

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**CULINARY ARTS 20**

Board of Education Approved 06/24/2008

## **CULINARY ARTS 20**

### **Statement of Purpose**

Culinary Arts 20 takes a global look at cuisine emphasizing the principles and procedures as well as the history, evolution and diversity of foods. Students will build and enhance their culinary knowledge and are encouraged to explore their own style and creativity.

### **Audience**

Grades 9, 10, 11, 12

### **Prerequisites**

Culinary 10

### **Design and Description**

Culinary Arts 20 expands on skills acquired in Culinary Arts 10. The emphasis is on planning and serving nutritionally balanced and aesthetically pleasing meals. Students will experience the following areas of study: soups and stocks, yeast breads, pasta and sauces, meats/poultry and seafood, cake preparation and decorating, international cuisine. 1 credit, semester course

### **Course Objectives**

Students will be able to:

- explain the difference between a stock, soup and stew.
- determine how soups fit into a budget conscious lifestyle.
- identify the five mother sauces.
- describe the emulsification process.
- explain the functions of ingredients in yeast products.
- evaluate the appearance, flavor and texture in yeast breads.
- explain and evaluate the principals involved in the preparation of yeast breads.
- identify ways to simplify bread making.
- describe the nutritional value of meats, poultry and seafood.
- explain the difference between the cuts of meats and the types of meat cook.
- describe how to properly store meat, poultry and fish to maintain quality.
- describe basic ingredients used in cakes.
- identify characteristics of high-quality cakes.
- describe food customs of a variety of countries.
- identify and taste a variety of cultural foods.
- describe basic ingredients in customary recipes.
- evaluate the nutritional value of various food preparation techniques.
- identify various careers within the food industry.
- list the qualifications needed to work in specific career areas.
- identify the educational avenues needed to pursue a career in foods.
- describe the importance of communication, teamwork, and leadership skills in the family, workplace, and community.

- identify education and training requirements and opportunities for career paths in foods.

### **Skill Objectives**

Students will:

- explain the difference between a stock, soup and stew.
- determine how soups fit into a budget conscious lifestyle.
- create a variety of cross culture sauces to match an assortment of dishes.
- thicken a sauce.
- prepare a variety of dressings.
- demonstrate the use of the bread machine.
- prepare a variety of yeast breads.
- correctly use a meat thermometer.
- prepare meats, chicken and fish by various cooking methods.
- list the factors affecting the selection and safe handling of meat, fish, and poultry.
- prepare a variety of cakes.
- demonstrate cake decorating techniques.
- research, select and evaluate recipes from a variety of countries.
- prepare foods from a variety of cultures.
- design and create menus for each culture.
- observe an off campus culinary institute.
- observe a culinary institute classroom presentation.
- research a culinary career.
- have the option to participate in FCCLA state and national competitive events.

### **Family and Consumer Sciences Standards**

#### ***Consumer Science and Family Resource Management***

**Students will evaluate management practices related to human, economic, and environmental resources.**

Students will analyze consumer and institutional resource consumption for conservation and waste management practices.

Students will investigate career paths in consumer service industries.

Students will analyze the relationship of the environment to family and consumer resources.

#### ***Nutrition and Wellness***

**Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.**

Students will evaluate factors that affect food safety, from production through consumption.

Students will prepare a variety of food products that meet the needs of individual lifestyles and cultures.

Students will demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

### *Career, Community and Family Connections*

**Students will demonstrate the interaction of multiple life roles with the responsibilities of family, work, and community.**

Students will apply standard employability skills in community and workplace settings.

### *Leadership*

**Students will develop leadership skills, which impact individuals, families, communities, and organizations.**

Students will integrate the concepts, strategies, and tools needed which contribute to personal growth, community leadership, democratic principles and social responsibility through participation in Family, Career, and Community Leaders of America (FCCLA).

## **Information and Technology Standards (to be added)**

### **Essential Questions**

- How do we effectively utilize human, economic and environmental resources in our daily lives?
- How does nutrition and wellness influence the quality of life?
- How does the interaction of multiple life roles impact personal responsibilities toward family, work, and community?
- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?

### **Focus Questions**

- What is the role of stock in soup and stew making?
- What are the different methods of soup making?
- What is the economical value of soups and stews as an entree?
- What are the three mother sauces?
- How are sauces thickened?
- How does baking with yeast differ from working with quick breads?
- How has the bread machine brought about a renewed interest in home baked breads in our present lifestyles?
- What is the nutritional value of yeast breads?
- How does proper handling of meat, fish, and poultry prevent food borne illness?
- What is the importance of knowing how to choose and prepare different cuts of meat, fish, and poultry?
- How does carefully following a recipe and practicing accurate measuring techniques affect a finished cake?

- How do creative decorating techniques enhance the flavor and appearance of cakes?
- How does climate and geography influence food choices?
- What are the food customs of various countries?
- How do eating habits differ from country to country?
- How does food preparation techniques in various countries?
- What general career areas are available in the field of foods?
- What qualifications are needed to work in different food areas?
- What ways can FCCLA help young people become leaders and address important personal, family, work and societal issues through Family and Consumer Sciences education?
- What kind of information activities and projects develop leadership skills and career development?

# **UNITS of STUDY**

## **Unit 1: Soups and Stocks**

### **Family and Consumer Standard**

#### ***Consumer Science and Family Resource Management***

**Students will evaluate management practices related to human, economic, and environmental resources.**

Students will analyze consumer and institutional resource consumption for conservation and waste management practices.

### **Essential Question**

How do we effectively utilize human, economic and environmental resources in our daily lives?

### **Focus Questions**

- What is the role of stock in soup and stew making?
- What are the different methods of soup making?
- What is the economical value of soups and stews as an entree?

### **Core Topics**

- Nutritional Value of Soups
- Economic Feasibility of Soups
- Creativity

### **Unit Objectives**

Students will be able to:

- explain the difference between a stock, soup and stew.
- determine how soups fit into a budget conscious lifestyle.

### **Skill Objectives**

Students will:

- prepare stock.
- prepare a variety of flavorful soups.

### **Sample Assessment**

Create your own beef stew from ingredients within your kitchen

### **Pacing**

2 Weeks

## **Unit 2: Sauces and Dressings**

### **Family and Consumer Standard**

#### *Nutrition and Wellness*

**Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.**

Students will prepare a variety of food products that meet the needs of individual lifestyles and cultures.

### **Essential Question**

How does nutrition and wellness influence the quality of life?

### **Focus Questions**

- What are the three mother sauces?
- How are sauces thickened?

### **Core Topics**

- Mother Sauces
- Emulsification
- Thickening
- Complementary Sauces – matching sauces to dishes

### **Unit Objectives**

Students will be able to:

- identify the five mother sauces.
- describe the emulsification process.

### **Skill Objectives**

Students will:

- create a variety of cross culture sauces to match an assortment of dishes.
- thicken a sauce.
- prepare a variety of dressings.

### **Sample Assessment**

- Select an entrée and make an appropriate accompanying sauce that enhances the flavors of the dish.

### **Pacing**

2 weeks

## **Unit 3: Yeast Breads**

### **Family and Consumer Standard**

#### *Nutrition and Wellness*

**Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.**

Students will demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

### **Essential Question**

How does nutrition and wellness influence the quality of life?

### **Focus Questions**

- How does baking with yeast differ from working with quick breads?
- How has the bread machine brought about a renewed interest in home baked breads in our present lifestyles?
- What is the nutritional value of yeast breads?

### **Core Topics**

- Types of Yeast Breads
- Kneading
- Role of Ingredients in Yeast Breads
- Use of a Bread Machine

### **Unit Objectives**

Students will be able to:

- explain the functions of ingredients in yeast products.
- evaluate the appearance, flavor and texture in yeast breads.
- explain and evaluate the principals involved in the preparation of yeast breads.
- identify ways to simplify bread making.

### **Skill Objectives**

Students will:

- demonstrate the use of the bread machine.
- prepare a variety of yeast breads.

### **Sample Assessment**

Shaped Yeast Rolls

### **Pacing**

2 Weeks



## **Unit 4: Meats/Poultry/Seafood**

### **Family and Consumer Standard**

#### *Nutrition and Wellness*

**Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.**

Students will evaluate factors that affect food safety, from production through consumption.

### **Essential Question**

How does nutrition and wellness influence the quality of life?

### **Focus Questions**

- How does proper handling of meat, fish, and poultry prevent food borne illness?
- What is the importance of knowing how to choose and prepare different cuts of meat, fish, and poultry?

### **Core Topics**

- Safe Handling and Storage of Meats, Fish and Poultry
- Preparation Techniques

### **Unit Objectives**

Students will be able to:

- describe the nutritional value of meat, fish, and poultry.
- explain the difference between the cuts of meats and the types of meat cook.
- describe how to properly store meat, fish, and poultry to maintain quality.

### **Skill Objectives**

Students will:

- correctly use a meat thermometer.
- prepare meats, chicken and fish by various cooking methods.
- list the factors affecting the selection and safe handling of meat, fish, and poultry.

### **Sample Assessment**

Piece of meat, fish or poultry cooked according to standards to ensure safe and healthy consumption.

### **Pacing**

2 weeks

## **Unit 5: Cake Preparation and Decorating**

### **Family and Consumer Standard**

#### ***Consumer Science and Family Resource Management***

**Students will evaluate management practices related to human, economic, and environmental resources.**

Students will investigate career paths in consumer service industries.

### **Essential Question**

How do we effectively utilize human, economic and environmental resources in our daily lives?

### **Focus Questions**

- How does carefully following a recipe and practicing accurate measuring techniques affect a finished cake?
- How do creative decorating techniques enhance the flavor and appearance of cakes?

### **Core Topics**

- Shortened and Unshortened Cake
- Cake Decorating Techniques

### **Unit Objectives**

Students will be able to:

- describe basic ingredients used in cakes.
- identify characteristics of high-quality cakes.

### **Skill Objectives**

Students will:

- prepare a variety of cakes.
- demonstrate cake decorating techniques.

### **Sample Assessments**

- 4” cake, made from scratch, creatively decorated
- Potential participation in FCCLA cake decorating event

### **Pacing**

1 week

## **Unit 6: International**

### **Family and Consumer Standard**

#### ***Consumer Science and Family Resource Management***

**Students will evaluate management practices related to human, economic, and environmental resources.**

Students will analyze the relationship of the environment to family and consumer resources.

### **Essential Question**

How do we effectively utilize human, economic and environmental resources in our daily lives?

### **Focus Questions**

- How does climate and geography influence food choices?
- What are the food customs of various countries?
- How do eating habits differ from country to country?
- How does food preparation techniques in various countries?

### **Core Topics**

- Food Customs of Various Countries
- Seasonings and Preparation Techniques
- Cultural Menu Reading

### **Unit Objectives**

Students will be able to:

- describe food customs of a variety of countries.
- identify and taste a variety of cultural foods.
- describe basic ingredients in customary recipes.
- evaluate the nutritional value of various food preparation techniques.

### **Skill Objectives**

Students will:

- research, select and evaluate recipes from a variety of countries.
- prepare foods from a variety of cultures.
- design and create menus for each culture.

### **Sample Assessments**

- Report on Country
- Sample meals illustrating cuisines from a variety of cultures and cuisines, utilizing regional ingredients

### **Pacing**

9 weeks

## **Unit 7: Career Options**

### **Family and Consumer Standard**

#### ***Career, Community and Family Connections***

**Students will demonstrate the interaction of multiple life roles with the responsibilities of family, work, and community.**

Students will apply standard employability skills in community and workplace settings

### **Essential Question**

How does the interaction of multiple life roles impact personal responsibilities toward family, work, and community?

### **Focus Questions**

- What general career areas are available in the field of foods?
- What qualifications are needed to work in different food areas?

### **Core Topics**

- Long Term and Short Term Goals for Career Options
- Research of Education Needed to Obtain Specific Careers in Foods

### **Unit Objectives**

Students will be able to:

- identify various careers within the food industry.
- list the qualifications needed to work in specific career areas.
- identify the educational avenues needed to pursue a career in foods.

### **Skill Objectives**

Students will:

- observe an off campus culinary institute.
- observe a culinary institute classroom presentation.
- research a culinary career.

### **Sample Assessment**

Research paper on career

### **Pacing**

Ongoing

## **Unit 8: FCCLA**

### **Family and Consumer Sciences Standard**

#### ***Leadership***

**Students will develop leadership skills, which impact individuals, families, communities, and organizations.**

Students will integrate the concepts, strategies, and tools needed which contribute to personal growth, community leadership, democratic principles and social responsibility through participation in Family, Career, and Community Leaders of America (FCCLA).

### **Essential Question**

What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?

### **Focus Questions**

- What ways can FCCLA help young people become leaders and address important personal, family, work and societal issues through Family and Consumer Sciences education?
- What kind of information activities and projects develop leadership skills and career development?

### **Core Topics**

- Family
- Careers
- Community
- Leadership

### **Unit Objectives**

Students will be able to:

- describe the importance of communication, teamwork, and leadership skills in the family, workplace, and community.
- identify education and training requirements and opportunities for career paths in foods.

### **Skill Objective**

Students will:

- have the option to participate in FCCLA state and national competitive events.

### **Sample Assessment**

Option to submit FCCLA conference/convention entrees at state and national level

### **Pacing**

Ongoing