or docking;
- describe appropriate selection and use of yeast breads.

25. Student will apply selective food preparation tools and equipment and describe their functions for use to the school based culinary products being marketed.

26. Student will apply appropriate abbreviations, substitutions and cooking terms and equivalents to the school based culinary products being marketed.

27. **Student will demonstrate proper measuring techniques to the school based culinary products being marketed. (E)**

28. Student will adjust recipe yields for appropriate number of servings.

29. **Student will apply kitchen safety guidelines and equipment for kitchen accident prevention. (E)**

30. Student will identify foods specific to Natural American Culture.

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

31. **Student will explore plating and presentation of foods. (E)**

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

32. **Student will understand bulk and quantity purchasing skills (E)**

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

33. **Student will select a school or community event and implementing an entrepreneur project. (E)**