

**Strand 1: Differentiate 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, boning, paring, serrated pp. 89-90

Correct holding technique, sharpening, wash and storage p. 114

**Standard 2: Identify common small ware food preparation equipment, and how it is to be safely used and cleaned. (i.e. knives, mandolin, piping tools, Parisian scoop, scales)**

pp. 115-124

**Standard 3: Identify common food preparation and service equipment and how it is to be safely used and cleaned (e.g., convection oven, conventional oven, commercial dishwasher/sanitizer, ice machine, stand mixer, deep fat fryer, proofer, steam table, hotel pans, sheet pans, chafing dishes)**

pp. 99-105

**Standard 4: Identify and demonstrate different knife cuts**

Batonnet—1/4 x 1/4 x 2-3 inch p. 118

Julienne—1/8 x 1/8 x 1-2 inch, fine julienne- 1/16 x 1/16 x 1-2 inch p. 118

Brunoise—1/8 x 1/8 x 1/8 inch p. 117

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. 117

Chiffonade—stack leaves, roll and slice into thin shreds p. 115

Diagonal—cut on a 45 degree angle p. 115

Rondelle—also called coin cut p. 115

Mince - to cut or chop into very small pieces. p. 122

Chop - to cut into uniform size when shape is not important p. 117

**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) before you begin cooking p. 184

**Strand 2: Connect workplace safety, food safety, and sanitation as applied to food production**

**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. 112

Hold knife correctly, using the claw hand position on guide hand. pp. 114-115

Use a stabilized cutting board. p. 112

Hold onto the knife handle while cleaning, do not soak. p. 112

Protocol

Clean and sanitize the affected area and equipment as soon as possible. p. 36

Treatment

Minor cuts clean wound, apply bandage and wear glove.

Sever cuts apply pressure and seek medical attention.

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

## Prevention

- Avoid flammable materials or clothing on or near the range. p. 37
- Turn handles away from the front of the range. p. 36
- Lift lids on hot foods away from you.
- Use hot pads or oven mitts for handling hot baking pans.
- Keep equipment clean. p. 36
- Keep chemicals away from food. pp. 25-26

## Protocol

- To extinguish a fire use the correct fire extinguisher. (A, B, C, or K) p. 107
- To extinguish a grease fire, cover/smother the pan, pour baking soda/salt. Avoid water, flour or sugar on grease fires. p. 37
- Follow manufactures directions for all chemical use and storage, do not mix chemicals. p. 25
- Chemical incident see Safety Data Sheet (SDS) for medical treatment and fire suppression.

## Treatment

- First Degree Burn and Second Degree Burn: immerse burn in cool water or use cool compress for 10-15 minutes.
- Third Degree Burn: seek medical treatment
- For Chemical Burn: seek medical treatment or call poison control.
- Identify prevention, protocol and treatment for break, strains and sprains.

## Prevention

- Keep floors clean and dry.
- Post caution signs for wet floors.
- Store heavy items on lower shelves.
- Use ladders or step stools appropriately. p. 36
- Lift heavy items appropriately. p. 36
- Wear non-slip shoes.

## Treatment

- Seek medical attention.

## **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, and dry with single use paper towel. pp. 27-28
- Water should be a minimum of 100 degrees. p. 27
- Wash hands before and after handling raw meat, poultry or eggs.
- Wash hands after using restroom, sneezing, coughing, changing diapers, etc.
- Identify appropriate clothing and hair restraints.
- Appropriate clothing is clean and may include chef coat, apron, or other uniform. p. 14
- Cover and tie back hair with appropriate hair restraints before working with food. p. 27
- When tasting foods, always use a clean spoon and use only once. p. 27
- Discuss appropriate use of gloves. p. 27
- Single use gloves only. p. 27
- Wash hands before putting on gloves. p. 27

Change gloves when they get dirty, torn, or changing task.	p. 27
Wear gloves when handling ready-to-eat (RTE) foods.	p. 27
Wear gloves and bandage for an open cut or wound.	p. 27
Any activity involving eating, drinking, smoking/vaping, or chewing gum needs to occur in a designated area away from food preparation areas.	
<b>Standard 3: Identify the steps in the flow of food, including purchasing, receiving, storage, preparation, cooking, holding (hot/cold), cooling, reheating, and serving</b>	
Explain the purpose of the Hazard Analysis Critical Control Point (HACCP) system (i.e., to ensure keeping food safe through a system of identifying and monitoring critical control points).	pp. 32-33
Discuss methods of purchasing, receiving, and storage.	p. 33
Purchase from an approved reputable vendor.	p. 24, p. 559, p. 631, p. 745
FIFO (first-in first-out) rule (i.e., the food that has been in the holding area the longest will be used first).	p. 32
Store food and cleaning supplies separately.	p. 30
Refrigerator and freezer temperatures (refrigerator: 41°F or lower; freezer: 0°F or lower).	
<b>Standard 4: Identify the factors contributing to food-borne contamination, illness, and prevention strategies</b>	
Discuss general concepts of food-borne illness.	pp. 18-25
Food-borne illness results from eating foods contaminated with pathogens.	pp. 18-25
General conditions for bacterial growth include food, acidity, time, temperature, oxygen, moisture (FAT TOM).	p. 20
Contaminated food does not always have an off odor or flavor, so it may look and smell normal.	
Three types of food contamination hazards.	
Physical - hair, glass, metal shards, fingernails.	p. 26
Chemical - cleaning supplies and pesticides.	pp. 25-26
Biological - harmful micro-organisms (pathogens)	p. 25
Identify the four types of pathogen contaminants	
Bacteria - tiny single cell micro-organism including Salmonella and E-coli.	p. 18
Viruses - simple organism responsible for majority of foodborne illness - Norovirus and Hepatitis A.	p. 23
Parasites - organism that must live in or on a host to survive ie. Giardia	p. 23
Fungi - spore producing organism including yeast and mold. Typically, visible on spoiled food.	p. 24
Food-borne illness symptoms that exclude a worker from handling food may include the following:	
Sore throat with fever	p. 27
Jaundice	p. 27
Diarrhea	p. 27
Vomiting	p. 27
Open and infected sores	
Food handlers need to be symptom-free for 24 hours before handling food.	
Discuss prevention strategies.	
Controlling Time and Temperature	
In cold storage, place ready-to-eat (RTE) foods on top and uncooked animal products toward the bottom according to cooking temperature.	p. 31

All TCS (Time and Temperature Control for Safety) foods need to be covered and stored in the refrigerator with a label including a use-by date, store at 41°F or lower, if produced on site for no more than 7 days.	p. 31
Food should not be in the Danger Zone (the temperature range of 41-135°F), for longer than 4 hours total from start of preparation.	p. 21
Cooking to safe internal temperatures; be sure to use a clean and sanitized thermometer.	p. 93
Seafood, pork, beef, veal, lamb—145°F (for a minimum of 15 seconds)	p. 21
Ground meats (pork, beef, veal, lamb) and eggs—155°F (for a minimum of 15 seconds)	p. 21
All Poultry (whole or ground)—165°F (for a minimum of 15 seconds)	p. 21
Reheat temp—165°F (for a minimum of 15 seconds)	p. 21
Cooling and reheating foods to the correct temperature for the correct amount of time using proper equipment	p. 33
Keep hot foods hot and cold foods cold.	p. 33
Hold hot 135°F and above.	p. 33
Cold 41°F or lower.	p. 33
Food needs to be cooled below 70°F within two hours and below 41°F within four more hours.	p. 33
Methods include ice water baths, ice paddles, blast chiller, and dividing large amounts of food in small, shallow, covered containers for quick cooling.	p. 33
Store foods in the refrigerator and freezer so that the cool air can circulate to keep food safe. Don't cover shelves or overcrowd.	p. 33
Bring sauces, soups etc. to a boil when reheating; heat other TCS leftovers to 165°F (for a minimum of 15 seconds).	p. 33
Safely thaw foods, including in the refrigerator, under cold running water, in the micro- wave, or as part of the cooking process.	p. 33
Never defrost at room temperature.	
Cold running water should not exceed 70°F.	p. 33
The product should not exceed 41°F internal temperature.	p. 33
If thawing food in the microwave, cook immediately.	p. 22
Preventing cross contamination and cross contact.	
Cross-contact happens when one food containing allergens comes in contact with a surface or food, thereby posing a hazard for persons having that allergy.	p. 26
The big 8 allergens include: tree nuts, eggs, milk, soy, wheat, peanuts, fish, and shell fish	p. 35
Cross-contamination is the unintentional transfer of pathogens from people, surfaces or food to another food.	p. 18
Food Storage: food is 6 inches off the ground, label stored food correctly, store ready- to-eat (RTE) food separately or above raw food.	p. 30
Equipment Storage: Store service-ware and food containers upside down on a clean, sanitized surface, and store utensils with handles up.	
Food Preparation: clean and sanitize work area and equipment, wash hands between task, never place cooked food on a plate which has previously held raw meat, poultry or seafood.	p. 18
When serving foods: no bare hand contact with RTE food.	p. 27
Identify proper sanitation techniques used with tools, equipment, and surfaces.	p. 18

Discuss three-compartment sink dishwashing and the order used when washing and sanitizing dishes (i.e., rinse and scrape, wash, rinse, sanitize and air dry). p. 29  
Frequently clean and sanitize work surfaces (i.e., counters). p. 30

Clean and sanitize cutting boards, dishes, tools, etc., after preparing each food item, or every four hours of continuous use.

Never place cooked food on a plate which has previously held raw meat, poultry or seafood without first cleaning and sanitizing the plate.

### Strand 3: Students will explore the foodservice and hospitality industry; history, trends, and supply chains

#### **Standard 1: Identify various food service industry segments such as quick service, family dining, fine dining, catering, and institutional/non-commercial food service**

Non-commercial: healthcare, education, military, charity, and corrections.

Commercial: restaurants, caterers, lodging, travel, concessions, and retail. pp. 15-16

Identify various types of businesses including restaurants; quick service, full service and others pp. 15-16

#### **Standard 2: Identify and discuss the history and influential chefs in the foodservice**

Explain the history of food service. pp. 2-7

Identify the role of influential chefs.

Identify Marie-Antoine Careme p. 3

Implemented white chef coat and hats

Identify Auguste Escoffier p. 4

Organized kitchen management or brigade system p. 12

Identify Julia Child

Revolutionized American home cooking through television p. 11

#### **Standard 3: Identify current trends and their influence on the food service industry**

Explore cultural influences on the food service industry such as, religion, health limitations, geo- graphical, and age pp. 5-6

#### **Standard 4: Differentiate the components of the food supply chain in regards to the food service industry**

Agriculture p. 8

Processing

Distributor

Retailer

Consumer

### Strand 4: Students will compare and contrast various cooking techniques and how seasonings and flavorings create and enhance the natural flavors of food while practicing food presentation

#### **Standard 1: Review the various cooking techniques and how they affect food**

Dry cooking applies heat directly as with flame or indirectly by surrounding food with heated air or fat. These techniques include: bake, grill, broil, roast, sauté/stir-fry, pan fry, deep fry. pp. 201-212

Moist cooking techniques apply heat to food by submerging it directly in hot liquid or steam. These cooking methods include: poach, simmer, boil, steam, and blanch. pp. 213-217

Combination (uses both dry and moist cooking methods): braise and stew.	pp. 217-221
<b>Standard 2: Discuss the enhancement and creation of flavor when preparing food</b>	
Flavor can be defined as the sensory properties of food these are perceived with; taste, aroma, temperature, appearance (including color and arrangement), texture	p. 126
There are four tastes that are universally agreed upon; sweet, sour, salty, bitter.	p. 127
The taste umami, long recognized in Japan, and recently widely accepted by western cul- tures, is also called savory.	p. 127
Seasoning enhances the flavor of food without changing the natural flavor. Seasonings are salt and monosodium glutamate (MSG).	p.130
Flavoring adds a new taste to food and/or alters its' natural flavors.	p. 130
Herbs	
The leaves, stems and flowers of aromatic plants.	pp. 134-137
Available fresh and dry. When using dry in the place of fresh, one third to one half the amount of fresh ask for should be used.	p. 134
Fresh herbs are usually added at the end of cooking and dried are added at the begin- ning.	
Spices	pp. 137-142
bark, buds, fruit, roots, seeds or berries	pp. 137-142
Usually used in dry form, available whole or ground.	pp. 137-142
Vinegars	p. 147
Sour, acidic liquid that can be used to add flavor during cooking and/or as a condiment.	p. 147
Vinegar is often named for the ingrediant it is made from:	
Wine vinegars are made from wine and contain no alcohol.	p. 147
Cider=apples	p. 147
Rice=rice	p. 147
Extracts are concentrated flavors that are used most often in baking.	
Ingredients commonly used to enhance flavor include onions, garlic, and lemon	p. 133
<b>Standard 3: Elements of plating and food presentation</b>	
Avoid placing food on the rim or overfilling the plate, allowing for negative space.	p. 1124
Avoid the use of non-edibles on the plate.	
Odd numbers are more pleasing than even numbers.	p. 1125
Choose a variety of colors, texture, heights, size and shapes in meals.	p. 1125
Consider food temperature	

#### Strand 5: Students will utilize basic culinary math concepts

##### **Standard 1: Practice proper measuring techniques using appropriate tools**

Volume and weight are the two standard methods of measuring food. Weight is the most accurate. p. 92

Volume measuring tools include teaspoons, tablespoons, cups, pints, quarts, gallons, and vari- ous sizes of ladles and scoops. pp. 92-94

Weight measuring tools include balance/baker scales, spring scale, and digital scale. pp. 92-94

##### **Stadnard 2: Identify measurement equivalents and apply by adjusting recipe yield**

Identify measurement equivalents used in food preparation including, but not limited to:

3 t. = 1 T.

p. 70

16 T. = 1 c.

p. 70

2 c. = 1 pt.

p. 70

4 qt. = 1 gal.

p. 70

8 fl. oz. = 1 c.

4 c. = 1 qt.

1 lb. butter = 2 c.

16 oz. = 1 lb.

**Standard 3: Define a standardized recipe and identify components of a standardized recipe**

Standardized recipe - A recipe that produces the same results and yield every time when the exact procedures are followed.

p. 68

Components of a recipe.

p. 68

Title (name of the recipe)

Yield - how many servings the recipe will make.

p. 68

List of ingredients and amounts, listed in order they appear in the recipe.

p. 68

Step by step directions in order to be completed.

p. 68

Equipment - container size and type.

p. 68

Temperature and time

Identify the importance/benefits of standardized recipes to a foodservice operation.

Customer Satisfaction

p. 68

Consistent nutrient content

p. 68

Food cost control

p. 68

**Standard 4: Correctly convert recipe yields**

Formula for recipe conversion

pp. 72-74

Divide the new yield by the old yield to get the conversion factor:

pp. 72-74

$\text{New Yield} \div \text{Old Yield} = \text{Conversion factor}$

pp. 72-74

Multiply every recipe ingredient by the conversion factor to get the new quantity needed for the new yield:

pp. 72-74

$\text{Old ingredient quantity} \times \text{Conversion factor} = \text{New quantity}$

pp. 72-74

**Standard 5: Calculate the difference between AP/EP to determine amounts needed for recipe production**

Define as purchased (AP), edible portion (EP), and percent yield

pp. 74-79

As Purchased (AP) is the product before any trimming, cutting, or cooking.

pp. 74-79

Edible Portion (EP) is the product after it has to be trimmed or cut.

pp. 74-79

Percent Yield is the percentage of the remaining food after cutting, trimming, or cooking.

pp. 74-79

$\text{Edible Portion (EP)} \div \text{As Purchased (AP)} = \text{Percentage Yield}$

pp. 74-79

$\text{Edible Portion (EP)} \div \text{Percentage Yield} = \text{As Purchased (AP)}$

pp. 74-79

$\text{As Purchased (AP)} \times \text{Percentage Yield} = \text{Edible Portion (EP)}$

pp. 74-79

Strand 6: Students will demonstrate the production of various stocks, soups and sauces

**Standard 1: Identify various types of stocks (i.e., white, brown, fish, vegetable)**

Mirepoix is a mix of coarsely chopped vegetables (onion, carrots, celery) p. 225

To develop flavor, each needs to simmer for a minimum amount of time (do not boil).

White/poultry: 2-4 hours. p. 229

Brown/beef or veal: roast the bones for best color and flavor; 6-8 hours. p. 230

Fish: 20-45 minutes. p. 233

Vegetable: 30-60 minutes. p. 234

**Standard 2: Compare soup types, including their ingredients and preparation methods**

Clear/stock (broth, consommé, clear vegetable and noodle soups such as chicken noodle) p. 281

Thick (creamed, pureed, bisque, chowder) p. 287

Unusual/Regional (gazpacho, gumbo, borscht, and many more) p. 299

**Standard 3: List potential thickeners for soups**

Roux: Equal parts fat and flour heated into a paste. p. 238

Slurry: Cornstarch and liquid p. 240

Starchy foods: ex. Potatoes and pasta

Beurre manie: Equal parts flour and butter kneaded to make a paste p. 240

**Standard 4**

Béchamel pp. 244-245

Used in some cream soups; also in moussaka, lasagna, soufflé, croquettes, on a Croque Monsieur and with vegetable and pastas pp. 244-245

Mornay/cheese sauce, crème sauce, and soubise pp. 244-245

Veloute pp. 246-247

With fish or chicken, depending on the stock used; creamed soups pp. 246-247

Allemande, supreme, poulette p. 247

Espagnole pp. 248-249

Serve with roasted beef or veal dishes pp. 248-249

Bourguignonne, demi-glace, chasseur, and bordelaise pp. 248-249

Tomato pp. 251-252

Serve with pasta, fish, vegetables, poultry, ground meats and sausages. pp. 251-252

Marinara, creole sauce pp. 251-252

Hollandaise pp. 253-255

Use with eggs, vegetables, light poultry, fish and beef dishes pp. 253-255

Béarnaise, Dijon, Chantilly pp. 253-255

**Strand 7: Students will explore salads, appetizers, and sandwiches**

**Standard 1: Students will define and explore Garde mange**

Garde mange is cold dishes including salad, appetizers, hors d'oeuvres and canapes. pp. 741-922

**Standard 2: Students will recognize terminology and preparation methods of salads and dressings.**

Basic types/uses of salads:

Appetizer: Small portion served prior to main dish.	p. 741
Accompaniment: Served with and compliments the main dish	p. 741
Main dish: This should have a variety of nutrients.	p. 741
Separate-course/intermezzo: A light salad served after the main course to refresh the palate.	p. 741
Salad greens	
Choose your green based on season, salad structure, and flavor.	p. 742
Select greens that are fresh and undamaged.	p. 742
Ensure that greens have been thoroughly washed and dried.	p. 746
Remove woody stems and cores.	p. 747
Salad dressings	
Types:	
Vinaigrette is made with oil and vinegar,	p. 749
In a classically made vinaigrette the ratio will be 3 parts oil to 1 part vinegar.	p. 749
An emulsified vinaigrette keeps the ingredients from separating.	p. 749
Egg yolk and/or mustard are common emulsifiers.	p. 753
A thick dressing is made by using mayonnaise and/or dairy products.	p. 750
Match type of dressing with salad ingredients.	p. 754
Dress greens just before serving.	p. 754
Starchy salads, such as pasta, potato and rice, should be dressed and refrigerated to allow the flavors to blend and develop.	p. 759
<b>Standard 3: Identify and compose appetizers and hors d' oeuvres</b>	
Appetizers are served as the first course of a meal used to stimulate the appetite.	p. 894
Hors d'oeuvres are small bites served prior to a meal or at a separate event. Typically a finger food.	p. 894
Examples:	
Brochettes: (Kabob) Food presented on a skewer	p. 900
Filled Pastry Shells: Puff pastry or pastry shell with filling	p. 900
Meatballs: Made from a variety of meat with a variety of sauces	p. 900
Crudités: Raw vegetable tray	p. 897
Canapes: Bread, toast or cracker topped with a savory spread and/or topping.	p. 894
Bruschetta: Toasted bread topped with herbs, olive oil, and tomatoes	p. 897
<b>Standard 4: Recognize the components and different types of sandwiches</b>	
Three components of a sandwich	
Base: bread product or container for the sandwich. Traditional examples: loaf bread, rolls, and flat breads.	p. 838
Spread: The three main purposes are to prevent bread from soaking up the filling, add moisture, and/or add flavor. Examples: Butter, mayonnaise, vegetable puree, mustards.	p. 838
Filling: main component of the sandwich. Examples: meats, fish and shellfish, poultry, cheeses, eggs, vegetables, and fruits	p. 839
Types of sandwiches.	
Closed: Filling is enclosed in the bread product, such as traditional sandwich, calzone, multi-decker, and wrap	p. 840

Open: Filling is placed on top of the bread product	p. 842
Sandwich preparation	
Hot Sandwiches:	
Hot Opened Faced Sandwich: Hot filling covered with a hot topping such as gravy or cheese.	p. 842
Grilled Sandwich: Cooked on a griddle.	p. 841
Panini: Cooked in a press	p. 841
Fried Sandwich: ie. Monte Cristo	p. 842
Pizza: Crust with a variety of toppings.	
Cold Sandwiches:	
Sub: ie. hero, hoagie, grinder, poor boy	
Wrap: Can be made with a variety of flat breads or leafy greens, filled and rolled.	p. 842
Canape	p. 894

**Strand 8: Students will explore the career opportunities and employability skills needed in the foodservice and hospitality industry**

<b>Standard 1: Differentiate between front (service) and back (production) of the house</b>	p. 13
<b>Standard 2: Identify service jobs and duties</b>	
Host/hostess: greets and seats customers and takes reservations	
Server: meets customer needs	
Bus person: clears and resets table covers and assists the server	
Cashier: responsible for processing payment	
Dining room manager or maître d’hôtel: oversees all service of food and resolves problems	p. 13
Sales representative	
<b>Standard 3</b>	
Executive chef	p. 12
Sous chef	p. 12
Station/line cooks	p. 12
pastry, garde mange,	p. 12
Dishwasher	
<b>Standard 4: Identify management duties</b>	
Communication	
Time Management	
Resource management	
Employee selection	
Employee training	
Orientation – learning about policies and procedures	
Cross training – learning others jobs so you can cover for them	
On the job training – learning while you work	p. 15
Equity, inclusion, and diversity training—understand diversity, stereotypes and prejudice.	p. xiii

Employee supervision and evaluation	p. 36
Goal Setting	
Collaboration	
Motivation	
Critical Thinking/Problem Solving	
<b>Standard 5: Investigate employability skills</b>	
Positive Attitude	p. 14
Personal Appearance	p. 14
Communication skills (verbal and non-verbal)	
Ethical Behavior	p. 12
Collaboration	
Critical Thinking	
<b>Standard 6: Investigate the various steps necessary to gaining employment</b>	
Identify various ways to find employment	pp. 15-16
Explore various tools used to apply for and obtain a job	
Job Applications	
Job Portfolio	
Resume	
Letter of request or cover letter	
Job Interview	
Thank you - follow-up	
<b>Strand 9: Students will investigate the concepts of customer service and dining room management</b>	
<b>Standard 1: Discuss the importance of customer service</b>	
Customer service is critical to an establishment's success.	p. 14
Increases customer satisfaction, loyalty and employee moral	p. 14
Understand guest needs	p. 13
age, families with children, first timers, special occasions, dietary needs, language barriers, dining alone	
<b>Standard 2: Explain the order of food and beverage service</b>	
Greet Customers	
Take the beverage order	p. 13
Sell the menu and take food order	p. 13
Serve the order	p. 13
Processing Payment	
<b>Standard 3: Categorize the main types of dining environments and service styles</b>	
Environment	
Quick Service	
Fast food. Limited menu, low prices and fast service	
Fast Casual	

An upscale quick service.

Casual Dining

p. 15

Includes family style, neighborhood establishments, buffets and themed restaurants.

Fine dining

p. 15

Expensive, great locations, fine food

Service Styles

American Service: Plated in the kitchen

French Service: Tableside preparation, food is prepared in the kitchen and finished tableside. Requires skilled servers.

Russian Service: Food is prepared in kitchen and placed on platters. Servers serve food off the tray to the guest's plate.

English Service: is referred to as family style. Food is prepared in the kitchen and served in bowls or platters. Guest serve themselves from the bowls or platters.

Cafeteria/Counter Service: food selected and served at counter.

Buffet Service: food is displayed at a table where guests serve themselves.

p. 907

**Standard 4: Compare and contrast the various pieces of dining equipment and use**

Dining and Service Equipment

Dining Equipment

Flatware

Glassware

Dinnerware

Service equipment—serving spoon, tongs, tureen, pitcher, platter

pp. 91-92

Table setting

Center of table: center piece, salt and pepper, condiment holders

Napkin in the center of the place setting or to the left

Forks on the left, knives and spoons on the right

All knife blades turn in to plate

Flatware 1" from edge of table

Dessert forks and spoons at the top of the place setting

Bread plate on the left, butter knife on top of the bread plate, blade facing down toward the plate

Glassware above the knife

Coffee cups to the right of the knives and spoons

**Strand 10: Students will explore and participate in bakery food production**

**Standard 1**

Identify the functions and types of each ingredient used in bakery products.

Flour

p. 925

Flour provides structure.

Types

Bread, all purpose, pastry, whole wheat

p. 969

Non-wheat (usually made to be gluten free). These come from other starchy plants, such as corn, barley, oats, potatoes, beans, and rice.	p. 928
Sugar	
Sugar provides flavor, color, food for yeast, tenderizer, and a stabilizer for egg whites.	p. 929
Types	
Syrups: honey, molasses, corn, maple	p. 930
Sugars: brown, turbinado/raw, course/sanding, granulated, super fine/bakers/caster, confec- tioners/powdered	p. 929
Fruit puree and juice	
Fats	p. 932
Fats provide tenderness, flavor, moisture, browning, and flakiness.	
Types	
Shortening—made from vegetable oil that is hydrogenated.	p. 933
Oil	p. 933
Butter—it can be purchased salted or unsalted.	p. 933
Margarine—made from hydrogenated vegetable oil with color, flavor and water added.	p. 933
Leavening	p. 934
Leavening agents are what make baked goods rise and have a light tender texture and good volume.	
Types:	
Yeast	p. 970
Chemical	p. 934
Baking soda/sodium bicarbonate: needs an acid to make a chemical reaction that produces carbon dioxide.	p. 934
Baking powder: made of baking soda, a dry acid such as cream of tartar, and a mois- ture absorber such as corn starch. When mixed with a liquid the ingredients combine to produce carbon dioxide.	p. 934
Physical	
Eggs—air is introduced by creaming or whisking and is trapped in the protein then it ex- pands when it gets hot.	p. 942
Steam—during baking water evaporates and expands.	
Salt:	
Adds flavor to food and brings out the flavor of the other ingredients.	p. 942
Eggs	
Functions	
Structure—contributes to the structure.	p. 942
Emulsification—blends ingredients.	
Leavening	p. 942
Flavor—when used in large amounts, such as in pate' choux and challah bread.	p. 942
Color	
Packaging types	
Shell eggs—sold in flats that hold 30 eggs. If stored properly at 41°F or below, they will last up to four weeks beyond the packing date.	
Egg products—eggs that have been removed from the shell and pasteurized.	

## Liquids

### Functions

form the gluten structure

p. 942

activate leavening agents

p. 942

some give flavor, tenderize, add moisture, and help with browning

p. 942

### Types

Water

Milk and cream

Eggs

Syrups

Fruits and juices

Butter, oil, and margarine

Flavorings

Effects taste and color of the final baked product.

### Types

Extracts—liquid flavorings

p. 937

Spices—bark, roots, flower buds, berries or seeds of aromatic plants.

p. 137

Nuts

p. 940

Chocolate

p. 937

Comes from cacao beans harvested from the pod, roasted, chopped into nibs, crushed into a paste called chocolate liquor, and possibly sweetened and flavored (called bittersweet chocolate), or pressed to separate into liquid called cocoa butter and solids that are ground into cocoa powder.

### Types

Unsweetened—a mixture of chocolate liquor and cocoa butter

p. 938

Semisweet—a mixture of chocolate liquor, cocoa butter and sugar

p. 938

Milk chocolate—chocolate liquor, cocoa butter, sugar and powdered, sweetened condensed or liquid milk.

p. 939

White—sweetened cocoa butter

p. 939

Cocoa powder—ground solids

p. 939

Dutch-processed cocoa powder—treated with alkali to reduce acidity

p. 939

## **Standard 2: Identify the types and mixing methods of various bakery products, including cookies and quick breads**

### Cookies

#### Types:

Crisp—very little moisture and a high ration of sugar. Spread more than other cookies.

P. 1028

Soft—low amount of fat and sugar, high ratio of liquid such as eggs, corn syrup, molasses or honey is often used.

P. 1028

Chewy—high ration of eggs, sugar and liquid, but a low amount of fat. Use pastry flour for an ideal chewy cookie, and develop the gluten during mixing.

P. 1028

Most cookies are made using the creaming method of mixing.

p. 1025

Shaping/baking methods

Drop—chocolate chip and oatmeal

p. 1026

Rolled—sugar and gingerbread	p. 1027
Molded and pressed—spritz, almond crescents and lace	p. 1027
Icebox/refrigerator—dough is made ahead of time and stored in the refrigerator, then sliced and baked as needed	p. 1026
Sheet or pan—brownies and lemon bars	p. 1026
Bar cookies—biscotti and fruit bars (like fig newtons)	p. 1026
Discuss the proper storage of cookies.	
Cool completely before storing	p. 1028
Keep in an airtight package	p. 1028
Can be frozen for up to three months	p. 1028
Quick breads	
Identify the types of quick breads:	
Pour batter (1 part flour to 1 part liquid)—crepes and pancakes	
Drop batter (2 parts flour to 1 part liquid)—muffins	
Soft dough—(3 parts flour to 1 part liquid)—biscuits and scones.	
Stiff dough	
Identify the proper mixing methods of quick breads.	
Biscuit method—cut the fat into the dry ingredients, then add the liquids.	p. 953
Blending/muffin method—combines liquids, including fat and eggs, in one container and dry ingredient in a separate container and then combine the two mixtures.	p. 954
Creaming method—cream solid fat and sugar until light and fluffy, add eggs one at a time, then add dry and liquid ingredients.	p. 957
Discuss the proper storage of quick breads.	p. 960
Most are best when served fresh. When storing, put in airtight packaging. Use within a few days or freeze for up to three months.	p. 960