

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

<b>Mission Statement</b>	<p>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.</p>	
<b>Course Sequence</b> (Grades 6-12)	<p>Middle School</p> <p>FACS  7<sup>th</sup>- 1  8<sup>th</sup>- 1 semester elective</p>	<p>High School</p> <p>Foods I  Foods II  Culinary Arts I  Culinary Arts II  Restaurant Management I  Restaurant Management II  Fashion Merchandising I  Fashion Merchandising II  Housing &amp; Interior Design  Child Development</p>

## *Course Framework*

<b>Course Title</b>	Culinary Arts I
<b>Grade Level</b>	10,11,12
<b>Semesters (1-2-3-4)</b>	1 semester
<b>Prerequisite</b>	Foods 1, Foods 2
<b>Course Description</b>	<p>This advanced course is specifically designed for students who wish to explore their culinary areas of interest. Students will apply advanced techniques to various aspects of food preparation in a number of different settings including quantity cooking and catering. Students will learn how to prepare menus, select foods, figure food costs, and market products. Students will operate the Culinary Corner food court.</p> <p>Professional cake decorating using the Wilton Method provides students with a foundation for advanced decorating projects including wedding cakes.</p>
<b>District-approved Materials and/or Resources</b>	Textbook: Culinary Essentials; Good Eats DVD series; Culinary Institute of America DVD's

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Food Safety and Sanitation</b>	Resources that will support instruction: Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association; Serve Safe Program
<b>FCS National Standards</b>	<p>8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.</p> <p>8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.</p> <p>8.1.4 Analyze the effects of food production and services occupations on local, state, national, and global economies.</p> <p>8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities.</p> <p>8.1.6 Analyze the role of professional organizations in food production and services</p> <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>8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.</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>8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.</p> <p>8.2.9 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.</p>	

	<p>9.6.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.</p> <p>9.6.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.</p> <p>9.2.2 Analyze food service management safety and sanitation programs.</p> <p>9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.</p> <p>9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</p> <p>14.4.1 Analyze conditions and practices that promote safe food handling.</p> <p>14.4.2 Analyze safety and sanitation practices throughout the food chain.</p> <p>14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.</p>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>○ List the main agencies that are involved in the establishment and regulation of food safety.</li> <li>○ Describe the 3 types of hazards that can cause direct contamination of food.</li> <li>○ Identify common pathogens that can cause foodborne illness.</li> <li>○ Describe 6 environmental conditions that contribute to bacterial growth, possibly resulting in foodborne illness.</li> <li>○ Define potentially hazardous food.</li> <li>○ Describe common food service precautions to take for highly susceptible populations.</li> <li>○ List the general guidelines for preventing food contamination.</li> <li>○ Identify the steps for developing a Hazardous Analysis Critical Control Point [HACCP] plan.</li> <li>○ Describe the use of sanitizers for warewashing.</li> <li>○ Demonstrate proper handwashing procedure.</li> <li>○ Explain the importance of heating and cooling food.</li> <li>○ Address common injuries resulting from accidents in the professional kitchen.</li> </ul>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>● Develop a kitchen safety check list.</li> <li>● Conduct a demonstration of handling and preparation techniques to promote safe top quality foods.</li> <li>● Describe methods to hold hot foods hot and leftovers in safe and sanitary conditions.</li> <li>● Using a scenario, describe how to store food to maintain its safety and quality.</li> <li>● Weekly food lab demonstrations and participation</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>● Test on chapters, including multiple choice, short answer, and essay.</li> </ul>

	<ul style="list-style-type: none"><li>• Completion of textbook assignments and related worksheets</li><li>• Demonstration of kitchen management skills related to equipment hygiene, storage and sanitation of individual kitchens</li><li>• Demonstration of individual success of meal preparation in class.</li><li>• Visit a restaurant to observe food handling and preparation practices.</li><li>• Use appropriate vocabulary when discussing sanitation and safety.</li><li>• Describe HACCP and its function and use in the food service industry.</li></ul>	
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## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Knives and Cutting Techniques</b>	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
<b>FCS National Standards</b>	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. 9.5.4 Maintain test kitchen/ laboratory and related equipment and supplies. 9.5.5 Implement procedures that affect quality product performance. 5.5.3 Demonstrate safe procedures in the use, care, and storage of equipment. 5.5.4 Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administrations (OSHA), and other agencies.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Identify the major parts of a knife.</li> <li>○ Describe the main uses and distinguishing features of professional knives, cutlery and garnishing tools.</li> <li>○ Demonstrate the methods used for safely handling knives.</li> <li>○ Describe how to sharpen and hone a knife.</li> <li>○ Describe the basic knife cuts used in the professional kitchen.</li> <li>○ Demonstrate how to make the following knife cuts; rondelle, diagonal, oblique, chiffonade, butterfly, batonnet, julienne, brunoise, paysanne, dicing, chopping and mincing.</li> <li>○ Demonstrate how to safely use a food processor and mandolin.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>● Given pictures of knives and cutting tools, correctly identify the</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>● Test on chapters, including multiple choice, short</li> </ul>

	<p>pictures.</p> <ul style="list-style-type: none"><li>• Select cutting tools needed for the preparation of specific food products.</li></ul>	<p>answer, and essay.</p>
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## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Calculating Food Costs</b>	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
<b>FCS National Standards</b>	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.	
<b>Objectives</b> ○ <b>Conceptual</b> ○ <b>Factual</b> ○ <b>Procedural</b>	<ul style="list-style-type: none"> <li>● Calculate the unit cost, edible portion and total cost of a recipe.</li> <li>● Demonstrate how to calculate yield percentages.</li> <li>● Explain how food costing is used in the food service industry.</li> <li>● Explain ways to control costs in a food service establishment.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>● Calculate the food cost and selling price for food served at culinary corner or catered meals.</li> <li>● Perform raw yield tests.</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>● Test on chapters, including multiple choice, short answer, and essay.</li> </ul>



## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Standard Measurements</b>	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
<b>FCS National Standards</b>	8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 9.6.4 Create standardized recipes. 9.6.5 Manage amounts of food to meet needs of customers, clients.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>● Identify the defining elements and benefits of standardized recipes.</li> <li>● Convert customary measurements to metric and vice-versa.</li> <li>● Distinguish between weight, volume and count.</li> <li>● Demonstrate 2 recipe conversion formulas.</li> <li>● List factors to consider when converting a recipe to a larger or smaller yield.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>● “Scale” recipes used in the foods lab.</li> <li>● Complete a market order for any given recipe.</li> <li>● Change a market order based on the yield needed for a catered event.</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>● Test on chapters, including multiple choice, short answer, and essay.</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Stocks and Sauces</b>	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
<b>FCS National Standards</b>	8.4.3 Analyze food, equipment, and supplies needed for menus. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement 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. 9.5.3 Prepare food for presentation and assessment. 9.5.6 Conduct sensory evaluations of food products. 8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Describe the basic composition of stocks.</li> <li>○ Define common methods and guidelines for making stocks.</li> <li>○ Contrast the 2 most common methods for cooling stocks</li> <li>○ Demonstrate how to make the following items: white stock, brown stock, glace, fish stock, fumet and roux.</li> <li>○ Contrast fish stocks and fumets.</li> <li>○ Explain and demonstrate the process of reduction.</li> <li>○ Describe the 4 most common thickening agents used in stocks and sauces.</li> <li>○ Demonstrate how to add a liaison to a liquid.</li> <li>○ Describe each of the 5 mother sauces.</li> <li>○ Demonstrate how to make a hollandaise sauce.</li> <li>○ Identify 3 types of butter sauces.</li> <li>○ Demonstrate how to make beurre blanc sauce and compound butter.</li> <li>○ Contrast common contemporary sauces.</li> <li>○ Demonstrate how to make flavored oils.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>● Given a recipe, identify and make the sauce for the task.</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>● Test on chapters, including multiple choice, short answer, and essay.</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Yeast and Quick Breads</b>	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
<b>FCS National Standards</b>	8.4.3 Analyze food, equipment, and supplies needed for menus. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.5 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. 8.5.13 Demonstrate professional plating, garnishing, and food presentation techniques. 9.5.4 Prepare food for presentation and assessment. 9.5.5 Conduct sensory evaluations of food products. 8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.	
<b>Objectives</b> ○ <b>Conceptual</b> ○ <b>Factual</b> ○ <b>Procedural</b>	<ul style="list-style-type: none"> <li>○ Identify common types of bakeshop equipment, tools and bakeware.</li> <li>○ Identify the basic ingredients to create baked products.</li> <li>○ Use the formula for calculating baker’s percentage of each ingredient in a yeast or quick bread recipe.</li> <li>○ Contrast the 3 categories of yeast breads.</li> <li>○ Describe the 12 steps used to produce yeast dough.</li> <li>○ Demonstrate how to use a baker’s scale.</li> <li>○ Describe popular types of quick breads.</li> <li>○ Define common terms used to describe different aspects of mixing.</li> <li>○ Demonstrate how to prepare quick breads using the biscuit, muffin and creaming methods.</li> <li>○ Identify guidelines to follow for baking quick and yeast breads</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>● Produce quick and yeast breads</li> <li>● Evaluate baked products using a rubric.</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>● Test on chapters, including multiple choice, short answer, and essay.</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Fruits</b>	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
<b>FCS National Standards</b>	8.4.3 Analyze food, equipment, and supplies needed for menus. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.6 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. 8.5.14 Demonstrate professional plating, garnishing, and food presentation techniques. 9.5.6 Prepare food for presentation and assessment. 9.5.7 Conduct sensory evaluations of food products. 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Identify the major categories of fruits and common examples of each category.</li> <li>○ Demonstrate the following procedures: removing the peel from citrus fruit, segmenting citrus fruit, coring an apple using a paring knife, coring a pineapple and dicing a mango.</li> <li>○ Explain common factors to consider when purchasing and storing fruit.</li> <li>○ Contrast the various methods used for cooking fruit.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>● Demonstrate a garnishing technique.</li> <li>● Prepare a variety of fruits. Evaluate them based on quality and aesthetic factors appropriate for that fruit.</li> <li>● Create an edible arrangement.</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>● Test on chapters, including multiple choice, short answer, and essay.</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Potatoes</b>  Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.	
<b>FCS National Standards</b>	8.4.3 Analyze food, equipment, and supplies needed for menus. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.7 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. 8.5.15 Demonstrate professional plating, garnishing, and food presentation techniques. 9.5.8 Prepare food for presentation and assessment. 9.5.6 Conduct sensory evaluations of food products. 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Describe the major classifications of potatoes.</li> <li>○ Identify the guidelines for purchasing and storing potatoes.</li> <li>○ Demonstrate the procedures for preparing deep-fried, baked, simmered, and mashed potatoes and potato casseroles.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>● Select the appropriate variety of potato for a given recipe.</li> <li>● Prepare several potato recipes and evaluate based on quality and esthetic factors appropriate for that food.</li> <li>● Plan a menu using a potato recipe as an appropriate accompaniment.</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>● Test on chapters, including multiple choice, short answer, and essay.</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Cookies</b>	Resources that will support instruction Cookbooks; local restaurant owners and chefs; community colleges; National Restaurant Association.
<b>FCS National Standards</b>	8.4.3 Analyze food, equipment, and supplies needed for menus. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.8 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. 8.5.16 Demonstrate professional plating, garnishing, and food presentation techniques. 9.5.9 Prepare food for presentation and assessment. 9.5.6 Conduct sensory evaluations of food products. 8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Identify common cookie ingredients.</li> <li>○ Identify common types of bakeshop equipment, tools and bakeware used to make cookies.</li> <li>○ Describe cookie preparation methods.</li> <li>○ Explain how the proportion and type of fat, sugar and flour can alter the texture of a cookie.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Reading a recipe, identify the category of cookie - drop, rolled, bar, pressed, refrigerator, no bake, shaped.</li> <li>• Create a cookie assortment for presentation to a potential client</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Test on chapters, including multiple choice, short answer, and essay.</li> </ul>