

Strand 1: Students will consistently demonstrate workplace safety, food safety, and sanitation techniques.

Standard 1: Apply established safety rules and guidelines in a work environment

Identify prevention, protocol and treatment for cuts.

Prevention

Use sharp knives, dull knives are more dangerous p. 84

Hold knife correctly, using the claw hand position on guide hand. p. 146

Use a stabilized cutting board. p. 149

Hold onto the knife handle while cleaning, do not soak. p. 158

Protocol

Clean and sanitize the affected area and equipment as soon as possible. p. 83

Treatment

Minor cuts clean wound, apply bandage and wear glove. p. 83

Sever cuts apply pressure and seek medical attention. p. 83

Identify prevention, protocol and treatment for fires, chemical and heat related incidents.

Prevention

Avoid flammable materials or clothing on or near the range.

Turn handles away from the front of the range. p. 86

Lift lids on hot foods away from you. p. 86

Use hot pads or oven mitts for handling hot baking pans. p. 86

Keep equipment clean.

Keep chemicals away from food.

Protocol

To extinguish a fire use the correct fire extinguisher. (A, B, C, or K) p. 78

To extinguish a grease fire, cover/smother the pan, pour baking soda/salt. Avoid water, flour or sugar on grease. p. 75

Follow manufactures directions for all chemical use and storage, do not mix chemicals. p. 95

Treatment

First Degree Burn and Second Degree Burn: immerse burn in cool water or use cool com- press for 10-15 minutes pp. 83-84

Third Degree Burn: seek medical treatment p. 84

For Chemical Burn: seek medical treatment or call poison control.	p. 95
Identify prevention, protocol and treatment for break, strains and sprains.	
Prevention	
Keep floors clean and dry.	p. 87
Post caution signs for wet floors.	p. 87
Store heavy items on lower shelves.	p. 87
Use ladders or step stools appropriately.	p. 88
Lift heavy items appropriately.	p. 88
Wear non-slip shoes.	p. 85
Treatment	
Seek medical attention.	p. 90
Standard 2: Identify health and hygiene requirements for food handling	
Identify proper hand washing.	
Wash hands with soap and warm water for a minimum of twenty seconds.	p. 47
Wash hands before and after handling raw meat, poultry or eggs.	p. 47
Wash hands after using restroom, sneezing, coughing, changing diapers, etc.	p. 47
Identify appropriate clothing and hair restraints.	
Appropriate clothing includes clean clothing.	p. 46
Cover and tie back hair with appropriate hair restraints before working with food.	p. 46, 48
When tasting foods, always use a clean spoon and use only once.	p. 46
Discuss appropriate use of gloves.	
Single use gloves only.	p. 46
Wash hands before putting on gloves.	p. 47
Change gloves when they get dirty, torn, or changing task.	p. 48
Wear gloves when handling ready-to-eat (RTE) foods.	p. 48
Wear gloves and bandage for an open cut or wound.	p. 83
Standard 3: Recognize food-borne illness and prevention	
Identify the ways food becomes unsafe.	
Physical: fingernail, hair, metal shard, band aid	p. 36
Chemical: cleaning chemicals, sanitizers	p. 39
Biological: pathogens	p. 37

Define food-borne illness.	p. 36
Food-borne illness results from eating foods containing pathogens.	p. 36
Pathogens are any bacteria, virus, parasite, or fungi that can cause illness.	p. 37
Bacteria need certain conditions to grow. FATTOM: Food, Acid, Time, Temperature, Oxygen, and Moisture.	p. 41
Common symptoms of a food borne illness include fever, headache, nausea, vomiting and diarrhea.	p. 42
Common food borne illnesses include: Campylobacter, Clostridium Perfringens, E-coli, Norovirus, Salmonella,	p. 42
Food will often look and smell normal.	
When in doubt, throw it out.	p. 45
Controlling time and temperature	
Foods like milk/dairy, meat, fish, eggs, poultry, shellfish/crustaceans, baked potatoes, tofu, sprouts, cooked rice,	p. 41
Temperature Danger Zone: 41-135 degrees	p. 44
Foods held in the danger zone for longer than 4 hours should be thrown out.	p. 45
Time in the danger zone includes: shopping, transportation, preparation, and holding for service.	p. 44
Frozen foods: 0°F	p. 57
Refrigerator/Cold Food: 41°F or below	p. 56
Holding Hot Foods: 135°F	p. 59
Seafood, Beef, Pork, Lamb: 145°F	p. 59
Ground Meats: 155°F	p. 59
Poultry Whole or Ground and Reheated food: 165°F	p. 59
Identify the ways to safely thaw TCS foods.	
In the refrigerator.	p. 60
In a sink of cold, running water or a sink full of cold water, changing the water every 30 minutes.	p. 60
In the microwave. Prepare and use food immediately.	p. 60
As part of the cooking process.	p. 60
Identify correct cooling of TCS foods.	
Shallow containers or reduce portion size in refrigerator	p. 61
Ice bath	p. 61
Blast chiller	p. 61
Preventing cross contact and cross contamination	
Cross contact is when food item containing an allergen comes in contact with another food.	p. 36
The big 8 allergens include: tree nuts, eggs, milk, soy, wheat, peanuts, fish, and shell fish	p. 36

Cross contamination is the transfer of pathogens from people, surfaces or food to food.	p. 36
Store food 6 inches off the ground, label stored food correctly, store ready-to-eat (RTE) food separately or above	p. 57
Equipment Storage: Store service-ware and food containers upside down on a clean, sanitized surface, and store	pp. 111-116
Food Preparation: clean and sanitize work area and equipment, wash hands between tasks, never place cooked	pp. 35-54
Serving food: no bare hand contact with RTE food.	p. 48
Cleaning and Sanitizing	
Clean removes food and other dirt from surface.	p. 50
Sanitize reduces pathogens on surface.	p. 50
Steps to cleaning and sanitizing:	
Scrape and rinse	p. 51
Wash	p. 50
Rinse	p. 50
Sanitize	p. 50
Air dry	p. 52
Clean and sanitize after completing a task or after 4 hours of constant use.	p. 51
Remove garbage from prep area as soon as possible.	p. 52
To reduce pest/insects, avoid crumbs or spills, keep staples in airtight containers and dispose of garbage properly.	p. 53

Strand 2: Students will explore career opportunities and employment skills required in the food service industry

Standard 1: Identify career opportunities and educational requirements

Career paths	pp. 3-6
Such as: dietician, food stylist, chef, pastry chef, food scientist, event planner	p. 5
Education opportunities	
College or tech, apprentices, work-based learning, CTE internships	
On the job training	
Industry certifications	
Such as: National Restaurant Association, American Culinary Federation	

Standard 2: Investigate and apply professional work behavior and employability skills

Communication	pp. 9-11
Collaboration	pp. 12-18
Creativity	p. 24

Critical Thinking
Citizenship
Character

p. 22

Strand 3: Students will identify knives and food service equipment; function, proper use and care

Standard 1: Identify types of knives, understand their proper use and care, and demonstrate proper knife safety

Types of knives, including chef, paring, serrated p. 142-160

Correct holding technique, sharpening, washing and storing p. 145

Standard 2: Identify common small-ware food preparation equipment and how it is to be safely used and cleaned. (i.e. p. 161-179

Standard 3: Identify common food preparation and service equipment and how it is to be safely used and cleaned (e.g., p. 117-129

Standard 4: Identify and demonstrate different knife cuts, including

Batonnet—1/4 x 1/4 x 2-3 inch p. 152

Julienne—1/8 x 1/8 x 1-2 inch p. 152

Brunoise—1/8 x 1/8 x 1/8 inch p. 154

Dice, small—1/4 x 1/4 x 1/4 inch; medium—1/2 x 1/2 x 1/2 inch; large—3/4 x 3/4 x 3/4 inch p. 154

Chiffonade—stack leaves, roll and slice into thin shreds p. 151

Diagonal—cut on a 45 degree angle p. 150

Standard 5: Identify the process of mise en place

Mise en place (to put in place): organizing equipment and preparing ingredients (measuring, doing knife cuts) p. 109

Strand 4: Students will apply basic culinary math concepts and use in standardized recipes

Standard 1: Utilize measuring techniques and tools

Measurements are either by volume or by weight.

Volume measuring tools include teaspoons, tablespoons, cups, pints, quarts, gallons, and various sizes of ladle p. 167, 189

Weight measuring tools include balance/baker scales, spring scale, and digital scale p. 166, 189

Standard 2: Identify measurement abbreviations and equivalents

Measurement Abbreviations:

Tablespoon = T. or Tbsp. p. 189

Teaspoon = t. or tsp. p. 189

Gallon = gal. p. 189

Quart = qt. p. 189

Pint = pt.	p. 189
Cup = c.	
Pound = lb. or #	p. 189
Ounce = oz.	p. 189
Fluid oz. = fl. oz.	p. 189
Equivalents:	
3 t. = 1 T.	p. 189
16 T = 1 c.	p. 189
8 fl. oz. = 1 c.	p. 189
2c. = 1 pt.	p. 189
4 qt. = 1 gal.	p. 189
1 lb. butter = 2 c	
16 c. = 1 gal.	
4 c. = 1 qt.	p. 189
16 oz. = 1 lb.	p. 189

Standard 3: Define and identify components of a standardized recipe

Standardized recipe - specifically describes the exact, measurable amount of ingredients and the- method of p	p. 183
Components of a standardized recipe.	p. 184
Title (name of the recipe)	p. 184
Yield - how many servings the recipe will make.	p. 184
List of ingredients and amounts, listed in order they appear in the recipe.	p. 184
Step by step directions in order to be completed.	
Equipment - container size and type.	p. 184
Temperature and time	

Standard 4: Convert recipe yields

Converting total yield: two-step method	
Divide the new yield by the old yield to get the conversion factor. (New Yield ÷ Old Yield = Con- version factor)	p. 192
Multiply every recipe ingredient by the conversion factor to get the new quantity needed for the new yield. (O	p. 193

Strand 5: Students will compare and contrast cooking techniques as applied to food preparation

Standard 1: Moist heat cooking methods

Boil: Cooking in liquid at boiling point. (Not oil)	p. 294
Blanch: Partially cooking by boiling and immediately cooling.	p. 301
Simmer: Cooking in liquid just below the boiling point.	p. 294
Poach: Cooking in a flavorful liquid in a temperature just below simmering.	p. 294
Steam: Cooking food in closed environment with steam	p. 292
Standard 2: Dry heat cooking methods	
Bake/Roast: Cook with dry heat in a closed environment, usually in an oven.	p. 279
Broil: To cook food directly under heat source.	p. 279
Grill: To cook food directly above heat source.	p. 278
Sauté/Stir Fry: Quickly cooking an item in a small amount of hot fat or oil, over moderate heat.	pp. 283-284
Pan Fry: Cooking in a moderate amount of hot fat or oil.	p. 285
Deep Fat Fry: Completely submerge food in hot fat or oil.	p. 287
Standard 3: Combination cooking methods	
Braise: Sear food. Add some liquid and cover pan to create a moist cooking environment.	p. 299
Stew: Small pieces of food are seared then covered completely with a liquid and simmered	p. 299

Strand 6: Students will explore and prepare stocks and sauces

Standard 1: Vocabulary used in making stocks and sauces

Mire poix: 50% onion, 25% carrots, 25% celery	p. 507
Roux: equal parts fat and flour	p. 515
Stock: flavored liquid made from simmering bone and/or vegetables in water.	pp. 504-507
Aromatics: mire poix, herbs, and spices	p. 225

Standard 2: Apply concepts of making a stock

Start with cold water; never boil; never add salt.	p. 505
Meat based stock includes bones, aromatics, and water	p. 504
Vegetable based stocks include vegetables, aromatics, and water	p. 504
Simmering time is based on type of stock.	p. 506
Skim stock often to remove impurities.	p. 506
Strain stock, cool correctly, and remove fat after cooling.	p. 508

Standard 3: Identify the five Mother sauces

Béchamel is a white sauce made from milk or cream and thickened with a roux.	p. 518
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Velouté is made from veal, chicken, or fish stock and a white or blond roux.	p. 518
Espagnole, often referred to as brown sauce, uses a brown stock, such as beef, as a base and is thickened with a roux.	p. 518
Tomato is made with sautéed aromatic vegetables and a tomato product.	p. 519
Hollandaise is made by whisking egg yolks with clarified butter and an acid such as lemon juice	p. 519

Strand 7: Students will explore preparation principles of breads

Standard 1: Types of breads

Quick and Yeast

Review information from Foods and Nutrition 1 on Quick breads p. 658

Compare and contrast quick breads and yeast breads including ingredients, preparation methods, - texture/crust p. 658

Standard 2: Types of yeast dough

Lean Dough contains only small amounts of sugar and fat, if any. p. 634

Products made from lean dough tend to have a chewier texture and an open crumb. p. 634

Examples include: Hard rolls, soft pretzels, and French bread p. 634

Rich Dough may have fat, dairy, eggs, or sugar added. p. 635

Products made from rich dough tend to have a softer and finer texture. They may be golden in color because of the Maillard reaction. p. 635

Examples include: sandwich breads, sweet rolls, and soft rolls p. 636

Standard 3: Identify ingredients in baked goods

Function of each ingredient.

Flour: structure. p. 618

Liquid: moisture and activates leavening agents. p. 639

Leavening Agents: makes the product rise. p. 621

Yeast works by fermentation, using sugar and producing carbon dioxide and alcohol. p. 621, 639

Yeast are living organisms. p. 621

In extreme hot or cold temperatures, they can die or slow down. p. 621

Fat: tenderness, richness and some flavor. p. 622

Salt: flavor and controls yeast. p. 625

Sugar: flavor and browning pp. 623-624

Standard 4: Principles of yeast dough production

Kneading is combining liquid and flour combine to form gluten. As the dough is kneaded the gluten strands link together. p. 618

Fermentation is the process of breaking down sugar to create carbon dioxide and alcohol, which causes the dough to rise. p. 621

Proofing is the final rising of the dough prior to baking

p. 643

Oven spring is the expansion of carbon dioxide when put into a preheated oven.

p. 650