



Champagne Learning Objectives

Understand how key historical, political, geographical, geological, topographical, and climatic factors have influenced the viti/vini practices of Champagne and its wine styles

By the end of this lesson, the student will be able to...

Locate Champagne and its sub-regions on a map of France

List three advancements that led to the development of sparkling wine

Identify the home of the Counts of Champagne, the past capital of the Champagne region

Name the 17th century wooden instrument used to eliminate carbon dioxide from sparkling wine

Know the terms for French sparkling wines produced outside of Champagne

Know the point difference between the terms *Méthode Champenoise* and *Méthode Traditionnelle*

Describe Champagne's climate and the factors that influence it

List the climate-related vine threats in Champagne and the factors that mitigate them

Define "chalk"; explain the difference between Micraster and Belemnite chalk

Identify Champagne's soil types and the sub-regions in which they are found

Know the three primary grapes used in Champagne and the attributes they contribute to the finished wine

Know the dominant grape grown in each of the Champagne sub-regions

Recall why Pinot Meunier is now referred to as Meunier (Fundamentals Unit)

Know the sought-after attributes driving clonal selection in Champagne

Explain why so few champagnes are labeled "organic"

List the ways in which global warming is impacting the winemaking process in Champagne

Know the AOCs of Champagne, the dominant grape(s) within each, and the wine styles they produce

Explain why champagne is typically a blended product

Summarize the *Echelle des Crus* and define the three rankings



Describe the difference between Vintage, Non-Vintage, Grand Cru, Premier Cru, Blanc de Blancs, Blanc de Noir, Rosé, Prestige Cuvées, Late-Disgorged, single-vineyard (*mono-parcelle*), single-cru (*mono-cru*), Spécial Club and Solera/Perpetual Reserve

Define “NM” and “RM” (as seen on a champagne label)

List the primary point of difference between the Champagne method and the rural/ancestral method

Delineate the steps of the champagne process (Fundamentals Unit)

Identify the individuals responsible for the development of the Champagne method

Define: *mosser, sur lattes, crayères, tirage, prise de mousse, liqueur de tirage, remuage, pupitre, gyropalette, dégorgement, liqueur de dosage/liqueur d'expédition, juponé and chevillé*