

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Family & Consumer Science

Mission Statement	The relationship between work and family is our unique focus. The mission of Geneva Community Unit School District #304 7-12 Family and Consumer Science curriculum is to guide students toward the development of independent living skills and awareness of career/employment potential. Family and Consumer Science Education empower individuals and families across the lifespan to manage the challenges of living and working in a diverse, global society.	
Course Sequence (Grades 6-12)	Middle School FACS 7 th - 1 8 th - 1 semester elective	High School Foods I Foods II Culinary Arts I Culinary Arts II Restaurant Management I Restaurant Management II Fashion Merchandising I Fashion Merchandising II Housing & Interior Design Child Development

Course Framework

Course Title	Culinary Arts II
Grade Level	10-11-12
Semesters (1-2-3-4)	1 semester
Prerequisite	Culinary Arts I or consent of instructor
Course Description	This Culinary Arts course goes beyond basic food preparation. Students will learn how to select ingredients on line as well as in person with an eye to quality and cost. They will learn how to handle foods efficiently and safely to obtain the best results. Students will learn to use basic hand tools and professional restaurant equipment. Presentation will be highly emphasized. Students will operate and supervise the Culinary Corner food court.
District-approved Materials and/or Resources	Textbook: Culinary Essentials; Good Eats DVD series; Culinary Institute of America DVD's

Unit Frameworks

Unit of Study: major topics	Hand Tools and Small Wares	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
National Standards	8.3.1 - Operate tools and equipment following safety procedures and OSHA requirements. 8.3.2 - Maintain tools and equipment following safety procedures and OSHA requirements. 8.3.3 - Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. 8.3.5 - Demonstrate procedures for safe and secure storage of equipment and tools. 8.3.6 - Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware. 8.5.1 - Demonstrate professional skills in safe handling of knives, tools, and equipment.	
Objectives ○ Conceptual ○ Factual ○ Procedural	<ul style="list-style-type: none"> ● Differentiate between hand tools and small wares ● List the functions of portioning and measuring equipment commonly found in a professional kitchen. ● Identify the main categories of professional cookware and bake ware. ● Explain the uses for different kinds of strainers, sifters and sieves. ● Describe the common types of turning and grabbing tools. ● Describe various mixing and blending tools. ● Contrast the functions of common pastry tools. ● Describe the various types of specialty cookware. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> ● Given pictures of hand tools and small wares, correctly identify the pictures. ● Select hand tools and small wares needed for the preparation of specific food products. ● Safely use hand tools and small wares needed for the preparation of specific food products. 	Other Evidence <ul style="list-style-type: none"> ● Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Converting Recipes	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
National Standards Assessment	8.5.3 - Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.4.7 - Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning. 8.6.10 - Apply principles of inventory management, labor cost and control techniques, production planning and control, and facilities management to front and back of the house operations.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● Calculate the unit cost, edible portion cost, individual portion and total cost of a recipe. ● Demonstrate how to calculate the yield percentage of a food item. ● Explain how food costing is used in the food service industry. ● Explain ways to control costs in a food service establishment. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> ● Complete written exercises for selected food items. ● Calculate food costs for culinary corner menu selections. 	Other Evidence <ul style="list-style-type: none"> ● Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Principles and methods of cooking	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
National Standards	8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● Describe how cooking affects the various characteristics of foods. ● Describe the processes of conduction, convection and radiation as they relate to cooking. ● Demonstrate common dry-heat cooking methods and explain the advantages of each. ● Demonstrate common moist-heat cooking methods and explain the advantages of each. ● Demonstrate the two main types of combination cooking methods and provide reasons for using these methods. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> ● Explore the Maillard reaction and how cooking affects foods. ● Practice using moist and dry heat cooking methods using assigned recipes. ● Practice using a combination cooking techniques by braising vegetables. 	Other Evidence <ul style="list-style-type: none"> ● Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Seasonings and Flavorings	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
National Standards Assessment	8.5.14 - Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor. 8.5.8 - Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques. 8.5.7 - Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ○ Describe the three facets of sensory perception and their affect on how we experience food. ○ Explain the difference between seasonings and flavorings and list specific categories of each. ○ Describe the major guidelines for cooking with herbs and spices. ○ Identify the general rules for purchasing and storing herbs and spices. ○ Compare and contrast the types of nuts and seeds commonly used in cooking. ○ Discuss the quality, smoke point and function of common types of cooking oils. ○ Identify the quality and characteristics of different types of vinegars. ○ Describe common condiments and their uses. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> ● Smell herbs and spices in numbered cups. Identify each by name and describe key characteristics. ● Flavor foccacia bread using 4 different herbs and spices. Evaluate combinations. ● Perform smoke point experiments using different cooking fats. 	Other Evidence <ul style="list-style-type: none"> ● Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Eggs and Breakfast Foods	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
National Standards Assessment	8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques. 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques. 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.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● Identify the basic composition and major classifications of eggs. ● Identify storage, safety and sanitation requirements to follow when using eggs. ● Demonstrate common dry-heat and moist-heat preparation methods used to cook eggs. ● Describe common techniques for preparing and serving pancakes, waffles and French toast. ● Describe common breakfast meats and how they are prepared. ● Identify types of breakfast cereals, juices and side dishes. ● Contrast continental breakfasts and breakfast buffets. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> ● Prepare breakfast meats and use rubrics to evaluate. ● Prepare multiple breakfast orders using rubric to evaluate. ● Prepare eggs commonly listed on a restaurant menu; evaluate using rubric. 	Other Evidence <ul style="list-style-type: none"> ● Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Soups	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
National Standards Assessment	8.5.6 - Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques. 8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. 8.5.12 - Demonstrate professional plating, garnishing, and food presentation techniques. 8.5.14 - Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● Describe common types of clear and thick soups. ● Demonstrate and follow procedures: preparing a broth, clarifying a consommé, preparing a puree, and preparing chowder. ● Demonstrate two different procedures for preparing a cream soup. ● Contrast the three varieties of specialty soups. ● Demonstrate two different methods for preparing bisque. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> ● Prepare soups and evaluate using rubrics. 	Other Evidence <ul style="list-style-type: none"> ● Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Bake shop Equipment and Ingredients	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
National Standards Assessment	8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ○ Identify common types of bakeshop equipment, tools and bakeware. ○ Identify the basic ingredients used to create baked products. ○ Identify and explain key term used in baking. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> ● Plan a bake sale that will benefit a local food pantry. ● Using a basic recipe, vary the recipe creating an innovative baked product. 	Other Evidence <ul style="list-style-type: none"> ● Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Cakes, Icings Pies and Pie Fillings	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
National Standards Assessment	8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques. 8.5.11 Prepare breakfast meats, <u>eggs</u> , cereals, and batter products using safe handling and professional preparation techniques.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● Identify common cake ingredients ● Demonstrate three methods for making cake batter. ● Describe factors to consider when baking cakes. ● Describe common types of icings. ● Demonstrate the procedure for forming a paper pastry bag. ● Describe how to fill pastry bags and pipe icing. ● Contrast the two major types of pie dough. ● Demonstrate how to handle pie dough prior to baking. ● Demonstrate the procedure for blind baking a pie shell. ● Demonstrate how to prepare a fruit filling, a cream filling and a chiffon filling. ● Describe three different types of meringue. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> ● Using a basic recipe, vary the recipe creating an innovative baked product. ● Create pie for specified holidays. 	Other Evidence <ul style="list-style-type: none"> ● Test on chapters, including multiple choice, short answer, and essay.

