

# **FOOD PRODUCTION, MANAGEMENT, AND SERVICES**

## Curriculum Content Frameworks

**Please note: All assessment questions will be taken from the knowledge portion of these frameworks.**

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# Curriculum Content Frameworks

## FOOD PRODUCTION, MANAGEMENT, AND SERVICES

Grade Levels: 10,11,12  
Course Code: 493120

Prerequisite: TP Foundation Core

Course Description: Emphasis in this course is given to the development of competencies related to employability; technology in food production, management, and services; sanitation and safety; nutrition as related to food service; servicing of food; purchasing, receiving, and storing of food supplies; production and management of food; use, care, and storage of large and small commercial food service equipment; menu planning; and modified diets.

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# Unit 1: Employability Skills

## Hours: 10

Terminology: Discrimination, Fair Labor Standards Act, Flexibility, Health certificate, Health record, Networking, Orientation, Probationary period, References, Sexual harassment, Work ethic

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terms to employability skills	1.1.1 Demonstrate knowledge of Food Production terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to employability skills [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
1.2 Determine qualities of a desirable and productive employee/employer	1.2.1 Develop scenarios depicting undesirable and desirable behavior of all personnel	Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]	
			Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]	
1.3 Analyze business etiquette and work ethics	1.3.1 Develop and critique cooperation skills and a positive attitude	Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]	
			Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]	
1.4 Design employment portfolio	1.4.1 Create a resume, letter of application, letter of reference, list of three references, transcript, health record, and a copy of social security card	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]	
			Writing	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]	
				Prepares a complex document in a concise manner [1.6.12]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	1.4.2 Participate in a simulated job interview	Personal Management	Self Esteem	Develops self confidence by creating a resume which promotes personal strengths/abilities [3.5.5]
	1.4.3 Write a job interview follow up letter	Foundation	Speaking	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11]
		Personal Management	Organizational Effectiveness	Presents personal skills as benefits for company objective [3.3.7]
		Foundation	Writing	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
1.5 Compile information on computing paychecks	1.5.1 Calculate wages, hours, deductions, and fringe benefits	Foundation	Arithmetic/ Mathematics	Applies a mathematical formula to solve a problem [1.1.3]  Uses calculator to solve mathematical problems [1.1.36]
		Personal Management	Integrity/Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Knowing how to Learn	Processes new information as related to workplace [4.3.5]
1.6 Examine labor laws, regulations, and policies affecting most food service employees	1.6.1 Investigate websites of government agencies that regulate the food service industry	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
	1.6.2 Prepare a presentation on one of the government agencies that regulate the food service industry	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
1.7 Analyze career paths within the food service industry	1.7.1 Explain the roles, duties and functions of individuals engaging in food service careers	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
	1.7.2 Analyze opportunities for employment and entrepreneurial endeavors in the food service industry	Foundation	Reading	Applies information to job performance [1.3.4]
		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]
	1.7.3 Summarize education and training requirements and opportunities for career paths in food service	Foundation	Reading	Draws conclusions from what is read [1.3.12]
Personal Management			Explores career opportunities [3.1.6]	
				Identifies education and training needed to achieve goals [3.1.8]

## Unit 2: Sanitation and Safety

**Hours: 8**

**Terminology:** Bacteria, Botulism, Contamination, Cross contamination, Department of Health, Education, and Welfare, Direct contamination, E Coli 0157:H7, FIFO, First aid, Flammable, Food and Drug Administration, Fungi, Hazard, Heimlich maneuver, Hepatitis A virus, Listeriosis, Microorganisms, National Sanitation Foundation, OSHA, Parasite, Pasteurization, Pesticides, Rotavirus, Salmonella, Sanitation, Shigellosis, Staphylococcus, Sterilize, Temperature danger zone, Toxins, Trichinella

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terms related to sanitation and safety	2.1.1 Demonstrate knowledge of food safety and sanitation terms related to food production terms using correct context	Foundation	Reading  Writing	Applies/Understands technical words that pertain to sanitation and safety [1.3.6]  Applies/Uses technical words and concepts [1.6.4]	
2.2 Determine sanitation standards in personal grooming, hygiene, and handling of food and equipment by food service employees	2.2.1 Demonstrate acceptable sanitation standards	Foundation  Interpersonal  Personal Management	Science  Coaching  Integrity/Honesty/ Work Ethic	Observes health code/sanitation requirements [1.4.18]  Helps others learn new skills [2.1.3]  Complies with safety and health rules in a given work environment [3.2.2]	
2.3 Distinguish situations that require immediate hand washing when working with food	2.3.1 Practice proper hand washing techniques	Foundation	Listening  Reading  Science	Listens to follow directions [1.2.6]  Applies information to job performance [1.3.4]  Describes/Explains scientific principles related to hand washing [1.4.13]	
2.4 Differentiate between cleaning and sanitizing a surface	2.4.1 Demonstrate the use of sanitizing agents on various surfaces/equipment	Foundation	Reading  Science  Organizational Effectiveness	Uses standard occupational resource materials [1.3.22]  Solves practical problems using scientific methods and techniques [1.4.22]  Applies knowledge to implement work-related system or practice [3.3.4]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.5 Develop guidelines for safe storage of sanitizing agents	2.5.1 Plan an orderly, accessible storage area for cleaning equipment and supplies	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]	
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]	
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]	
2.6 Examine occupational safety hazards related to food service	2.6.1 Modify dress to promote safety in the laboratory	Personal Management	Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]	
	2.6.2 Demonstrate safe handling and use of equipment	Foundation	Science	Describes/Explains scientific principles related to occupational safety hazards [1.4.13]	
		Thinking	Knowing how to Learn	Processes new information as related to workplace [4.3.5]	
	2.6.3 Integrate preparation techniques that promote safety	Foundation	Science	Measures dry and liquid supplies [1.4.16]	
2.6.4 Demonstrate use of fire extinguishers in the laboratory			Listening	Listens for content [1.2.3]	
		Interpersonal	Coaching	Encourages others to develop personal and professional skills [2.1.2]	
2.7 Point out dangers of working when under the influence of alcohol or drugs	2.7.1 Simulate hazards of working under the influence of drugs or alcohol (use of impairment goggles, students wearing gloves, etc.)	Foundation	Science	Describes/Explains scientific principles related to dangers of working under the influence of alcohol and drugs [1.4.13]	
		Thinking	Decision Making	Consider risks when making a decision [4.2.3]	
2.8 Examine emergency first aid procedures	2.8.1 Demonstrate emergency first aid procedures	Foundation	Listening	Receives and interprets verbal messages [1.2.8]	
			Science	Applies life saving techniques [1.4.4]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Knowing how to Learn	Processes new information as related to workplace [4.3.5]
2.9 Outline characteristics and prevention of food borne illnesses	2.9.1 Evaluate techniques for handling food in order to prevent food borne illnesses	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]  Comprehends written specifications and applies them to a task [1.3.9]
	2.9.2 Find criteria that determine an official outbreak of a food borne illness of microorganisms	Personal Management	Career Awareness, Development, and Mobility	Complies with safety and health rules in a given work environment [3.2.2]
2.10 Ascertain conditions and factors necessary for growth of microorganisms	2.10.1 Measure the temperature range known as the "danger zone" for holding foods	Foundation	Science	Describes/Explains scientific principles related to food borne illnesses [1.4.13]
			Arithmetic/ Mathematics	Calculates measurements taken from measuring devices [1.1.9]
	Reading		Determines what information is needed [1.3.10]	
	Arithmetic/ Mathematics		Creates tables, graphs, diagrams, and charts to convey quantitative information [1.1.18]	
2.10.2 Record the time it takes to heat liquid, semisolid, and solid foods to a temperature above the "danger zone" using different methods		Science	Records data related to temperature danger zone [1.4.21]	
2.10.3 Record the time it takes to cool liquid, semisolid, and solid food below the temperature of the "danger zone" using different methods		Writing	Writes appropriate entries [1.6.22]	
		Arithmetic/ Mathematics	Creates tables, graphs, diagrams, and charts to convey quantitative information [1.1.18]	
2.10.4 Calculate the cooling time of food in various sized containers using the cooling time formula		Writing	Records data [1.6.16]	
			Writes appropriate entries [1.6.22]	
		Arithmetic/ Mathematics	Creates tables, graphs, diagrams, and charts to convey quantitative information [1.1.18]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
	2.10.5 Measure the temperature of a refrigerator and freezer using both Fahrenheit and Celsius	Foundation	Reading Listening Science	Determines what information is needed [1.3.10] Listens to follow directions [1.2.6] Determines quantities/measurements in English and metric units [1.4.14]
2.11 Determine basic sources of contamination of food supplies	2.11.1 Classify food contaminants	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
2.12 Compile local, state, and federal health and safety standards for the food service industry	2.12.1 Investigate websites of health and safety standards for food service industry	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
	2.12.2 Assess information gathered from research		Science Writing	Follows safety guidelines [1.4.15] Organizes information into an appropriate format [1.6.10]

## Unit 3: Management

### Hours: 8

**Terminology:** A la carte, Atmosphere, Clientele, Competitors, Cost of Purchased Unit, Dovetail, Food Cost Percentage, Food costing, Forecast, Franchise, Human resources, Inventory, Invoice, Labor costs, Management, Marketplace, Markup, Mentors, Monthly inventory, Overstaffing, Perpetual inventory, Portion control, Positive reinforcement, Pre costing, Profit, Public relations, Purchase order, Q factor, Quality control, Requisition, Specification, Specification card, Standardized recipe, Stock rotation, Trends, Turnover rate, Vendor

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.1 Define terms related to management	3.1.1 Demonstrate knowledge of management terms related to food production terms using correct context	Foundation	Reading	Applies/understands technical words that pertain to management [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
3.2 Explain food production services to new personnel	3.2.1 Determine effective training techniques, mentoring programs and evaluation procedures	Interpersonal	Coaching	Encourages others to develop personal and professional skills [2.1.2]	
			Customer Service	Handles criticism, disagreement, or disappointment during a conversation [2.3.5]	
			Leadership	Delegates responsibility to an individual within the group or team [2.4.4]	
			Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]	
3.3 Analyze basic types of scheduling for employees	3.3.1 Calculate labor costs	Foundation	Arithmetic/ Mathematics	Converts different units of measurement [1.1.7]	
				Uses calculator to solve mathematical problems [1.1.36]	
3.4 Analyze marketing and public relation strategies	3.4.1 Access elements involved in marketing strategies	Thinking	Reasoning	Comprehends ideas and concepts related to public relations [4.5.2]	
				Sees relationship between two or more ideas, objects, or situations [4.5.5]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
				Uses logic to draw conclusions from available information [4.5.6]
3.5 Point out management skills needed for food production, cost control, and customer service	3.5.1 Calculate cost per serving, food cost percentage, profit, overhead, and selling price	Foundation  Personal Management	Arithmetic/ Mathematics  Organizational Effectiveness	Applies addition, subtraction, and division to real world situations [1.1.1]  Applies knowledge to implement work-related system or practice [3.3.4]
3.6 Compare use of recipes, cost control cards, and the computer as tools of cost control management	3.6.1 Demonstrate the use of recipes, cost control cards, and the computer as tools of cost control  3.6.2 Write a recipe card detailing ingredients, specifying weights and measures, and stating cooking methods  3.6.3 Compute the portion cost (PC) for a recipe  3.6.4 Determine a food cost percentage (FC%)  3.6.5 Calculate the selling price (SP) of a food item using a given formula  3.6.6 Revise standard recipes for quantity food service	Foundation   Thinking  Foundation   Thinking	Arithmetic/ Mathematics  Reading  Writing  Seeing Things in the Mind's Eye  Arithmetic/ Mathematics  Problem Solving	Applies mathematical principles related to cost control management [1.1.4]  Comprehends written specifications and applies them to a task [1.3.9]  Organizes information into an appropriate format [1.6.10]  Imagines the flow of work activities from narrative descriptions [4.6.1]  Calculates dollar amounts [1.1.7]  Calculates different units of measurement [1.1.6]  Computes using a formula [1.1.14]  Devises and implements a plan of action to resolve problem [4.4.3]
3.7 Critique menu formats commonly used	3.7.1 Create menus for various occasions, restaurant styles and themes	Thinking	Creative Thinking  Knowing how to Learn	Combines ideas or information in a new way [4.1.2]  Processes new information as related to workplace [4.3.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
			Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
3.8 Identify guidelines for purchasing, receiving, and storing food supplies	3.8.1 Complete forms necessary to implement food production	Foundation	Writing	Completes form accurately [1.6.7]  Records data [1.6.16]
	3.8.2 Compare manual and computerized techniques for record keeping		Arithmetic/ Mathematics	Applies addition, subtraction, and division to real-world situations [1.1.1]  Comprehends mathematical ideas and concepts related to record keeping [1.1.13]
	3.8.3 Appraise food storage facilities of a working food service operation such as a restaurant, cafeteria, hospital		Science	Follows safety guidelines [1.4.15]  Observes health code/sanitation requirements [1.4.18]
	3.8.4 Compare working food storage facilities to classroom lab or home food storage	Personal Management  Thinking	Responsibility  Reasoning	Comprehends ideas and concepts related to food storage [3.4.2]  Uses logic to draw conclusions from available information [4.5.6]

## Unit 4: Nutrition and Meal Planning

**Hours: 9**

**Terminology:** Calorie, Carbohydrates, Cholesterol, Clip ons, Cuisine, Cycle menu, Dietary Guidelines for Americans, Entrée, Ethnic foods, Fat, Fat soluble vitamin, Fiber, Fixed menu, Heart healthy, Low fat diet, Low sodium diet, Meal pattern, Menu, Metabolism, Mineral, MyPyramid, National Academy of Sciences dietary guidelines, Nutrient, Nutrient dense foods, Nutrition, Nutritional variety, Preservatives, Protein, RDA, Table d'hôte, Tent cards, Vitamin, Water, Water soluble vitamins

<b>CAREER and TECHNICAL SKILLS</b>			<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.1 Define terms related to nutrition and meal planning	4.1.1	Demonstrate knowledge of nutrition and meal planning terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to nutrition and meal planning [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
4.2 Compile functions and sources of nutrients	4.2.1	Illustrate equal amounts of pure fat and pure carbohydrate	Foundation	Science	Uses equipment and techniques to illustrate sources of nutrients [1.4.23]
				Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
				Science	Performs experiment as specified [1.4.19]
				Writing	Organizes information into an appropriate format [1.6.10]
	4.2.2	Conduct a simple test to determine if given foods contain carbohydrates		Science	Performs experiment as specified [1.4.19]
	4.2.3	Classify complete and incomplete protein foods		Writing	Organizes information into an appropriate format [1.6.10]
	4.2.4	Determine the differences in fats and oils		Science	Applies scientific principles related to fats and oils [1.4.5]
			Thinking	Knowing how to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
4.3 Judge food preparation techniques which conserve nutrients	4.3.1	Demonstrate food preparation techniques which conserve nutrients	Foundation	Science	Describes/Explains scientific principles related to nutrient conservation [1.4.13]
				Listening	Listens to follow directions [1.2.6]
			Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
4.4 Distinguish types of food additives and their uses	4.4.1 Research additives in common foods	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]	
		Thinking	Knowing how to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]	
4.5 Summarize MyPyramid and dietary guidelines	4.5.1 Classify foods in categories	Foundation	Writing	Organizes information into an appropriate format [1.6.10]	
	4.5.2 Critique the effectiveness of MyPyramid.gov as a dietary planning tool		Science	Describes/Explains scientific principles related to dietary guidelines [1.4.13]	
	4.5.3 Evaluate personal food choices using MyPyramid tracker	Thinking	Knowing how to Learn	Applies new knowledge and skills to personal food choices [4.3.1]	
4.6 Critique menus based on nutritional content	4.6.1 Evaluate the nutritional content of online menus	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]	
	4.6.2 Write basic menus		Writing	Organizes information into an appropriate format [1.6.10]	
	4.6.3 Adapt menus for modified diets		Science	Describes/ Explains scientific principles related to menus for modified diets [1.4.13]	
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]	

## Unit 5: Tools and Equipment

### Hours: 5

**Terminology:** Apple corer, Baker's scale, Baker's trough, Balloon whip, Bench mixer, Bin, Boning knife, Butcher knife, Carousel oven, Chef's knife, China cap, Citrus knife, Cleaver, Colander, Compartment steamer, Convection oven, Deck oven, Double boiler, Dredge, Dry measuring cups, Flat top range, Food mill, French whip, Grater, Griddle top range, Ladle, Liquid measuring cups, Measuring spoons, Open top range, Overhead broiler, Paring knife, Portion scale, Pressure fryer, Proofing oven, Roasting pan, Roll in refrigerator, Salamander, Sharpening steel, Sharpening stone, Skimmer, Spring form pan, Stack oven, Steam jacketed kettle, Stock pot, Thermometer, Trunion, Zester

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
5.1 Define terms related to tools and equipment	5.1.1 Demonstrate knowledge of tools and equipment terms using correct context		Foundation	Reading	Applies/Understands technical words that pertain to tools and equipment [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
5.2 Describe use, care, and storage of large and small food service tools and equipment	5.2.1 Demonstrate the use, care, and storage of tools and equipment used in food production		Foundation	Listening	Listens for content [1.2.3]
				Science	Measures dry and liquid supplies [1.4.16]
				Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
				Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Interpersonal	Coaching	Helps others learn new skills [2.1.3]
	5.2.2 Demonstrate ability to read different types of food thermometers		Foundation	Science	Records data related to food thermometers [1.4.21]
	5.2.3 Compare Fahrenheit temperatures to Celsius temperatures				Determines quantities/measurements in English and metric units [1.4.14]
	5.2.4 Demonstrate ability to select appropriate thermometer for task				Applies knowledge to complete a practical task [1.4.3]
			Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
	5.2.6 Demonstrate the use of different types of scales used to weigh food in the food service industry	Foundation	Arithmetic/ Mathematics  Science	Uses common measuring devices/tools to weigh food [1.1.37]  Calculates measurements taken from measuring devices [1.1.9]  Records data related to food weights [1.4.21]  Uses equipment and techniques to weigh food [1.4.24]
5.3 Ascertain effect of technology on commercial food equipment	5.3.1 Research current trends in technology on commercial food service equipment	Foundation	Reading  Science	Applies/Understands technical words that pertain to technology in commercial food service equipment [1.3.6]  Comprehends written information for main ideas [1.3.7]  Describes/Explains scientific principles related to technology in food service equipment [1.4.13]

## Unit 6: Serving Foods

### Hours: 4

**Terminology:** Bread and butter plate, Buffet service, Charger, Compromise service, Condiments, Cover, Dinner plate, Dinnerware, Family service, Flatware, Hollowware, Meal service, Modified English service, Place setting, Plate service, Plating, POS system, Salad plate, Table appointments, Table service, Tableware

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
6.1 Define terms related to serving food	6.1.1	Demonstrate knowledge of food service terms using correct context	Foundation	Reading  Writing	Applies/Understands technical words that pertain to serving food [1.3.6]  Applies/Uses technical words and concepts [1.6.4]
6.2 Distinguish types of meal service	6.2.1	Demonstrate types of meal service common to food service establishments	Foundation  Interpersonal  Thinking	Speaking  Leadership  Teamwork  Knowing how to Learn	Participates in conversation, discussion, and group presentations [1.5.8]  Organizes group in planning and performing a specific task [2.4.9]  Contributes to group with ideas, suggestions, and effort [2.6.2]  Processes new information as related to workplace [4.3.5]
6.3 Explain table appointments and how to set a table	6.3.1  6.3.2	Make use of table appointments  Practice various table settings according to menu and type of meal service	Foundation  Personal Management  Thinking	Reading  Reading  Organizational Effectiveness  Seeing Things in the Mind's Eye	Interprets drawings to obtain factual information [1.3.17]  Applies information to job performance [1.3.4]  Applies knowledge to implement work-related system or practice [3.3.4]  Visualizes a finished product [4.6.4]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
6.4 Apply guidelines for serving food and waiting on tables	6.4.1 Practice serving food and waiting on tables	Foundation	Listening	Listens to follow directions [1.2.6]
	6.4.2 Sequence meal service steps in an American service restaurant	Interpersonal	Reading	Applies information to job performance [1.3.4]
6.5 Outline procedures for taking orders, filling orders, and clearing tables	6.5.1 Demonstrate procedures for taking orders, filling orders, and clearing tables	Interpersonal	Writing	Organizes information into an appropriate format [1.6.10]
			Customer Service	Works with customers to satisfy their expectations [2.3.9]
	6.5.2 Describe current technology such as POS (Point of Sale) system used to simplify service	Personal Management	Teamwork	Works effectively with others to reach a common goal [2.6.6]
			Responsibility	Pays close attention to details [3.4.8]
6.5.1 Demonstrate procedures for taking orders, filling orders, and clearing tables	6.5.1 Demonstrate procedures for taking orders, filling orders, and clearing tables	Foundation	Listening	Listens to follow directions [1.2.6]
			Speaking	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11]
6.5.2 Describe current technology such as POS (Point of Sale) system used to simplify service	6.5.2 Describe current technology such as POS (Point of Sale) system used to simplify service	Interpersonal	Customer Service	Works with customers to satisfy their expectations [2.3.9]
			Foundation	Listening
6.5.2 Describe current technology such as POS (Point of Sale) system used to simplify service	6.5.2 Describe current technology such as POS (Point of Sale) system used to simplify service	Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

## Unit 7: Preparatory Laboratory Experience

### Hours: 6

**Terminology:** Bake station, Clean up, Competence, Cook, Cooperation, Cross train, Entrée station, Evaluation sheet, Executive chef, Fry and broil station, Garde manger (pantry chef), Kitchen brigade, Meal manager, Pre preparation, Production schedule, Salad station, Service station, Soup and sauce station, Sous chef, Standards, Station, Time/work schedule, Work flow, Work simplification

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
7.1 Define terms related to preparation laboratory	7.1.1 Demonstrate knowledge of laboratory preparation terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to preparatory laboratory experience [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
7.2 Examine the classical brigade as established by Escoffier and modern versions used in large kitchens today	7.2.1 Plan modifications of the classical brigade for different types and sizes of food service establishments	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]	
7.3 Discuss planning, responsibilities, cooperation, effectiveness, and equipment/supplies in the lab	7.3.1 Devise a plan for carrying out assigned lab responsibilities	Foundation	Science	Chooses appropriately from a variety of scientific methods and techniques to complete a task [1.4.8]	
		Interpersonal	Leadership	Organizes group in planning and performing a specific task [2.4.9]	
	7.3.2 Demonstrate proficiency in planning, implementing, and evaluating lab experience	Foundation	Science	Uses equipment and techniques in preparatory laboratory experience [1.4.23]	
		Personal Management	Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
	7.3.3 Rotate lab duties to determine unique skills needed in each lab station/service position	Foundation	Reading	Applies information to job performance [1.3.4]
		Thinking	Decision Making	Demonstrates decision making skills [4.2.4]
	7.3.4 Demonstrate cooperation skills within a laboratory setting	Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]  Works effectively with others to reach a common goal [2.6.6]

## Unit 8: Production

### Hours: 70

**Terminology:** Blanch, Braise, Cut in, Desired yield, Dice, Dot, Dredge, Fold, Garnish, Gluten, Grind, Hors d'oeuvres, Julienne, Knead, Marinate, Mince, Mise en place, Parboil, Pare, Portion control, Preparation station, Proof, Rehydration, Sauté, Scald, Score, Sear, Standardized recipe, Standing time, Steep, Stir fry, Whip, Yield

<b>CAREER and TECHNICAL SKILLS</b>			<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
8.1 Define terms related to production	8.1.1	Demonstrate knowledge of food production terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to food production [1.3.6]
	8.1.2	Demonstrate the ability to use cooking terms correctly in a lab setting		Writing	Applies/Uses technical words and concepts [1.6.4]
8.2 Examine use of the metric and U.S./English system of weight and measurements common to the food industry	8.2.1	Compare various measurements	Foundation	Arithmetic/ Mathematics	Calculates different units of measurement [1.1.6]
			Personal Management	Science	Determines quantities/measurements in English and metric units [1.4.14]
8.3 Describe techniques used to measure and weigh various ingredients	8.3.1	Demonstrate correct techniques for measuring and weighing	Foundation	Arithmetic/ Mathematics	Calculates measurements taken from measuring devices [1.1.9]
			Personal Management	Science	Reads measurements from common measuring devices [1.4.20]
8.4 Examine abbreviations and equivalent measures used in the food service industry	8.4.1	Demonstrate ability to recognize and use abbreviations and equivalents common to food service	Foundation	Arithmetic/ Mathematics	Converts different units of measurement [1.1.17]
			Thinking Skills	Reading	Analyzes and applies what has been read to specific task [1.3.2]
				Knowing how to Learn	Processes new information as related to workplace [4.3.5]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
8.5 Analyze selections and use of recipes	8.5.1 Discuss parts of a recipe and steps in following recipes	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	Personal Management	Responsibility	Pays close attention to details [3.4.8]		
	8.5.2 Demonstrate mise en place for different recipes	Foundation	Reading	Follows written directions [1.3.13]	
Personal Management Skills		Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]		
Thinking Skills		Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]		
8.6 Discuss recipe modification	8.6.1 Modify recipes by increasing and decreasing quantity	Foundation	Arithmetic/Mathematics	Calculates different units of measurement [1.1.6]	
			Science	Applies/Uses scientific method [1.4.6]	
	8.6.2 Modify recipes to produce a lowered fat content while maintaining desirable flavor, texture, and appearance	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]	
		Personal Management Skills	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]	
	8.6.3 Modify recipes to reduce sodium content while maintaining desirable flavor	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]	
		Personal Management Skills	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
8.7 Examine various techniques and methods of food preparation	8.7.1 Execute food preparation techniques and methods	Foundation	Arithmetic/ Mathematics  Science	Calculates different units of measurement [1.1.6]  Solves practical problems using scientific methods and techniques [1.4.22]	
8.8 Apply guidelines for selecting garnishes	8.8.1 Select and prepare appropriate garnishes	Foundation  Personal Management Skills  Thinking	Arithmetic/ Mathematics  Career Awareness, Development, and Mobility  Creative Thinking	Comprehends mathematical ideas and concepts related to production [1.1.13]  Analyzes own knowledge, skills, and ability [3.1.2]  Combines ideas or information in a new way [4.1.2]	

# Glossary

## Unit 1: Employability Skills

1. Discrimination – when someone is judged by race, religion, national origin, sex, or limits to physical or mental abilities that do not effect work performance
2. Fair Labor Standards Act – an act that established the minimum age and overtime requirements regarding employment
3. Flexibility – the ability to move your muscles and joints through their full range of motion; capable of being adapted, modified, or molded
4. Health certificate – a certificate stating you are free of disease
5. Health record – a record of your past health history
6. Networking – making use of all your personal connections to achieve your career goals
7. Orientation – the process of making a new employer familiar with the company, its policies and procedures, and specific job duties
8. Probationary period – the time period on a new job that gives your employer a chance to monitor your job performance closely to confirm you can do the job
9. References – people who know an applicant well and can provide information about that person, his or her character, work ability, or academic standing; needed for job application forms
10. Sexual harassment – When an action is made by an employee suggesting sexual demands toward another employee, the person committing the action is in violation of the Civil Rights Act and subject to a fine in the form of employee compensation.
11. Work ethic – a personal commitment to doing your very best as part of the workplace team

## Unit 2: Sanitation and Safety

1. Bacteria – single celled microorganisms that live in soil, water, and the bodies of plants and animals
2. Botulism – a food-borne illness, caused by eating food containing the spore forming bacteria clostridium botulinum, that paralyzes the muscles and can easily cause death; improper home canning often causes this form of food poisoning
3. Contamination – to allow food to come in contact with harmful organisms or substances
4. Cross contamination – the transfer of harmful bacteria from one food to another food
5. Department of Health, Education, and Welfare – an agency that checks to see that an establishment has eliminated safety hazards from a workplace, in addition to inspecting for the sanitary handling of food
6. Direct contamination – contamination that occurs when raw foods, or the plants or animals from which they come, are exposed to toxins, or harmful organisms or substances
7. E Coli O157:H7 – a disease, hemorrhagic colitis, found in raw or undercooked ground meat, unpasteurized milk, unchlorinated water, unwashed produce, and unpasteurized apple cider
8. FIFO – (First in-First out) – stock rotation and storage principle of using older items before newer ones
9. First aid – on the spot treatment of injuries until medical help arrives
10. Flammable – materials that are quick to burn
11. Food and Drug Administration (FDA) – an agency in charge of ensuring the safety of all foods, drugs, and cosmetics sold (except meat, poultry, seafood, and eggs)
12. Fungi – microorganisms found in soil, plants, animals, water, and in the air
13. Hazard – biological, chemical, or physical properties that might make food unsafe
14. Heimlich maneuver – procedure that can remove food or other obstacles from a choking person's airway
15. Hepatitis A virus – virus that causes fatigue, discomfort, fever, headache, nausea, loss of appetite, vomiting, and jaundice; can be found in water, ice, salads, cold cuts, sandwiches, shellfish, fruit, fruit juices, milk and milk products, and vegetables
16. Listeriosis – bacteria found in ice cream, frozen yogurt, unpasteurized milk and cheese, raw vegetables, poultry, meat, and seafood; can cause headache, fever, chills, nausea, vomiting, diarrhea, backache, meningitis, and encephalitis
17. Microorganism – a living being so small it can only be seen under a microscope; ex: bacteria, fungi, protozoa, algae
18. National Sanitation Foundation – agency that ensures public safety by protecting air and water quality and enforcing adherence to sanitation standards

19. OSHA – (Occupational Safety and Health Administration) – an organization created within the Department of Labor that sets standards and inspects workplaces to ensure that employers provide safe and healthful environments
20. Parasite – an organism that lives off another organism, which is called a host
21. Pasteurization – a heat treatment used to destroy bacteria and other microorganisms in foods such as milk, eggs, wine, and juice
22. Pesticides – chemicals used to kill pests during plant growth; can cause food contamination
23. Rotavirus – a virus that can be found in water, ice, salads, fruit, hors d'oeuvres, and may cause abdominal pain, diarrhea, vomiting, or mild fever; leading cause of infant diarrhea
24. Salmonella – a bacteria found in raw and undercooked eggs, poultry, meat, fish, and unpasteurized milk; may cause diarrhea, vomiting, abdominal craps when ingested
25. Sanitation – maintaining a clean condition in order to promote hygiene and prevent disease
26. Shigellosis – an infectious disease that can be found in protein, salads, lettuce, raw vegetables, poultry, shrimp, milk and milk products, and may cause abdominal pain, diarrhea, vomiting, fever, or dehydration
27. Staphylococcus – a pathogenic bacterium that resembles tiny circles in the shape of grapes; can be found anywhere in the body
28. Sterilize – to make free from living microorganisms, as bacteria, or their viable spores
29. Temperature danger zone – zone from 41 degrees to 135 degrees F in which food should not be stored or kept for long periods of time due to risk of spoilage and bacteria growth
30. Toxins – poison
31. Trichinella – a parasitic round worm that can be found in pork, non-pork sausages and wild game; may cause abdominal pain, nausea, diarrhea, fever, swelling around eyes, thirst, sweating, chills, fatigue, and hemorrhaging

## Unit 3: Management

1. A la carte – food offered with a separate price for each food item on the menu
2. Atmosphere – the "feeling" or "sense" that customers receive from the interior and exterior of a facility
3. Clientele – the people who will be a business's main customers
4. Competitors – businesses that offer similar products or services
5. Cost of Purchased Unit – (CPU) – the price that an organization pays for a unit of food
6. Dovetail – fitting tasks together to make the best use of time; doing two tasks at the same time
7. Food Cost Percentage – (FCP) – a food item's cost to a business expressed as a percentage of the item's selling price; To ensure a profit, a manager must make sure that an item's cost represents an appropriate percentage of the selling price (Food Cost divided by Sales).
8. Food Costing – the process of determining the cost of a recipe's ingredients
9. Forecast – procedure in which data is used to predict what is likely to occur in the future; part of the menu pre-cost and abstract form on which data is recorded before sales have taken place
10. Franchise – a common form of ownership used by chain restaurants in which a franchise company sells the business owner the rights to its name, logo, concept, and products
11. Human resources – the staff of a foodservice operation
12. Inventory – an itemized list of stock on hand and in storage areas
13. Invoice – itemized list of goods and prices accompanying a supply delivery
14. Labor costs – direct cost of employing help, meaning hourly wages and salaries
15. Management – using resources effectively to achieve goals and solve problems
16. Marketplace – the physical location, the people, and the atmosphere of a particular geographic area
17. Markup – the portion of a customer's food bill that goes toward operating costs and profit; food cost plus markup equals selling price
18. Mentors – employees who have a solid understanding of their jobs and help tutor or train new employees
19. Monthly inventory – a report on all items physically in a facility's storage areas; also called a physical inventory
20. Overstaffing – scheduling too many people to work on a given shift

21. Perpetual inventory – a continuously updated record of what's on hand for each item
22. Portion control – measuring each serving to achieve equal and correct amounts
23. Positive reinforcement – a response that encourages a particular behavior
24. Pre costing – figuring the cost of each ingredient used in a standard recipe
25. Profit – a business's monetary gain after all expenses are paid, including taxes
26. Public relations – the business of cultivating public goodwill toward a person, firm or institution
27. Purchase order – a record keeping form used during the purchasing process to state specific information regarding the items to be purchased; also serves as an agreement between a buyer and a vendor
28. Q factor – a percentage of the extension total that represents any small costs for ingredients that are not included on the cost card, such as a pinch of spice or a tablespoon of flavoring
29. Quality control – a system that ensures that everything meets the foodservice establishment's standards
30. Requisition – an internal invoice that allows management to track the physical movement of inventory
31. Specification – a definite statement of the standards expected for a particular product
32. Specification card – card that gives a buyer all the information needed to prepare purchase orders
33. Standardized recipe – a recipe giving exact directions about ingredient amounts and preparation methods
34. Stock rotation – putting new products behind or under supplies of the same product so that older products will be used first
35. Trends – a current style or preference
36. Turnover rate – the average number of times a seat will be occupied during a given block of time
37. Vendor – person or company that sells food or supplies to retailers, such as restaurants

## Unit 4: Nutrition and Meal Planning

1. Calorie – a measurement of the amount of energy produced when food is burned by the body; the amount of energy needed to raise the temperature of 1.0 g of water 1.0 degree Celsius
2. Carbohydrates – an essential nutrient that is the body's main source of energy; includes sugars and starches
3. Cholesterol – a lipid, specifically a sterol, found in human and animals and made from glucose or saturated fatty acids; excessive amounts believed to contribute to plaque formation, which clogs arteries and causes heart problems
4. Clip ons – cards or papers listing daily food specials that are clipped onto a menu
5. Cuisine – a particular style of cooking, often related to a country or region
6. Cycle menu – menu that is made up for a certain time period and is then repeated; a cycle usually varies from three to seven or more days
7. Dietary Guidelines for Americans – a set of guidelines about food choices developed by US government
8. Entrée – the main course of a meal
9. Ethnic foods – foods that originated from another region or country
10. Fat – a nutrient that provides a concentrated source of energy, and helps protect the body from sudden changes in outside temperature
11. Fat soluble vitamin – a vitamin, specifically vitamins A,D, E, and K, that dissolves in fats
12. Fiber – indigestible polysaccharides that make up the tough, fibrous cell walls of plants and is used by the body to help move food through the digestive tract
13. Fixed menu – a menu that offers the same dishes every day for a long period of time
14. Heart healthy – foods that are low in calories, fat, salt, or cholesterol
15. Low fat diet – a diet that allows you to eat only foods that are low in fat
16. Low sodium diet – a diet that allows you to eat only foods that are low in sodium
17. Meal pattern– an outline of the basic foods normally served at each meal
18. Menu – the food choices offered at each meal
19. Metabolism – the process by which living cells use nutrients in many chemical reactions to provide energy for vital processes and activities
20. Mineral – nutrients such as calcium, iron, and zinc; some regulate the body processes, while others become a part of body tissues

21. MyPyramid – a guide developed by the USDA for healthful eating that divides food into six groups, and indicates a range of the number of servings needed daily from each group
22. National Academy of Sciences (NAS) dietary guidelines – explain how to choose a diet that will keep you healthy and well nourished, and that can reduce chances of getting certain diseases and improve health
23. Nutrient – chemical substances in food that help to maintain the body
24. Nutrient dense foods – a food that is rich in the nutrients your body needs to stay healthy
25. Nutrition – the study of nutrients and how they are used by the body
26. Nutritional variety – an array of nutritious foods such as salads, vegetables, and fruits
27. Preservatives – chemicals used on foods to maintain freshness and prevent spoilage; can cause contamination of foods
28. Protein – one of the six basic nutrients composed of carbon, hydrogen, oxygen, and nitrogen; The body uses it for growth and maintenance.
29. Recommended Dietary Allowances (RDA) – suggested levels of nutrient intake to meet the needs of most healthy people
30. Table d' hote – a type of menu in which one price is given for an entire meal
31. Tent cards – cards listing daily food specials that are folded to stand up on a table
32. Vitamin – nutrients that don't provide energy or build body tissue, but help regulate these and other body processes
33. Water – an essential nutrient that regulates all the body processes; not a food, but is essential to life
34. Water soluble vitamins – a vitamin, specifically vitamin C or one of the B complex vitamins, that dissolve in water; and therefore are not stored in the body

## Unit 5: Tools and Equipment

1. Apple corer – used to pare the skin and cut the core from apples
2. Baker's scale – used to measure most baking ingredients; also called a baker's balance
3. Baker's trough – large, oblong stainless steel pan used for the rising of yeast dough
4. Balloon whip – used for whipping eggs or batter and for blending thinner mixtures such as gravy; also called a piano wire whip
5. Bench mixer – used to mix or whip doughs and batters, and slice, chop, shred, and grate foods with different attachments
6. Bin – used for storing large amounts of dry ingredients
7. Boning knife – used to filet fish, cut apart poultry, and remove raw meat from the bone
8. Butcher knife – used to divide raw meat, poultry, or fish into sections
9. Carousel oven – oven with revolving trays used for baking
10. Chef's knife – used to chop, dice, or mince food and to slice warm meat, and has long, triangular blade with a concave or hollow grind; also called a French Knife
11. China cap – used for straining sauce and gravy and for making puree
12. Citrus knife – used to section citrus fruit, two sided blade and tip is round
13. Cleaver – used to chop through bones
14. Colander – used to rinse and drain salad greens, vegetables, and fruit
15. Compartment steamer – a cabinet that cooks food quickly through the use of circulating steam
16. Convection oven – an oven that uses a fan to circulate hot air over food
17. Deck oven – an oven with a series of stacked baking shelves, each with its own door and temperature control
18. Double boiler – used when temperatures must be kept below boiling or for keeping food warm without overcooking
19. Dredge – to coat a food by sprinkling it with or dipping it in a dry ingredient such as flour or breadcrumbs
20. Dry measuring cups – used to measure dry ingredients
21. Flat top range – a cooking appliance that has burners under a solid top

22. Food mill – used for mashing, straining, and pureeing
23. French whip – used for general mixing, stirring, and beating heavy liquids; also called a wire whip
24. Grater – a device used to shred food such as cheese, potatoes, and carrots into coarse pieces and to grate citrus peel and nutmeg
25. Griddle top range – a cooking appliance with a smooth top
26. Ladle – long handled spoon used to portion out liquids
27. Liquid measuring cups – used to measure liquids; measurements marked on the side of the cup
28. Measuring spoons – used to measure very small amounts of ingredients
29. Open top range – a cooking appliance with open burners on top
30. Overhead broiler – used to cook food by exposing them to dry heat from charcoal, gas flames, or an electric metal coil; this type would be located on a shelf or cabinet that is close to the ceiling
31. Paring knife – used to core, peel, pare, and section fruits and vegetables. Blade is short with concave or hollow grind
32. Portion scale – used to weigh food in order to maintain an equal serving size
33. Pressure fryer – a frying method in which foods are cooked more quickly and at lower temperatures than other frying methods; foods are extra crispy on the outside with their natural juices on the inside
34. Proofing oven – an enclosed, airtight metal container with wheels that holds sheet pans of food and in which the temperature and humidity are controlled; also called a proofer
35. Roasting pan – used for roasting meat and poultry; heavy gauge stainless steel or aluminum
36. Roll in refrigerator – small refrigerated room located close to the section of the kitchen where most used
37. Salamander – a small broiler usually located above a range or other cooking unit
38. Sharpening steel – used constantly to keep knives very sharp
39. Sharpening stone – used to sharpen short knives such as paring knives
40. Skimmer – a tool used to remove a substance from the surface of a liquid
41. Spring form pan – a pan with a clamp that's used to release the pan's bottom from its circular wall; commonly used to bake cheesecakes
42. Stack oven – a freestanding rectangular oven that has a series of well insulated shelves stacked on top of one another; also known as a deck oven

43. Steam jacketed kettle – a large, round appliance with a container inside for food; steam circulates between the outside and inner container, cooking the food
44. Stock pot – used for soups, stews, chili, spaghetti, and corn on the cob; it has deep, straight sides, two handles, and a lid
45. Thermometer – used to check the temperature of ovens, refrigerators, or freezers; the internal temperature of roasting meat; or the temperature of hot fat
46. Trunnion – a type of steam jacketed kettle that can be tilted to empty contents by turning a wheel or pulling a lever
47. Zester – used to remove tiny strips from the outer surface of citrus peels, which add visual interest and flavor to foods

## Unit 6: Serving Foods

1. Bread and butter plate – placed on the left, above the forks in a setting, and can be used for bread
2. Buffet service – style of meal service in which a large table or buffet holds a variety of food items, the serving dishes and utensils, dinnerware, flatware, and napkins and from which guests serve themselves
3. Charger – a decorative foundation plate to hold the dinner plate
4. Compromise service – a combination of English and meal formal service in which the main course of the meal is served at the table by the host and the remainder of the meal is served in individual portions from the kitchen
5. Condiments – cooked or prepared flavorings
6. Cover – the arrangement of the tableware that each diner will need for a meal; also called a place setting
7. Dinner plate – the plate from which the main entrée is eaten
8. Dinnerware – plates, cups, saucers, and bowls
9. Family service – a service style that allows diners to join others in a setting where large dishes of food are placed on a table for self service, also known as modified English service
10. Flatware – forks, spoons, knives and serving utensils used to serve and eat food
11. Hollowware – tableware, such as bowls, tureens, and pitchers, used to serve food and liquids
12. Meal service– common styles found in commercial foodservice operations modern American plated, booth, banquette, family style, classical French, Russian, butler, and buffet service
13. Modified English service – a style of meal service where all food is brought to the table on platters or in bowls, and guests pass the dishes and serve themselves; also known as family style service
14. Place setting – the arrangement of the tableware that each diner will need for a meal; also called a cover
15. Plate service – meal service style in which the food is served on individual plates in the kitchen and filled plates are set on the table before the meal is announced
16. Plating – the placing and arrangement of food on a plate
17. POS system – a computer system that begins at the point of sale
18. Salad plate – plate used for salad which is placed to the left of the fork(s)
19. Table appointments – all the items needed at the table to serve and eat a meal

20. Table service – the placement of food on a table and the style in which it is done

21. Tableware – tools placed in a setting such as dinner plates, soup bowls, and coffee cups

## Unit 7: Preparatory Laboratory Experience

1. Bake station – station that produces cakes, pies, breads, pastries, and cookies usually done before other kitchen staff report to work
2. Clean up – After all cooking tools and food have been put away, sweep the floor, scrub garbage cans, wipe away waste food in dining area and kitchen, and keep clothes clean and washed to keep a clean restaurant.
3. Competence – having adequate abilities and qualities
4. Cook – chef or someone that prepares the food
5. Cooperation – to act or work with others
6. Cross–train – to provide work experience in a variety of tasks
7. Entrée station – a place to serve the main course
8. Evaluation sheet – a form which an employer will take notes on how well an employee is performing assigned tasks, overall work attendance and attitude, and teamwork skills
9. Executive chef – manages all kitchen operations, orders supplies, organizes work schedules, and supervises food preparation and service
10. Fry and broil station – a place where the fryer and broiler are located for frying and broiling foods
11. Garde manager – kitchen's pantry section, where cold meat items are prepared and stored; also the pantry chef responsible for preparing cold food items
12. Kitchen brigade – used to divide food production responsibilities
13. Meal manager – someone who controls and directs resources to get a meal done correctly, efficiently, and on time; could also be called a food service manager
14. Pre preparation – any step done in advance to save time when getting a meal ready
15. Production schedule – a form filled out by the head cook in each station specifying the tasks to be completed
16. Salad station – located close to the vegetable and serving station, near dining room. Including reach in refrigerator, a sink, knives, and cutting boards
17. Service station – located in the dining area, it is where additional cups and saucers, menus, napkins, silverware, condiments and water glasses are kept; helps to speed service and reduce labor
18. Soup and sauce station – a place in which to serve soups and sauces
19. Sous chef – literally "under chef", a chef who supervises and sometimes assists other chefs in the kitchen, and reports to the executive chef
20. Standards – something set up and established by authority as a rule for the measure of quantity, value or quality
21. Station – a group of tables a service staff member is responsible for serving; also called a section

22. Time/Work schedule – a written schedule specifying the sequence of steps for food preparation and the time needed for each step
23. Work flow – the movement of work in an orderly manner so that it can be done most efficiently
24. Work simplification – doing a job in the easiest, simplest, and quickest way possible

## Unit 8: Production

1. Blanch – briefly immersing food in boiling water or steam to inactivate the enzymes
2. Braise – a long, slow combination cooking technique in which food is seared and then simmered in enough liquid to cover no more than 2/3 of the food
3. Cut in – to combine solid fat with dry ingredients until lumps of the desired size remain
4. Desired yield – the amount of food needed for the number of servings required
5. Dice – to cut into very small cubes of even size
6. Dot – to place small pieces of something, usually a fat, over the surface of a food
7. Dredge – to coat a food by sprinkling it with or dipping it in a dry ingredient such as flour or breadcrumbs
8. Fold – to add ingredients carefully as not to lose air bubbles
9. Garnish – decorative, edible items added to enhance the appearance of the main food item.
10. Gluten – protein found in flour that develops into long, elastic strands during the mixing and kneading process; produces a light, even texture in the finished bread product
11. Grind – to mechanically breakdown a food into a finer texture
12. Hors d'oeuvres – small, bite sized finger foods that have a spicy or savory flavor, used often as an appetizer
13. Julienne – to cut into long narrow strips
14. Knead – a mixing process in which dough is folded, pressed, and squeezed to strengthen the gluten strands and allow yeast dough to develop the proper texture
15. Marinate – to soak foods in a liquid to improve texture or flavor; the liquid generally contains herbs, spices, and other flavoring ingredients, as well as oil, and an acid, such as wine, vinegar, or lemon juice to break down the connective tissue of meat
16. Mince – to cut into very fine pieces
17. Mise en place – literally, in French, "to put in place"; the preparation and assembly of ingredients, pans, utensils, and equipment or serving pieces needed for a particular dish or service
18. Parboil – to boil briefly as a preliminary or incomplete cooking procedure
19. Pare – to remove the stem and outer covering of a vegetable or fruit with a paring knife or peeler
20. Portion control – measuring each serving to achieve equal and correct amounts

21. Preparation station – place where food is prepared for cooking
22. Proof – In yeast dough production, the final rising stage that occurs after the dough is shaped but before baking
23. Rehydration – The process of adding water back into a food
24. Sauté – to cook food in a small amount of fat, stirring or flipping it frequently
25. Scald – to heat a liquid to just below the boiling point; to dip food into boiling water or pour boiling water over the food
26. Score – to make small, shallow cuts on the surface of a food
27. Sear – to brown food quickly over high heat; usually done as a first step for combination cooking methods
28. Standardized recipe – a recipe giving exact directions about ingredient amounts and preparation methods
29. Standing time – a time during which foods finish cooking by internal heat after being removed from the cooking appliance
30. Steep – to cover with boiling water and let stand without additional heating until flavor and color is extracted as for tea
31. Stir fry – a dry cooking technique, foods cook quickly in a small amount of fat over high heat while stirring constantly; generally uses a wok, a large pan with sloping sides
32. Whip – to beat rapidly usually with a whisk to increase volume and incorporate air
33. Yield – the number of servings, or portions, that a recipe produces