

FAMILY AND CONSUMER SCIENCE

Topic: **Culinary Arts**
 Grade Level: 10, 11, or 12
 Length: Semester
 Period/s Per Day: 1 period, 50 minutes

Essential Understanding: Students investigate the science of preparing and cooking food safely, build upon basic cooking techniques and knowledge, critically evaluate food products, and investigate careers in the culinary job market.

Course Objectives and Expectations:

1. Explain the role of safety and sanitation in food service operations.
2. Explore food service trends and career opportunities.
3. Describe how to promote culinary nutrition.
4. Evaluate cooking techniques for quality food preparation.

Student Objectives:

Students will:

1. Identify culinary workplace safety issues.
2. Identify sources of food contamination.
3. Demonstrate appropriate practices to avoid the spread of foodborne illness.
4. Describe different food production and food service career opportunities.
5. Identify and demonstrate basic employability skills necessary for foodservice jobs.
6. Identify equipment, tools and technology used to prepare food.
7. Summarize the six categories of nutrients.
8. Explain how cooking techniques affect a food's nutritive value, texture, color, aroma, and flavor.
9. Explain how standardized recipes maintain product consistency.
10. Identify elements of stocks, soups, and sauces.
11. Explain different cooking techniques for protein foods.
12. Demonstrate the best ways to cook pasta and other grains.
13. Identify the different categories of ingredients and their roles in the baking process.
14. List yeast dough ingredients and their functions.
15. Compare the biscuit, blending, and creaming methods of mixing quick breads.

Course Outline / Pacing and pertinent Montana Content Standard:

PACING* – 18 WEEK SEMESTER COURSE	STANDARDS
Week 1 Food Safety and Sanitation Principles	NSFCS 8.2, 8.3 8.5 MCS CTE 1-4

PACING* – 18 WEEK SEMESTER COURSE	STANDARDS
Week 2 Food production and food service career opportunities. Basic employability skills necessary for foodservice jobs.	NSFCS 8.1, 3.1, 9.1, 10.1 MCS CTE 1-4
Weeks 3, 4, 5 Baking Techniques; Quick Breads, Yeast breads	NSFCS 8.5, 9.6 MCS CTE 1-4
Week 6 Equipment, tools and technology used to prepare food.	NSFCS 8.3, 8.5 MCS CTE 1-4
Weeks 7, 8, 9 Culinary Nutrition Cooking techniques	NSFCS 8.5, 9.3, 9.6 MCS CTE 1-4
Week 10, 11 Standardized recipes, maintaining product consistency.	NSFCS 8.5 MCS CTE 1-4
Weeks 12, 13, 14 Stocks, Soups, Sauces Cooking Pasta and Grains	NSFCS 8.5, 9.6 MCS CTE 1-4
Weeks 15, 16 Cooking techniques of meat, poultry and other proteins	NSFCS 8.5, 9.6 MCS CTE 1-4
Weeks 17, 18 Desserts (Baking techniques)	NSFCS 8.5, 9.6 MSC CTE 1-4

**The above pacing schedule will be flexible (based on school calendar and events), but all topics listed will be addressed during the semester.*

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

Area of Study 3.0: Consumer Services Comprehensive Standard Integrate knowledge, skills, and practices needed for a career in consumer services	
3.1 Analyze career paths within consumer service industries	3.1.1 Explain roles and functions of individuals engaged in consumer service careers. 3.1.2 Analyze opportunities for employment and entrepreneurial endeavors. 3.1.3 Summarize education and training requirements and opportunities for career paths in consumer services. 3.1.4 Analyze the effects of the consumer service industry on local, state, national, and global economies. 3.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in consumer service careers. 3.1.6 Analyze the role of professional organizations in consumer service professions.
Area of Study 8.0: Food Production and Services Comprehensive Standard Integrate knowledge, skills, and practices required for careers in food production and services.	
8.1 Analyze career paths within the food	8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers. 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors. 8.1.3

Area of Study 3.0: Consumer Services Comprehensive Standard Integrate knowledge, skills, and practices needed for a career in consumer services	
production and food services industries.	Summarize education and training requirements and opportunities for career paths in food production and services.
8.2 Demonstrate food safety and sanitation procedures.	<p>8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid.</p> <p>8.2.3 Use knowledge of systems for documenting, investigating, reporting, and preventing food borne illness.</p> <p>8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.</p> <p>8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.</p> <p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.</p> <p>8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.</p>
8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.	<p>8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.</p> <p>8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.</p> <p>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.</p>
8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	<p>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and</p>

Area of Study 3.0: Consumer Services Comprehensive Standard Integrate knowledge, skills, and practices needed for a career in consumer services	
	<p>proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.</p> <p>8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.</p> <p>8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.</p> <p>8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.</p> <p>8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> <p>8.5.13 Examine the applicability of convenience food items.</p> <p>8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.</p>
Area of Study 9.0: Food Science, Dietetics, and Nutrition Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.	
9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries	<p>9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.</p> <p>9.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.</p> <p>9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.</p> <p>9.1.6 Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.</p>
9.3 Evaluate nutrition principles, food plans, preparation	<p>9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.</p> <p>9.3.2 Analyze nutritional data.</p> <p>9.3.3 Apply principles of food production to maximize nutrient</p>

Area of Study 3.0: Consumer Services Comprehensive Standard Integrate knowledge, skills, and practices needed for a career in consumer services	
techniques and specialized dietary plans.	retention in prepared foods. 9.3.5 Analyze recipe/formula proportions and modifications for food production. 9.3.6 Critique the selection of foods to promote a healthy lifestyle. 9.4.1 Analyze nutritional needs of individuals.
9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.	9.6.3 Apply standards for food quality. 9.6.4 Create standardized recipes. 9.6.6 Analyze new products.
Area of Study 10.0: Hospitality, Tourism, and Recreation Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.	
10.1 Analyze career paths within the hospitality, tourism and recreation industries.	10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers. 10.1.2 Analyze opportunities for employment in hospitality, tourism, and recreation careers. 10.1.3 Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.

MONTANA STANDARDS FOR CAREER AND VOCATIONAL TECHNICAL EDUCATION

Career and Vocational/Technical Education programs include Agriculture, Business and Marketing, *Family and Consumer Sciences*, Industrial Technology and Trades and Industry. CTE programs focus on career preparation, resource management, communication, technical skill development, applied academics, technological literacy, and personal skills and leadership.

Career Content Standards indicate what all students should know, understand and be able to do in a specific content area. Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 8, the end of one high school course, and the completion of six units of vocational coursework.

The following standards are addressed in Housing and Interior Design for CTE Benchmark II (grade 9-12):

MCS, CTE Standard 1, Benchmark II

Students experience various career opportunities and assess personal career pathways.

1. Explore and identify personal interests, aptitude and ability and develop strategies to achieve tentative career goals.
2. Utilize local resources to research career plans.

MCS, CTE Standard 2, Benchmark II

Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)

2. Prioritize, allocate time, prepare and follow schedule to complete a project.
3. Apply appropriate time to tasks.
 4. Use physical wisely to accomplish a goal.

MCS, CTE Standard 3, Benchmark II

Students acquire and utilize personal and leadership skills to become successful, productive citizens.

1. Demonstrate active leadership skills by participation in group activities and projects.
2. Demonstrate positive personal and work ethics.
3. Demonstrate skills to be a production citizen.
 5. Demonstrate appreciation for diverse perspective needs and characteristics.
 6. Practice several methods of communication.

MCS, CTE Standard 4, Benchmark II

In today's technology-driven society, students must be able to use tools, materials and processes to improve task completion and transfer technical skills within a variety of workplace settings.

1. Practice technical skills and procedures required for an occupation.
2. Practice safe and appropriate use of technology.
3. Select the appropriate tools, equipment and procedures for the task.

RESOURCES

- **Montana Standards for Career And Vocational Technical Education**
[Career Tech Standards](#)
- **National Standards for Family and Consumer Sciences Education**
Copyright © 2008-2018
https://opi.mt.gov/Portals/182/Page%20Files/Career%20%26%20Technical%20Education/Docs/FCS/15FCS_NationalStandards.pdf