Name $\qquad$
$\qquad$ Due Date /Test Date $\qquad$

> Comprehensive Study Guide Definitions
> (Culinary Arts - $\mathbf{5 0}$ points)

Careers in Foodservice:

- Chef - highly trained and responsible head cook.
- Caterer - provides foodservice for special social events.
- Side work - example: filling salt and pepper shakers.
- Customer - carries the major responsibility of the hosting personnel.
- Offend a coworker - listen carefully to the coworker and apologize.
- Two main areas of a foodservice establishment - The Back-of-the-House and the Front-of-the-House
- Three skills to be successful in the foodservice industry - Work ethic, math and measuring
- Back of the house job - Cook is an example
- Brigade - system that assigns responsibility to the kitchen staff.
- Server - front of the house, responsible for presenting the bill to the customer.
- Front of the house - serving the guests.
- Poor Communication - Majority of staff problems
$\bullet$

Safety and Sanitation:

- HAACP system- managing sanitary conditions through a system of critical control points.
- Primary causes of food-borne illness - the food service workers.
- Toxin - Poison produced by bacteria in food
- FIFO (first in, first out,) - the foods that have been in the holding area the longest will be used first.
- Temperature above 40 degrees $\mathbf{F}$ - Danger for refrigerators
- Hepatitis A - Fecal bacteria disease transferred by improperly washed hands and/or coughing/sneezing
- Staphylococcus - contact of human mucus, food poisoning outbreaks associated with improperly handling foods before and after they have been cooked.
- Listeriosis - raw vegetables, milk products, meat products
- Botulism - Bacteria found in improperly home-canned foods with low acidity is.
- Samonella - fresh poultry and raw eggs
- E-coli - Undercooked ground beef
- Wet paper towel - used to clean up small pieces of glass
- Apply direct pressure - The best method to stop bleeding
- Temperature danger - Between 41 degrees $F$ and 135 degrees $F$
- Hepatitis, bacteria and staphylococcus - Examples of food borne pathogens
- Meat and dairy products - Foods with the highest potential to be a food safety hazard
- 165 degrees F - Internal temperature of fully cooked poultry
- Wash their hands for 20 seconds or more - Number 1 hygiene rule for foodservice worker
- Dry large pots and pans - place upside down/air dry
- Temperature of below $\mathbf{4 0}$ degrees $\mathbf{F}$ - Cook leftovers rapidly
- Small cut on the hand - wash it, put on a bandage, wear single use gloves.
- Cross-contamination - microorganisms move from one food to another.
- Mise en place - to prepare to work
- Order of 3 compartment sink - rinse/scrape and wash and rinse then air dry

Measurements/Conversions:

- When increasing the number of portions yielded by a recipe goes from 100 to $\mathbf{4 0 0}$. In the recipe 2 pints would increase - to 4 pints.
- A gallon of potato salad - will yield $321 / 2$ cup servings.
- Recipe conversion - The ratio of ingredients should remain the same
- Yield - How much food a recipe makes
- Figure cost per serving- figured by the cost of the food divided by the number to be served.
- You have 7 cups, you decrease the yield by one-half $-31 / 2$ cups.
- How many 1 cup servings are in a gallon? - Sixteen 1 cup servings.
- How many times must a recipe be increased to serve 60 people if the yield is three pints and the portion is 1 cup? -6 cups $\times 10=60$


## Equipment

- Boning knife - disjoint a chicken
- Convection oven - cooks with a fan

Cooking Terms and Techniques

- To soften the top of bread - Brush milk on top
- Standardized - The recipes that food services establishments rely on
- Marinating - Soaking food in an acid/oil mixture to help tenderize
- Baste - Brush or pour liquid over food as it cooks
- Dredge - Coat with four or other fine substance
- Dice - Cut carrots and onions into $1 / 4$ inch squares
- Julienne - Cut into thin, match stick size pieces
- Garnish - be suitable so it complements the main food item
- Mirepoux - Sachet of mixture of chopped vegetable and herbs
- One egg white - substitute for 2 eggs
- Saute - brown quickly in small amount of fat
- Julienne, minced, chop, batonnet - basic knife cutting techniques
- Steamer table - keeps food warm until served
- Braising and stewing - combination cooking method

Fruit and Vegetables

- Prevent oxidation or browning - dip in pineapple juice
- Stop oxidation of potatoes - cover in cold water
- Keep fruits fresh - dip in acid
- $\mathbf{2}$ fruits to control enzymatic browning - apples and peaches
- Steaming-reduces nutrient loss of vegetables

Salads

- 11


## Recipes

- Standardization in restaurants - Make sure food is always prepared the same way
- Standard portions - Everyone gets exactly the same sized serving

Acronyms

- 11

Breads

- Sugar helps to tenderize, add flavor, aids in browning
- Flour - forms the framework
- Liquid - Moistens other ingredients, activates leavening agents
- Salt - Brings out the flavor of other ingredients
- Leavening agent - makes the batter or dough rise, become light and porous
- Shortening - Provides tenderness
- Baking powder - most common leavening agent in quick breads
- Basic ingredients in quick breads - flour, liquid, leavening agent
- Preserve quick breads - wrap/store at room temperature
- Gluten - elastic framework, stretches and holds gas bubbles formed by leavening agent
- Dough not kneaded properly - becomes heavy and small
- Cause of yeasty taste - proofed too long
- Fermentation - process to allow the bread to rise
- Pour batter example - crepe
- Crumb - texture of inside the bread
- Soften the top of bread - brush milk on top
- Whole grain - part of daily food plate
- Steam - leavening agent for cream puffs and éclairs
- Pour batter 1 part flour: 1 part liquid
- Drop batter - 2 part flour:1 part liquid
- Soft dough - 3 part flour:1 part liquid
- Lean yeast dough - little sugar/ fat
- Rich yeast dough - extra sugar and fat

Protein and Meat

- Rib and loin - most tender wholesale cup of beef
- Complete protein in vegan diet - beans and rice
- Roasting is what cooking method - dry heat
- Sear - brown meat quickly over high heat
- Au jus - serve meat with its own juices
- Steaks - cross section of dressed fish
- Prime - highest grade for beef, veal, lamb
- Lacto-vegetarian - no meat/ yes milk products
- Lacto-ovo-vegetarian - no meat/ yes milk and egg products
- Vegan - no meat products

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# Food Service/Culinary Arts Test Number: 345 

## CTE Skill Certificate Test Performance Documentation

This document must be submitted to the test coordinator at the end of testing each trimester/semester.
Instructor's Name: $\qquad$ Course: Food Service/Culinary Arts
School: $\qquad$ Test Number: 345
\# Students in course: $\qquad$ Date: $\qquad$
\# Students tested: $\qquad$
\# Students who passed the online test at or above 80\%: $\qquad$
\# Students who passed the performance objectives at or above 80\%: $\qquad$
This is to verify that the students marked YES on performance accomplished the following performance objectives at or above the $80 \%$ (moderately to highly skilled) level.

1. Research a career in the food service industry using multiply sources (personal interview, internet, utahfutures.org, periodicals etc.) and present your findings.
2. Demonstrate appropriate food handler safety and sanitation procedures.

- Proper hand washing, uniform/apron use, hair restraint and covering, avoiding cross contamination, and proper food storage.

3. Demonstrate proper workplace safety procedures

- Appropriate footwear, proper lifting, safe knife and equipment use, and other proper kitchen procedures for safety.

4. Demonstrate proper mise en place and clean up.

- Gather equipment and supplies; pre-measure ingredients; peel, cut and chop food as needed.

5. Demonstrate appropriate use and care of food preparation equipment

- Hand tools, knives, small appliances, and large appliances and etc.

6. Plan the menu for a complete meal, then prepare and serve this meal.

- Menu must be nutritionally balanced, have proper portion sizes and be aesthetically pleasing.
- The production and portion costs need to be calculated
- Meal must include a starter (soup, salad, or appetizer), entrée (protein, starch, sauce and vegetable), and dessert.
- Service included and appropriate table setting and proper customer service.

7. As part of a group participate in planning preparing and serving a meal or food items to customers or guest.

- Follow up by analyzing the process, profitability, and communication and teamwork.

8. Plan, calculate cost, prepare and present a bakery item for a minimum of 75 people.

Each performance is documented and kept on file by the teacher for two years.
(Check the documentation method used)
$\square$ Class period summary score sheet
$\square$ Recorded and identified in the class grade book
Instructor's Signature: $\qquad$ Date: $\qquad$

## Strands \& Standards

## FOOD SERVICES / CULINARY ART

## FAMILY \& CONSUMER SCIENCES <br> Creating Healthy\&Sustainable Families <br> 

## COURSE DESCRIPTION

Students will be trained for career opportunities in the food service/culinary arts industry. Students will have the opportunity to learn and practice safety and sanitation procedures, and use and maintain commercial food service equipment. They will perform quantity food preparation as it relates to catering, bakery, restaurant, hospitality, and fast food business operations. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education. Student leadership and competitive events (FCCLA) may be integrated into this course.

## License Type

 CTE and/orSecondary Education 6-12 Required Endorsement FACS General Composite or CTE License only - Food Services/Culinary Arts

CTE Learning that works for Utah

Intended Grade Level: 11-12
Units of Credit: 1.00
CIP Code: 20.401
Core Code: 34.01.00.00.170
CE Core Code: 00.00.00.00.000
Prerequisite: Food and
Nutrition I \& II
Skill Certification: \#345
Test Weight: 0.0

STRAND 1 Students will discuss the food service industry including; history, trends, segments, career options and required employment skills.

Vocabulary:
Career

Work ethic

## Standard 1 Identify and discuss history and trends in the food service industry.

1. Explain the history of food service.
a. Include: Auguste Escoffier - considered the father of modern cuisine. During the late 1800 he simplified, updated and popularized classical French cooking methods and organized kitchen management.
2. Identify current trends and their influence on food service industry.
a. Government regulations and safety, cycles and popularity, media, and current events
3. Explore cultural influences in the food service industry.

Standard 2 Identify various food service industry segments such as quick service, family dining, fine dining, catering, and institutional/non-commercial food service.

1. The two main food service segments are classified as commercial and noncommercial.
a. Non-commercial includes: healthcare, education, military, charity and corrections.
b. Commercial includes: restaurants, caterers, lodging, travel, concessions, and retail.
i. Identify various types of restaurants including quick service and full service.

Standard 3 Identify various career opportunities and educational requirements.

1. Identify various careers and training opportunities involved in culinary/food service industry. (utahfutures.org recommended)

## Standard 4 Apply employability skills

1. Develop a basic understanding of the employability skills (see the CTE website for an interactive frame work and resources http://cte.ed.gov/employabilityskills/ )
a) Applied Knowledge
i) Critical Thinking (problem solving)
ii) Applied Academic Skills (including math)
b) Effective Relationships
i) Interpersonal Skills (including team work, cooperation, and communication)
(1) Majority of problems between staff are caused by poor communication.
ii) Personal Qualities (honesty/integrity, initiative, positive attitude, loyalty, dependability, respect, punctuality, working independently, and anticipating needs
c) Workplace Skills
i) Technology Use
ii) Systems Thinking
iii) Communication Skills (appropriate dress and language)
iv) Information Use
v) Resource Management (including time)

## PERFORMANCE OBJECTIVE 1

Research a career in the food service industry using multiply sources (personal interview, internet, utahfutures.org, periodicals etc.) and present your findings.

## STRAND 2 Students will discuss the importance of sanitation and food safety in the flow of food.

Vocabulary:
Pathogen
Cross Contamination
Cross Contact
TCS (Time and Temperature Control for Safety)

## Standard 1 Identify the steps in the flow of food including purchasing, receiving,

 storage, preparation, cooking, holding (hot/cold), cooling, reheating, and serving *STEM (Science)1. Explain the purpose of the HACCP system (Hazard Analysis Critical Control Point).
a. A way to ensure keeping food safe through a system of identifying and monitoring critical control points.
2. Discuss methods of purchasing, receiving, and storage.
a. Purchase from an approved reputable vendor.
b. FIFO (first-in first-out) rule - means the food that has been in the holding area the longest will be used first.
c. Refrigerator and freezer temperatures (Refrigerator: 41 degrees or lower; Freezer: 0 degrees or lower.
d. Food storage and cleaning supply storage must be separate

## Standard 2 Identify standards of personal grooming and hygiene. *STEM

 (Science)1. Establish and follow procedures to prevent human contamination (food handler permit requirements).
2. Identify business standards for personal hygiene.
a) Wash hands with soap and warm water- minimum 20 sec . and dry with single use paper towel
b) Wash hands after using the restroom, sneezing, coughing, or touching face or hair
c) Wash hands before and after handling raw meat, poultry and eggs.
d) Single use gloves shall be used for only one task such as working with ready- to- eat food or with raw animal food, used for no other purpose, and discarded when damaged or soiled, or when interruptions occur in the operation.
e) Wear bandages and gloves or other protective barriers over any cuts or open sores.
f) Anyone preparing food shall wear hair restraints such as hats, hair coverings or nets, beard restraints and clothing to effectively keep their hair from contacting exposed food.
g) All food service workers need to wear proper, clean attire, including chef coats and/or aprons. Change dirty attire - bacteria could be on it that can contaminate food.
h) Any activity involving eating, drinking or chewing gum needs to occur in a designated area away from food preparation areas.
i) When tasting food, use clean spoon only once.

## Standard 3 Identify proper sanitation techniques used with tools, equipment, and surfaces. *STEM (Science)

1. Discuss the order used when washing and sanitizing dishes
a) 3-compartment sink dishwashing order: rinse and scrape, wash, rinse, sanitize and air dry.
2. Containers for storing and mixing food are stored upside down.
3. Differentiate between cross-contact and cross-contamination.
a) 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.
b) Cross- contamination is the human transfer of pathogens from one surface or food to another.

## Standard 4 Identify the factors contributing to food-borne contamination, illness, and prevention strategies. *STEM (Science)

1. Discuss general concepts of food-borne illness.
a) Food-borne illness - results from eating foods contaminated with pathogens.
b) General conditions for bacterial growth - food, acidity, time, temperature, oxygen, moisture, (FAT TOM)
c) Contaminated food does not always have an off odor or flavor so it looks and smells normal.
2. Identify food borne illnesses: botulism, e-coli, Hepatitis A, salmonella, staphylococci, listeriosis, norovirus
a) Botulism - associated with any anaerobic environment, i.e., canned foods, garlic /herb and oil mixtures, and foil wrapped baked potatoes
b) E-coli - usually found in undercooked ground beef, unpasteurized milk, fruit juices, fresh fruit, and vegetables
c) Hepatitis $A$ - a virus found in an infected person's fecal matter transferred by human contact usually through improper hand washing.
d) Salmonella - often found in fresh poultry and raw eggs
e) Staphylococcus - spread through human contact to food sources especially dairy and non-cooked ready to eat foods.
f) Listeriosis - usually found in ice machines, and TCS foods served cold.
g) Norovirus-is similar to Hepatitis A and is linked with contaminated water and ready to eat foods.
h) Food borne illness symptoms that exclude a worker from handling food include:
i) Sore throat with fever
ii) Jaundice
iii) Diarrhea
iv) Vomiting
v) Open and infected sores
i) Food handlers need to be symptom free for 24 hours before handling food.
3. Discuss prevention strategies.
a) Large majority of food-borne illness can be prevented by avoiding cross contamination.
b) When in doubt throw it out. Do not taste or use. Don't use bulging cans.
c) Frequently clean and sanitize work surfaces, i.e. counters
d) Clean and sanitize cutting boards, dishes, tools, etc., after preparing each food item or every four hours of continuous use.
e) All TCS foods need to be covered and stored in the refrigerator with a label including a use by date.
f) Food should be stored in the refrigerator according to the final cooking temperature.
i) Ready to eat foods (RTE) on top and animal products toward the bottom according to cooking temperature.
g) Never place cooked food on a plate which has previously held raw meat, poultry or seafood without first cleaning and sanitizing the plate.
4. Food should not be in the Danger Zone, (the temperature range of 41-135 degrees), for longer than 4 hours total from start of preparation
5. Discuss the importance of cooking to proper temperatures internal food temps - be sure to use a clean and sanitized thermometer
i) Seafood, pork, beef, veal, lamb - 145 degrees
ii) Ground meats (pork, beef, veal, lamb) and eggs - 155 degrees
iii) All Poultry (whole or ground) - 165 degrees
iv) Reheat temp - 165 degrees (for a minimum of 15 seconds)
6. Discuss the importance of cooling and reheating foods to the correct temperature for the correct amount of time using proper equipment.
a) Keep hot foods hot and cold foods cold. (Hold hot 135 degrees and above. Cold 40 degrees or lower.)
b) Thoroughly cool hot foods. Food needs to be cooled below 70 degrees within two hours and below 41 degrees within four more hours.
i) Methods include: Divide large amounts of leftovers in small, shallow, covered containers for quick cooling, ice water baths, and ice paddles.
c) Store foods in the fridge and freezer so that the cool air can circulate to keep food safe. Don't cover shelves or overcrowd.
d) Bring sauces, soups etc. to a boil when reheating; heat other TCS leftovers to 165 degrees (for a minimum of 15 seconds)
7. Discuss how to correctly thaw foods.
a) Safe ways to thaw food include: in the refrigerator, under cold running water, in the microwave, or as part of the cooking process. Never defrost at room temperature. If thawing food in the microwave cook immediately.

## PERFOMANCE OBJECTIVE 2

Demonstrate appropriate food handler safety and sanitation procedures.
Proper hand washing, uniform/apron use, hair restraint and covering, avoiding cross contamination, and proper food storage.

STRAND 3 Apply basic workplace safety and first-aid procedures.
Vocabulary:

Ingest
Strain (ligaments)
Sprain (muscles/tendons)

OSHA
MSDS sheet
ALERT system

## Standard 1 Students will identify safe work practices

1. Identify common workplace/food service injuries/ accidents and their prevention.
a) Burns/scalds
b) Cuts/scrapes
c) Breaks
d) Strains/sprains and contusions
e) Fires
f) Chemicals
i) Ingested
ii) Burns
iii) inhaled
2. Identify basic first-aid procedures
a) Choking: treat with the Heimlich (abdominal thrust)
i) Do not interfere if the victim is coughing forcefully with a partial airway obstruction
b) Treating a burn:
(a) First degree burn (cool with cold water)
(b) Second degree burn (soak in cool water or cold compress)
(c) Third degree burn (cover loosely with a dry, sterile cloth, seek medical help)
c) Treat sprains, strains and contusions with RICE (rest, ice, compression and elevation)
d) Cuts (for severe wounds, apply direct pressure)
e) Allergic reactions
i) Causes are generally one of the main 8 allergens: fish, shellfish, soy, wheat, peanuts, tree nuts, dairy and eggs. Customers must be made aware of any of these ingredients in food.
ii) Symptoms include; itching, swelling, hives, respiratory difficulties, rash and headache
f) For chemical accidents see MSDS (Materials Safety Data Sheets) for treatment recommendations
3. Students will identify the meaning and purpose of ALERT a security and food defense system.
a) Assure- products received from a safe source and practice food defense, and vehicles locked/sealed.
b) Look- monitor the facility and product security. Pay attention to your surroundings.
c) Employees-know facility, limit access to prep/storage, limit visitors and verify credentials, conduct background checks on staff.
d) Report- keep information related to food defense accessible, including conducting random self-inspections.
e) Threats-identify and plan what you will do and who you will contact in the event of suspicious activity and/or threat.
f) Train employees about the plan and procedures

## PERFOMANCE OBJECTIVE 3

Demonstrate proper workplace safety procedures and first-aide
Appropriate footwear, proper lifting, safe knife and equipment use, and other proper kitchen procedures for safety.

## STRAND 4 Identify and practice the basic concepts of food production.

Vocabulary:
Kitchen brigade system
Front of the house
Back of the house
Mise en Place
Portion
Standardized Recipe

Yield
Conversion factor
Cover
Al a carte
Table d'hote
Prix Fixe

## Standard 1 Discuss the importance of organization and explore established systems.

1. Identify the purpose of the Kitchen Brigade System.
2. Identify front of the house job and duties.
i) host / hostess (responsibility to the customer, greet and seat customers, take reservations, supervise service to customers, handle customer complaints.)
ii) server (handles customer needs, knowledge of menu items, checks tables, checks on food/drinks/water, corrects problems, presents the check, and often acts as cashier, knowledge of appropriate table settings, table service - appropriate personal hygiene and sanitation, serves from the right, removes plates from the left, quickly cleans up spills, uses a tray properly, side work - filling table supplies)
iii) bus person (clears and resets table covers and assists the server)
iv) cashier (responsible for cash drawer, counts back change, knows procedure to follow if there is a discrepancy)
3. 5. Dining room manager. (controls overall food production, handles complaints, resolves problems, monitors customer service)
1. Identify back of the house jobs and duties
i) Executive chef (menu development, inventory ordering and control, staff hiring, training and scheduling)
ii) Sous chef (oversees food preparation and kitchen organization)
iii) Station chef/cook (works in a specific area of the kitchen to produce menu items)
iv) Pastry chef (prepared baked goods and desserts)
v) Line cook/ prep cook (similar to a station chef, but generally less training)
vi) Dishwasher
2. Review table setting including items and placement
a) table setting: arrangements for informal, formal and buffet settings

## Standard 2 Identify the purpose of mise en place

1. Mise en place - (to put in place)
a) i: organizing equipment and preparing ingredients (measuring, doing knife cuts) before you begin cooking

## Standard 3 Utilize proper measuring techniques and tools. *STEM (Math)

1. Measurements are either volume or weight
2. Volume measuring tools include: teaspoons, tablespoons, cups, pints, quarts, gallons, various sizes of ladles and scoops
3. Weight measuring tools include: balance/baker scales, spring scale, digital scale
4. Standardized recipes are used in the industry
a) Standardized recipes have: a name, ingredients, detailed step by step preparation, portion sizes, recipe yield, pans and tools used in preparation and often some nutrition information.

## Standard 4 Identify measurement equivalents and apply by adjusting recipe

 yield. *STEM (Math)1. Identify measurement equivalents used in food preparation.

Including, but not limited to

| $3 \mathrm{t} .=1 \mathrm{~T}$. | $16 \mathrm{~T}=1 \mathrm{c}$. | $2 \mathrm{c} .=1 \mathrm{pt}$. | $4 \mathrm{qt}=.1 \mathrm{gal}$. |
| :--- | :--- | :--- | :--- |
| $16 \mathrm{c} .=1 \mathrm{gal}$. | $60 \mathrm{~min} .=1 \mathrm{hr}$. | $4 \mathrm{c} .=1 \mathrm{qt}$. | $2 \mathrm{pt} .=1 \mathrm{qt}$. |
| $8 \mathrm{fl}$. oz. $=1 \mathrm{c}$. | $1 \mathrm{qt}=.32 \mathrm{oz}$. | 1 lb. butter $=2 \mathrm{cups}$ | $16 \mathrm{oz} .=1 \mathrm{lb}$. |

$1 / 3 \mathrm{c} .=5 \mathrm{~T} .+1 \mathrm{t}$.
2. Adjust a recipe to increase and decrease the yield.
a. (Desired/ New Yield $\div$ Existing /Old Yield $=$ Conversion Factor) Then multiply existing measurements by conversion factor.

## Standard 5 Identify factors in controlling food costs. *STEM (Math)

1. Figuring the cost per portion/serving is essential in figuring out food costs.
2. Total cost divided by the number of portions = cost per portion/serving

## Standard 6 Identify proper use and care of food service equipment. *STEM (Technology)

1. Identify common equipment and how it is to be safely used and cleaned. (i.e. Convection oven, slicer, commercial dishwasher, ice machine, stand mixer, deep fat fryer, proofing oven, steam table)
2. Identify types of knives, proper use and care, and demonstrate proper knife safety.
i) Types of Knives; including: French/chef, boning, utility, paring, serrated
ii) Proper hold, sharpen, wash and storage
iii) Identify and demonstrate different knife cuts, including:
(1) Batonnet- $1 / 4 \times 1 / 4 \times 2-3$ inch
(2) Julienne- $1 / 8 \times 1 / 8 \times 1-2$ inch, fine julienne- $1 / 16 \times 1 / 16 \times 1-2$ inch
(3) Brunoise- $1 / 8 \times 1 / 8 \times 1 / 8$ inch
(4) Dice- small $1 / 4 \times 1 / 4 \times 1 / 4$ inch, medium $1 / 2 \times 1 / 2 \times 1 / 2$ inch, large $3 / 4 \times 3 / 4 \times 3 / 4$ inch
(5) Chiffonade- stack leaves, roll and slice into thin shreds
(6) Diagonal- cut on a 45 degree angle
(7) Rondelle- also called coin cut
(8) Paysanne- $1 / 2 \times 1 / 2 \times 1 / 8$ inch
(9) Tourne- 7 sides $\times 2$ inch long

## Standard 7 Apply the basics of menu/meal planning.

1. Identify different styles of service including; Buffet, Plated/American, French, and Russian
a) Identify and use correct table setting techniques for each style.
2. Identify different menu types including; Fixed, Cycle, A la Carte, Table d'hote, and Prix Fixe
3. Consider nutritional needs of individuals.
i) Food guidance systems (i.e. MyPlate, US Dietary Guidelines)
ii) Food allergies and intolerances
iii) Nutritional considerations
(1) Carbohydrates 50-60\% of calories (4 cal. Per gram)
(2) Protein $15-20 \%$ of calories ( 4 cal . Per gram)
(3) Lipids/Fats no more than $30 \%$ of calories ( 9 cal. Per gram)
(4) Vitamins (ADEK are fat soluble, B and C are water soluble)
(5) Minerals (macro- calcium, phosphorus, potassium, sodium and magnesium, trace- iron, zinc and iodine)
(6) Water
4. Identify meal planning principles
a) Aesthetics (color, shape, size, flavor, texture, temperature).
b) Meal planning begins with the entrée
c) Identify the purpose and techniques of garnishing
i) Garnishes should complement or highlight the ingredients already in the food.
ii) Garnishes should always be edible.

## PERFOMANCE OBJECTIVE 4

Demonstrate proper mise en place and clean up.

Gather equipment and supplies; pre-measure ingredients; peel, cut and chop food as needed.

## PERFOMANCE OBJECTIVE 5

Demonstrate appropriate use and care of food preparation equipment Hand tools, knives, small appliances, and large appliances and etc

## STRAND 5 Students will discuss and participate in restaurant food production.

Vocabulary
Braise
Mire poix
Sear
Al dente
Marbling
Enzymatic browning
Blanch
Poach
Roux - equal parts flour and fat, used to thicken, (béchamel, veloute and espagnole).

## Standard 1 Identify terminology and classifications of stocks, soups, and sauces. *STEM (Science)

1. Identify various types of stocks (white, brown, fish, vegetable)
a. Mirepoix - mix of coarsely chopped vegetables (onion, carrots, celery) used in stock to add flavor, nutrients, and color (no carrots in fish stock).
b. To develop flavor each needs to simmer for a minimum time. Only simmer do not boil.
i. White/poultry (simmer 2-4 hours)
ii. Brown/Beef or Veal (roast the bone the bones first for best color and flavor, simmer for 6-8 hours)
iii. Fish (simmer 20-45 minutes)
iv. Vegetable (simmer 30-60 minutes)
2. Compare soup types including their ingredients and preparation methods
a. Clear/Stock
i. Broth, consume, clear vegetable and noodle soups i.e. chicken noodle
b. Thick
ii. Creamed, pureed, bisques, chowders
c. Unusual
iii. Gazpacho, gumbo, borscht, and many more
3. Identify the five mother sauces, some common uses for them and some compound/secondary or derivative sauces made from them.
a. Béchamel (best when made using an onion pique to flavor the milk)
i. Used in some cream soups, also in moussaka, lasagna, soufflé, croquettes, on a Croque Monsieur and with vegetable and pastas.
ii. Mornay/cheese sauce, crème sauce, and soubise (diced sweated onions added)
b. Veloute
i. With fish or chicken depending on the stock used, creamed soups, (any time you would use a light fish or poultry gravy)
ii. Allemande (lemon juice, egg yolk and cream), supreme (cream and butter to finish), poulette (mushrooms, chopped parsley and lemon juice)
c. Espagnole
i. Serve with roasted beef or veal dishes

Food Service/Culinary Arts
Revised May 2016
ii. Bourguignonne, demi-glace, chasseur, and bordelaise
d. Tomato
i. Serve with pasta, fish, vegetables, poultry, ground meats and sausages, breads and dumplings such as gnocchi.
ii. Marinnra, creole sauce,
e. Hollandaise
i. Use with eggs, (such as eggs benedict), vegetables, light poultry, fish and beef dishes
ii. Béarnaise (addition of a reduction of vinegar and shallots and fresh tarragon), Dijon (addition of Dijon mustard), Chantilly (folding-in whipped cream)

## Standard 2 Identify the components of an entrée plate including protein and starch (vegetables are discussed with produce) *STEM (Science)

1. high protein foods and appropriate safe cooking methods
a) Identify red meat terminology and preparation
i) Most common quality grades (all meat is inspected for safety, grades are an indication of quality including color, maturity, and marbling which will influence flavor and tenderness)
(1) Beef- select (okay) used in processed foods and non-commercial food service choice (pretty good) sold in stores and used in lower priced restaurants prime (best) usually used in fine restaurants
(2) Veal and Lamb- prime and choice
(3) Pork- not graded
ii) wholesale cuts (also called primal cuts)
(1) more tender (from support muscles)
(a) beef- rib, short loin, sirloin and tender loin
(b) veal- rack and loin
(c) pork- loin
(d) lamb- loin and rib
(2) less tender (from movement muscles)
(a) beef- chuck, brisket, shank, plate, flank, and round
(b) veal- chuck, breast, leg (these are still fairly tender because the animal is so young)
(c) pork- shoulder/butt, leg
(d) lamb- fore and hind shank, leg, breast, shoulder, neck,
iii) retail cut are also called sub-primal or fabricated cuts, they are cut from the primal cut and give an indication of how the meat should be prepared.
(1) Examples include; roast, steak, chops, stew meat and ground.
iv) cooking temperatures
(1) Beef, veal, pork and lamb- roasts, steaks and chops minimum internal temp is 145 degrees $F$.
(2) All ground red meats are a minimum internal temp. of 155 degrees $F$.
(3) Anything cooked to a lower temperature than indicated above needs to have a warning included on the menu.
(a) Rare beef or lamb $=125$ degree $F$ with a 3 minute rest
(b) Medium rare beef or lamb $=130-135$ degree $F$
(c) Medium beef or lamb $=135-140$ degree $F$
(d) Medium well beef or lamb $=145-150$ degree $F$
(e) Well done beef or lamb $=155+$ degree $F$

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v) cooking methods
(1) dry heat: roast/bake, grill, broil, sauté, pan--fry, deep frying
(2) moist heat: stewing, steaming, simmering , boiling,
(3) braising (combination because it is seared first before having liquid added and cooked covered)
(4) tenderizing methods:
(a) mechanical- grinding, needling, pounding, and cutting thin
(b) chemical- marinating and meat tenderizers (these only help with thin cuts)
(c) cooking- slow and dry like smoking and slow moist method like stewing, braising and cooking in a slowing cooker (crock pot)
b) Identify poultry terminology and preparation
i) Fabrication- the process of cutting or breaking down the meat/poultry into its usable parts.
ii) types or poultry include turkey, chicken, duck, goose, pheasant, quail, and more (1) they are graded as A, B or C, with A being the only one the is really sold retail.
iii) cooking methods: poultry works well with most dry or moist heat methods, some more mature bird are best cooked with a moist method to help with tenderizing.
iv) cooking temperatures- all poultry whole, ground, or stuffed must be cooked to a minimum of 165 degrees $F$.
c) Identify seafood terminology and preparation
i) types and selection
(1) Fin fish
(a) Round fish
(b) Flat fish (i.e. halibut and flounder)
(2) Shellfish
(a) Crustaceans- crab, lobster, shrimp, crayfish
(b) Molluscs
(i) Cephalopods- squid, cuttle fish and octopus
(ii) gastropods- conch, mussels, oyster, and scallop
(3) Fish roe - the eggs that are used in several applications
(4) Sea vegetation- i.e. sea weed, and microalgae
ii) Cuts/fabrication- fin fish are
(1) Drawn- gutted/ viscera removed
(2) Dressed- viscera, and fins removed
(3) Pan dressed- dressed and scaled removed, head and tail optional, (generally small fish)
(4) Filet- boneless side of fish (cut parallel to spine)
(5) Steaks- cut perpendicular to the spine, may include bone, and or skin, usually done only on fish larger than 10 lbs .
iii) Cooking methods- depends on the size of portion and type of fish.
(1) Fin fish includes: broiling, grilling, pan-frying, poaching, steaming, deep frying, baking
Tips: Measure the fish at its thickest point, (including after stuffing or rolling), cook fish 10 minutes per inch, for example a 1 inch steak can be cooked 5 minutes per side for 10 total. Pieces less than one inch don't need to be turned and will be less than 10 minutes or 10 minutes maximum.
Add 5 minutes if you are cooking the fish in foil or in a sauce
Double the cooking time if the fish is frozen and being thawed as part of the cooking.
(2) Shell fish: boiling is common

Shrimp- 3-5 minutes of boiling for 1 lb . in shell- turn pink and firm

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Lobster and crab- 18-20 minutes per lb., turn red when cooked.
Clams, mussels and oysters- open when cooked, take about 3-4 min. single layer)
iv) cooking temperatures - fin fish are recommended at 145 degrees F. Shell fish take caution not to overcook, because they become tough and rubbery.
d) Identify vegetarian protein options.
i) Different types of vegetarians and foods associated with their diet.
(1) lacto-vegetarian- includes plants and milk/milk products
(2) lacto-ovo-vegetarian,- included plants, milk and eggs
(3) Vegan- only plants no animal products at all including honey, gelatin or wearing leather
(4) Pescatarian- plants and fish and usually eggs and milk
ii) Complementary proteins
(1) Combining incomplete protein foods for complete protein intake, (especially important in the vegan diet). i.e. rice and beans
iii) Many vegetarian also include soy which is a good source of complete protein from a plant source and quinoa which is a complete plant protein but not a large source.

## Standard 3 Identify the characteristics of starch products, storage, and appropriate cooking methods for potatoes, rice, pasta, other grains and legumes. *STEM (Science)

1. Identify the characteristics and cooking methods used with potatoes
a) Receiving, storage and handling
i) Select potatoes based on how they will be used
ii) Quality potatoes are firm and heavy for their size
iii) Store potatoes in a cool, dry, dark, well ventilated place - not the refrigerator.
iv) Before using scrub and rinse well.
v) After cutting potatoes, if you are not cooking or baking them right away cover with water to prevent browning.
b) Cooking techniques- potatoes are very versatile they may be cooked using almost any dry or moist heat method. Some varieties of potatoes do work best with certain cooking methods.
i) While there are more than 100 varieties of potatoes there are different ways to categorize them, these three categories will help you with your selection.
(1) Starchy- Idaho, russets and sweet potatoes are examples, they are high in starch and low in moisture making them fluffy when cooked. Great for boiling, baking and frying. They do not hold their shape well after cooking.
(2) Waxy-red bliss or new potatoes are examples, firm moist flesh holds it's shape well after cooking making them good or roasting, boiling casseroles and potato salad.
(3) All-purpose- Yukon gold are a great example as well as purple Peruvians. They have a medium starch content and can be used for just about anything.
c) Presentation and nutrient preservation
i) Make sure to add color to the plate when using white or yellow varieties, when using bright orange and purple they can be a point of interest.
ii) Microwaving and baking result in the least nutrient loss, followed closely by steaming.
iii) When possible leave skins on.
2. Identify the characteristics and cooking methods used with rice.
a) Types and storage

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i) Long grain- basmati, jasmine, along with those labeled long grain.
ii) Medium grain- arborio and carnaroli (commonly used in risotto),
iii) Short grain- ideal for sushi and desserts, this rice is also called sticky rice
iv) The whole grain form of any length of rice is called brown rice. Rice commonly labeled as just brown rice is usually just a general variety of long grain.
v) Converted- partially cooked with steam and dried. During this process some of the surface starch is removed resulting in a rice that does not stick together. They also fortify the rice with nutrients by forcing them into the outer layer of the grain. Takes a little longer to cook and a little more water.
vi) White rice can be stored for many years. Brown and other whole grain forms, because of the presence of the bran and germs, should be stored only 3-6 months and need to be kept cool or cold.
vii) After cooking rice is a TCS food and should be taken great care with, due to the high protein content and neutral pH .
b) Cooking techniques and times
i) Rinsing until the water is clear is a good practice for long or medium rice to help it be fluffy and separate when cooked.
ii) There are several ways to cook rice,
(1) Boiling- rice is added to salted boiling water and simmered until tender. Then it is drained and allowed to sit for a few minutes before serving.
(2) Steaming- add grain to a measure amount of boiling liquid, cover and cook until the liquid is absorbed and the rice is tender. This is often done in a sauce pan or a rice cooker.
(3) Braising- also known as rice pilaf. This methods include more ingredients, resulting in a more flavorful rice. First aromatics such as onions are sweated in fat such as butter, then the rice is added and coated in the fat and aromatics. A measured amount of water or a flavored liquid such as stock or juice is then added and the rice is simmered until tender.
(4) Risotto- This method cooks rice while stirring in warm flavorful liquid a little at a time. The results are a creamy, flavorful, tender rice with a rich sauce thicken with the starch from the rice.
(5) Baking- rice and a measured amount of hot water are placed in a tightly covered container in the oven. This method takes a little longer, but results in an evenly cooked rice that does not boil over or require watching.
iii) Generally rice triples in size when cooked.
3. Identify the characteristic and cooking methods for pasta
a) Basic ingredients
i) Flour (usually wheat- specifically semolina, a hard-grain wheat that is high in the proteins that form gluten.
ii) Liquid- water and/or eggs and sometimes oil.
b) Types and uses
i) The shape of the pasta determines what sauce and use they are good for. For example farfalle is good to use with medium to rich consistency sauce and have meat or vegetable added to it.
c) Cooking pasta
i) Pasta is boiled, usually until it is al dente but, sometimes just partially cooked because it will be finished in a casserole or other dish that requires further cooking.
ii) Use 1 gallon of water for every lb. of pasta. Salt liberally, about 2 Tbsp. for every gallon.
iii) Doubles when cooked
iv) Cook to al dente', (to the tooth), meaning tender with a little firmness in the center.
v) Because of the need to serve pasta as soon as it is cooked, the mise place of all the other ingredients for the dish need to be done before cooking the pasta.
vi) Pasta should not be rinsed after cooking unless using it in a pasta salad, or other dish at a later time.
4. Identify the various other grains or similar foods and their uses.
a) Quinoa- a grain that has been cultivated in the Andean regions of south America for 3-4 thousand years. It is high in protein and has all of the essential amino acids. It is cooked in the same way as rice and can be used in a variety of ways.
b) Amaranth- is similar to quinoa, but it is used as much for its leaves as it's seeds. It is not know to contain all essential amino acids.
c) Millet- a major food source in arid and semi-arid regions of the world.
d) Barley, Farro and Spelt- three grains that are types of wheat and can be used interchangeably. Usually soaked before cooking and often used in soups and salads.
e) Corn- is different from other grains because it can be eaten fresh as a vegetable. As a dried grain it can be used ground or whole
i) When dried corn is ground it can be done to; fine, medium or course. Choose the grind you want based on texture you want in the product you are making. Fine is generally used for breads and medium to course can be made into polenta, (an Italian dish that is a porridge or mush and served creamy or set). Grits are similar to polenta, polenta is usually yellow and grits are typically white. The white could be a result of using white corn or it could be ground from hominy. Hominy is kernels that have been cooked in in a mineral lime bath. This results in a swollen, white kernel that when dried and grounds is able to hold together for use in baking and cooking.
5. Identify various types of legumes, quality characteristics, storage, and cooking
a) There are dozens of different types of legumes all with a different flavor and texture.
(1) Lima, canelini, black, pinto, kidney, soy and etc.
(2) Yellow, green and brown lentils
(3) Peanuts (when they are raw or unroasted)
(4) Split peas
ii) Legumes can be used in many different dishes in salad, soups, entrees, snacks, dips and spreads.
iii) They are an excellent source of complex carbohydrates, protein and fiber as well as vitamins and minerals.
iv) When purchasing look for smooth skins, uniform size and non-withered beans. Or you can buy canned beans that have already been cooked.
v) Don't purchase too many dry beans at once as they do continue drying during storage. Older beans require longer cooking time and more water and they tend to have a more mealy texture when cooked.
b) When cooking beans it is common to use two steps; soaking and simmering.
i) First removed any discolored or shriveled beans, and any other objects such as steams and pebbles, and throw out any beans that float
ii) Check the package for times and need for soaking. Generally the larger the bean the more time it will take to prepare it.
iii) Soaking can be done overnight in a refrigerator or can be done in one hour if the water is brought to a boil and allowed to sit. The water for soaking should be three times the amount beans.
iv) After the beans have soaked they need to simmer from 30 minutes to 3 hours, depending on the bean.

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v) Avoid adding high acid ingredients, (such as tomatoes), to the beans until after they are tender as acid can interfere with the softening of the bean.
vi) After beans are cooked they need to be cooled quickly. Refrigerate cooked beans for up to 3 days, freeze them for up to 6 months.

## Standard 4 Identify characteristics of produce (fruits and vegetables),

 appropriate selection of, and storage and preparation methods. *STEM (Science)1. Identify how to select quality produce
a) Produce can be purchased in a variety of forms
i) Fresh, canned, frozen, dried, preserved
ii) Some fresh produce is purchases cleaned, peeled or cut. These will generally cost more, and may have less flavor as result of the processing.
iii) The form to purchase it in is determined using several factors including, cost, quality, storage and most important, use.
iv) Fresh produce in season will be generally of a higher quality and lower cost. Produce that is locally out of season can be shipped from parts of the world where they are in season, but you will generally pay more for them and sacrifice flavor or quality.
v) Fresh fruits can be graded on a voluntary basic
(1) U.S. Fancy- premium quality
(2) U.S. No. 1-Good, average quality
(3) U.S. No. 2- Medium quality, represents most produce
(4) U.S. No. 3- Lowest quality

Most food service operations purchase U.S. Fancy grade, lesser grades are typically made into jams and jellies.
Fresh vegetables are also voluntarily graded based on appearance, quality and condition of vegetables when they arrive on the market
(5) U.S. Extra Fancy
(6) U.S. Fancy
(7) U.S. Extra No. 1
(8) U.S. No. 1
(9) Onions, potatoes and carrots are graded on an alphabetical system with Grade A being the best.
2. Describe proper storage of produce
a) Temperature- the temperature for storing produce varies depending on a few factors.
i) The need to ripen or stop ripening, generally referring to fruits and fruit vegetables.
(1) To finish ripening fruit they may be exposed to ethylene gas, this can be done naturally by placing them with fruits like apples, melons and bananas, which give off large amounts of this gas. These are stored at room temperature.
(2) Fruits that are already ripe can be chilled and kept separate from other fruits to stop/slow them ripening further.
ii) Starchy vegetables such as potatoes, winter squash and vegetables in the onion family, are best stored at 60-70 degrees F. in a dry location. If they are stored in a refrigerator they will lose flavor and texture.
b) Length- most produce will last about a week if stored properly, some longer and some shorter depending on the produce. For food service you should plan keep your fresh produce in inventory no longer than a week.
c) Washing and humidity- All produce needs to be washed before use. Some produce can be washed before storing, such as sandy or dirty leafy greens, but they should be spun/dried and stored in high humidity. Some herbs are stored with their stems in water and can keep for an extended period of time this way. Fruits and vegetables that spoil

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or rot quickly should be stored at low humidity and produce that is prone to wilting should be stored at a higher humidity. Some produce such as berries and mushrooms should not be washed until just before using.
d) For a chart of what to store where, and more tips on storage see the following reference; http://ucce.ucdavis.edu/files/datastore/234-1920.pdf
3. Define and explain how to prevent enzymatic browning
a) Enzymatic browning is the chemical process of food, mainly produce, turning brown from exposure to oxygen.
b) Foods pro to enzymatic browning include; apples, potatoes, bananas, avocadoes, peaches, and pears.
c) A variety of methods can be used to prevent it.
i) Lemon juice and other acids lower the pH
ii) Blanching or other forms of cooking denature the enzymes and destroy possible reactants.
iii) Lower temperatures can slow the rate of reactions.
iv) Inert gas, such as nitrogen prevent the oxygen from reacting, (a reason for modified atmosphere packaging).
4. Discuss various cooking techniques and their effect on nutrient preservation/loss
a) Dry heat- tend to preserve nutrients and flavors
i) Grilling/broiling
ii) Roasting/baking
iii) Deep Frying (this does add more calories making it less nutrient dense)
iv) Sautéing
b) Moist heat- can result in significant nutrient loss due to vitamins and minerals leaching into the cooking liquids. To help prevent nutrient loss cook for a minimum about of time and use as little water as possible.
i) Blanching/par boiling
ii) Steaming and simmering
iii) Poaching and braising
iv) Boiling
c) General tips:
i) Green vegetables need to be cooked uncovered to allow the acid to escape
ii) Red vegetable should be cooked covered to retain the acid and may benefit from having a little acid such as vinegar added.
5. Identify terminology, types and preparation methods of salads and dressings.
a) Identify the basic types/uses of salads:
i) Appetizer- served before the meal, this is designed to whet the appetite. May be simple or elaborate, but usually a light salad.
ii) Accompaniment- served with and compliments the main dish. If the main course is light the salad could be heavier like a potato or pasta salad. If the main course is heavy the salad should be lighter, such as a tossed green salad. It should not include foods used in the main course.
iii) Main dish- this salad should have a variety of nutrients such as protein, carbohydrates and fruits or vegetables.
iv) Separate-course/intermezzo- a light salad served after the main course to refresh the appetite before dessert. This salad should be simple, for example a small portion of mixed greens, with a light vinaigrette.
v) Dessert- A salad made from gelatin, fruits, nuts or a combination of similar ingredients, often served with a whipped cream base or dressing.
b) Discuss and identify the four basic parts to a plated/composed salad.
i) Base/foundation- the part of the salad on which the rest of the salad is built.
ii) Body-features the main ingredient
iii) Garnish- a colorful elements that adds eye appeal.
iv) Dressing- a sauce that holds the salad together, gives flavor and adds moisture.
c) Identify the proper procedures for preparation and storage of salads.
i) If possible purchase greens daily, selecting ones that are fresh and undamaged.
ii) Salad greens should be submerged and rinsed several times in cold water.
iii) Dry the greens thoroughly by spinning or patting with paper towels.
iv) Combine, colors, textures and flavors that look and taste good together.
v) Don't repeat ingredients in salads that are used in other parts of the meal.
vi) Match type of dressing with salad ingredients, i.e. heavier dressings with more substantial ingredients.
vii) Select a green that will add interest to the salad and compliment the other ingredients.
viii) Dress greens just before serving
ix) Starch salads, such as pasta, potato and rice should be dressed and refrigerated to allow the flavors to blend and develop.
6. Identify terminology, types and preparation methods of dressings
d) Types -
i) Vinaigrette (3 parts oil/1 part vinegar). Use different vinegars to add interest, as well as flavorful nut oils. Fresh herbs can also be a great addition if they complement the greens and other ingredients in the salad.
ii) Mayonnaise based- These dressing are cream and generally high in fat. They are made with some kind of an emulsifier like egg yolks to thicken the dressing. Examples include ranch, thousand island, and French.
iii) Cooked- these dressing are usually thickened with a starch, such as flour or cornstarch. Example are; some types of coleslaw dressings, potato salad dressing. A sweet version is used for frog eye salad.

## PERFOMANCE OBJECTIVE 6

Plan the menu for a complete meal, then prepare and serve this meal.
Menu must be nutritionally balanced, have proper portion sizes and be aesthetically pleasing.
The production and portion costs need to be calculated
Meal must include a starter (soup, salad, or appetizer), entrée (protein, starch, sauce and vegetable), and dessert.
Service included and appropriate table setting and proper customer service.

## PERFOMANCE OBJECTIVE 7

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As part of a group participate in planning preparing and serving a meal or food items to customers or guests. Follow up by analyzing the process, profitability, and communication and teamwork.

## STRAND 6 Students will discuss and participate in bakery food production.

Vocabulary:
Creaming
Straight dough
Fermentation
Scaling
Kneading
Dividing dough
Rounding dough

Panning dough
Proofing
Resting
Fluting
Gluten- the protein in wheat
Crumb -internal texture

## Standard 1 Identify the function of each ingredient used in bakery products. *STEM (Science)

## 1. Flour

a) Identify types including non-wheat
i) Bread, all purpose, pastry (these each have different amounts of gluten), Whole wheat- is the whole kernel fine or coarsely ground,
ii) Non-wheat, usually made to be gluten free. These come from other starchy plants, such as corn, barley, oats, potatoes, beans, and rice. Often combined with each other to achieve a good protein and starch level.
b) Flour provides structure
2. Sugar-
a) Includes syrups (honey, molasses, corn, maple), sugars (brown, turbinado/raw, course/sanding, granulated, super fine/bakers/caster, confectioners/powdered, fruit juice
b) Sugar provided flavor, color/browning, food for yeast, helps to retain moisture for longer shelf life, tenderizer, and a stabilizer for egg whites.
3. Fats-
a) Types:
i) Shortening (made from vegetable purified oil that is partially or fully hydrogenated to make them solid and less likely to become rancid), good for frying, making cakes, pies and cookies.
ii) Oils (extracted from plants and usually liquid at room temperature), blends easily in a mixture.
iii) Butter (made from cream), butter has a distinct flavor. Can be purchased salted or unsalted. Only $80 \%$ fat, so it produces a less tender product than shortening.
iv) Margarine (made from hydrogenated vegetable oil with color, flavor and water added). Less likely to spoil than butter. Usually lower cost than butter. Make sure to use one with at least $50 \%$ fat and usually the high the better.
b) Fat/lipids are used for tenderizing, flavor, moisture, browning, and flakiness.
4. Leavening
a) Yeast (organic)- microscopic fungus eats carbohydrates and produced carbon dioxide.
i) Compressed/cake/fresh- often used in bake shops, it needs to be hydrated in warm water before adding other ingredients. It has a short shelf life making less useful for home cooks.
ii) Active Dry- granules of dormant/asleep yeast, activate in warm water. Stores well for an extended time. Best kept in freezer.
iii) Instant/Rapid Rise- leavening action happens very quickly. Should be added to dry ingredients then have warm water added to activate. Last at least 1 year when frozen.
iv) Starter- a mixture of flour, yeast, lactobacilli, sugar and liquid. It gives bread a unique, mildly sour taste. A portion of the starter is used to leaven and the remainder is refreshed and can be used indefinitely in the future.
b) Chemical-
i) Baking soda/sodium bicarbonate- needs an acid such as buttermilk, sour cream, yogurt, fruits, syrups, and chocolate to make a chemical reaction that produces carbon dioxide.
ii) Baking powder- made of baking soda, a dry acid such as cream of tartar, and a moisture absorber such as corn starch. When mixed with a liquid the ingredients combine to produce carbon dioxide. Most are double acting which cause more rising when baked.
c) Physical -
i) Eggs (air is introduced by creaming or whisking and is trapped in the protein then it expands when it gets hot)
ii) Steam (during baking water evaporates to steam and expands).
d) Leavening agents are what make baked goods rise and have a light tender texture and good volume.
5. Salt- gives flavor to food and brings out the flavor of the other ingredients. Also acts on gluten to soften the texture, and can slow down or control the growth of yeast.
6. Eggs
a) In baked goods they can have several different functions.
i) Structure- The protein in eggs contributes to the structure much like the gluten which is also a protein.
ii) Emulsification- help to blend ingredients smoothly
iii) Leavening- air is trapped in the protein, which expands when heated
iv) Flavor- add distinct flavor, especially when used I large amounts, such as in pate' choux and challah bread.
v) Color- add a rich yellow color, and adds color to crusts during the browning process.
b) Eggs can be purchased in several different forms
i) Shell eggs- eggs still in their shells. Usually sold in flats that hold 30 eggs and in pkgs of 2 or more flats. If stored properly at 41 degrees $F$ or below the will last up to 4 weeks beyond the packing date.
ii) Egg products- eggs that have been removed from the shell and pasteurized. Popular in the bake shop because of convenience.
(1) Separated in to parts of whites or yolks. (Yolks have 10\% sugar added to keep them from gelling)
(2) Refrigerated- in cartons or pouches
(3) Frozen- must be thawed, so planning ahead is required.
(4) Dried - often used in prepared mixes. Whites or meringue powder preferred because they are more stable.
7. Liquids
a) Water- most common especially for breads
b) Milk and cream
c) Also found in eggs, sugar syrups, fruits and juices, butter, and margarine (about 15\% of butter and $>15 \%$ in margarines)
d) The function of liquids
i) form the gluten structure

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ii) activate leavening agents
iii) some give flavor, tenderize and help with browning
8. Flavorings-
a) Extracts- liquid flavorings
b) Spices- bark, roots, flower buds, berries or seeds of aromatic plants.
c) Nuts
9. Chocolate
a) comes form cacao beans
i) harvest beans from the pod, roast, chop into nibs, crush them into a paste called chocolate liquor, at this point it may be sweetened and flavored (called bitter sweet chocolate), or pressed to separate into liquid called cocoa butter and solids that are ground into cocoa powder.
b) types
i) unsweetened- a mixture of chocolate liquor and cocoa butter
ii) semi sweet- a mixture of chocolate liquor, cocoa butter and sugar
iii) Milk chocolate- chocolate liquor, cocoa butter, sugar and powdered, sweetened condensed or liquid milk.
iv) white- sweetened cocoa butter
v) cocoa powder- ground cocoa solids
vi) Dutch-processed cocoa powder- treated with alkali to reduce acidity

Standard 2 Identify the types, mixing, and storage methods of various bakery products including cookies, quick breads, yeast breads, pastries, cakes, icings, frosting, and fillings. *STEM (Science)

1. Cookies
a) Identify the types of cookies:
i) Texture
(1) Crips- very little moisture and a high ration of sugar. Spread more than other cookies. Store in air-tight containers without refrigeration.
(2) Soft- low amount of fat and sugar, high ratio of liquid such as eggs, corn syrup, molasses or honey is often used. Store in an airtight container without refrigeration.
(3) 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.
ii) Shaping or baking methods
(1) Drop= chocolate chip and oatmeal
(2) Rolled= sugar and gingerbread
(3) Molded \& Pressed= spritz, almond crescents and lace
(4) Icebox/refrigerator= dough is made ahead of time and stored in the refrigerator, then sliced and baked as needed
(5) Sheet or Pan= brownies and lemon bars
(6) Bar cookies= biscotti and fruit bars, (like fig newtons)
(7) No-bakes= peanut butter graham bars and rice crispy squares
b) Most cookies are made using the creaming method of mixing, some are made with the one-stage method.
c) Discuss the proper storage of cookies.
i) Cool completely before storing
ii) Keep in an airtight package
iii) Can be frozen for up to three months

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2. Quick Breads
a) Identify the types of quick breads:
i) pour batter - (1 part flour to 1 part liquid)= crepes and pancakes
ii) drop batter (2 parts flour to 1 part liquid)= muffins
iii) soft dough -(3 parts flour to 1 part liquid)= biscuits and scones. Can be rolled and cut prior to baking.
b) Identify the proper mixing methods of quick breads.
i) Biscuit method- cut the fat into the dry ingredients then add the liquids.
ii) Blending/Muffin method- combines liquids, including fat and eggs in one container and combine dry ingredient in a separate container and then combine the two mixtures.
iii) Creaming method- cream solid fat and sugar until light and fluffy, add eggs one at a time, then add dry and liquid ingredients alternately. This results in more cake like muffins.
c) Discuss the proper storage of quick breads.
i) Most are best when served soon after cooling. When storing put in airtight packaging. Use within a few days or they can be frozen for up to 3 months.
3. Yeast Breads
a) Identify the types of yeast breads:
i) Lean dough (very little or no sugar or fat), dry chewy crumb and a hard crust.
ii) Soft medium dough- 6-9\% of fat and sugar in the dough. Soft crumb and crust, that is elastic and tears easily. Commonly used for loaf bread and dinner rolls.
iii) Rich dough (addition of shortening, butter, sugars, eggs, milk or cream) the dough tends to be sticky and can be hard to work with. Moist with a soft structure, and golden yellow fine crumb
iv) Rolled in dough- uses a medium or rich dough that has layers of fat folded and rolled in, resulting in a rich flakey texture. This is used to make croissants and Danish pastries.
b) Identify the steps in making yeast breads.
i) Scaling
ii) Mixing and kneading
iii) Fermentation
iv) Dividing dough
v) Rounding dough
vi) Bench rest
vii) Shaping dough
viii) Panning dough
ix) Final proofing
x) Baking
xi) Cooling
xii) Packaging
c) Differentiate between mixing methods of yeast dough.
i) Straight-dough method- mix all the ingredients together in one step.
ii) Modified straight dough method- commonly used when preparing rich dough. This method used the following steps
(1) Dissolve the yeast in part of the water
(2) Combine the fat, sugar, salt, milk solids and flavorings
(3) Mix well, but not too fast
(4) Add eggs one at a time
(5) Add the rest of the liquid

## Food Service/Culinary Arts

(6) Add the flour and the dissolved yeast
(7) Mix until a smooth dough forms
iii) Sponge method- used for crusty bread and sweet dough's. This method allows the yeast to develop before it is mixed with the other ingredients, resulting in more intense flavor, a light airy texture, and a soft, moist and absorbent dough.
(1) Combine $50 \%$ water with $50 \%$ flour.
(2) Add the yeast. Sugar or malt may also be added to promote faster yeast growth.
(3) Cover the sponge. Let it rise in a warm place until it doubles, may take 2-3 hours.
(4) Combine the sponge with the remaining ingredients either by hand or in a mixer.
d) Explain proper packaging and storing of yeast breads.
i) Let products cool completely
ii) Best if used within one day in a food service operation.
iii) If keeping for more than one day wrap tightly in airtight packaging, and freeze to prevent staling.
4. Pies and Pastries
a) Identify the types of pie dough.
i) Flaky- the fat is blended into the dry ingredients only until about the size of peas. The gluten form after the water is added resulting in flakey layers when the dough is rolled out and baked.
ii) Mealy- the texture resembles coarse corn meal. The fat is blended in more completely, resulting in the need for less water. The baked dough is less likely to absorb moisture from the filing making it ideal for custard and fruit pies.
iii) Basic pie dough is often called 3-2-1 dough, referring to the ratio of flour, to fat and water.
iv) Vegetable shortening is the ideal fat for pie dough because of its high melting point.
v) Do not over mix or over-handle pie crust or it will result in a tough texture.
vi) Pie dough is chilled before shaping. The surface and rolling pin should be dusted with flour, and the dough rolled to a $1 / 8$ in. thickness. After the dough is panned the edges are finished by fluting.
vii) Shells that are baked empty before filling are known as baking blind.
b) Identify different pie fillings.
i) Cream- filled with flavored pastry cream, which is a corn starch thickened egg custard. The pastry cream is made on the stove top then placed in a pre-baked shell.
(1) Example are coconut, lemon meringue and chocolate silk
ii) Custard- a filling made with eggs, that when baked firm the pie.
(1) Examples are pumpkin and pecan
iii) Chiffon- based on a cooked fruit or cream pie that is stabilized with gelatin. When the filing is cooled a meringue is folded into the filing and then placed in a prebaked pie shell.
iv) Fruit - these fillings can be purchased or made on site. The juice and or fruit is cooked and thickened, then cooled before adding it to the raw crust. One exception to this is apple pie, where the apples are sealed in the crust or topped and baked from raw. Fruit pies are baked between 400 to 425 degrees F.
c) Discuss and apply proper storage methods of pies.
i) Baked fruit pies can be held at room temperature 1-2 days. Do not freeze.
ii) Unbaked fruit pies or empty shells can be frozen for up to 2 months
iii) Cream pies need to be refrigerated and used with 2-3 days. Do not freeze.
5. Cakes
a) Identify different types of cakes.
i) High-fat or Shortened

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Revised May 2016
(1) Pound
(2) High-ratio, used for layer cakes
ii) Low-fat or Foam
(1) Sponge/foam
(2) Angel food
(3) Chiffon
b) Discuss the different mixing methods and know the terminology used when making cakes.
i) Creaming- for high-fat cakes- cream fat, sugar and salt, add the eggs and other liquids mixing to fully incorporate, Add the sifted dry ingredients.
ii) Blending/Two-stage- for high-fat- blend the dry ingredients, add emulsified shortening and half the liquids, mix five minutes and scrape bowl, add the remaining liquid and blend well
iii) Sponge/Foam- Made with whipped whole eggs, fold in the dry ingredients then fold in the melted cooled butter. Genoise is the most common example.
iv) Angel Food- egg whites, liquid flavorings and part of the sugar are whipped to stiff peaks, remaining sugar and flour are sifted and then folded in. Is leavened only by the air trapped in the beaten egg whites. Cooled upside down.
v) Chiffon-egg yolks and part of the sugar are whipped, then the flour is added, egg whites and remaining sugar are whipped and folded in. The cake is cooled upside down.
c) Identify and practice the proper storage of cakes.
i) Wrapped air-tight or sealed in containers and stored in refrigerator until needed.
ii) Can be frozen for up to 1 month.
6. Icings and Frostings
a) Identify the different types of frosting/icings.
i) buttercream
(1) Simple- creamed fats, typically butter or shortening or a combination, are creamed with confectioners' sugar, flavoring and a little milk.
(2) French- sugar and water are cooked to the softball stage, then drizzled into egg yolks and whipped until fluffy. While still warm it has butter and flavorings added.
(3) Italian- sugar and water are first cooked to the softball stage, then drizzled into egg whites before being whipped to a fluffy meringue then softened with butter and flavored.
(4) German- sugar, cornstarch, milk and egg yolks are cooked to make a custard/pastry cream. Once cooled the custard is slowly added to creamed butter and flavorings.
(5) Swiss meringue- egg whites and sugar are cooked over a double boiler. Once the sugar is dissolved and the mixture reaches 140 degrees, its' whipped to a stiff meringue before adding softened butter and flavorings.
(6) Cream cheese- cream cheese and butter are creamed with confectioners' sugar, vanilla and a little milk.
(7) Ermine buttercream (aka flour buttercream)- flour, sugar and milk are cooked until they make a thick pudding like consistency. This is cooled and added to creamed butter and flavorings.
ii) Foam/boiled- Sugar and water are cooked to the softball stage and then drizzled into flavored egg whites and whipped to a stiff meringue.
iii) Fondant

## Food Service/Culinary Arts

(1) poured- a filling or coating for cakes, pastries, candies or sweets. Sugar and water are cooked to the softball stage and cooled slightly, then beaten to an opaque, creamy mass. This used in crème eggs and poured over petit fours.
(2) rolled- confectioners' sugar combined with gelatin and glycerin or shorteing, but it can also be made with marshmallows. It is rolled out like a pie crust and used to cover an iced cake.
iv) Fudge- sugar, cocoa powder and milk are cooked to hard boil, removed from heat and butter and flavor are added. It is hen beaten until thick and smooth and poured over cake.
v) Ganache - Cream is warmed and then poured over chopped or chipped chocolate pieces. The cream is allowed to sit and melt the chocolate and then mixed until smooth. This needs to be cooled before being used to fill or spread.
vi) Glaze- a mixture of confectioners' sugar, flavor milk/cream and sometimes butter. Thin enough to pour over cakes or pastries. It usually dries as it sits.
vii) Royal icing- Egg whites or meringue powder and water whipped with confectioners' sugar. It is great for decorating and dries hard.
b) Identify the three main functions of frosting/icings.
i) creates a protective coating for baked goods
ii) contributes to flavor and richness
iii) improves appearance
c) Storage - Refrigerate until used

## PERFOMANCE OBJECTIVE 8

Plan, calculate cost, prepare and present a bakery item for a minimum of 75 people.

## Skill Certificate Test Points by Strand

| Test Name | Test \# | Number of Test Points by Strand |  |  |  |  |  |  |  |  |  | Total Points | Total Questions |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |  |
| Food Service/Culinary Arts | 345 | 4 | 15 | 3 | 18 | 18 | 12 |  |  |  |  | 70 | 61 |

## Performance Objectives http://www.schools.utah.gov/CTE/skill/Tests/FACS/345/345PD.aspx

## FCCLA Integration into Food Service/Culinary Arts:

STAR Events: Advocacy, Applied Math for Culinary Arts, Career Investigation, Chapter Service Project Display and Portfolio, Culinary Arts, Entrepreneurship, Environmental Ambassador, Food Innovations, Hospitality, Tourism and Recreation, Illustrated Talk, Job Interview, Life Event Planning, National Programs in Action, Nutrition and Wellness, Promote and Publicize FCCLA, Sports Nutrition.
National Program: Career Connection, Leadership Service in Action, Power of One, Student Body
Skill Demonstrations: Culinary Chicken Fabrication, Culinary Food Art, Culinary Knife Skills
Online Challenge Testing: Culinary Math, Hospitality Tourism and Recreation, Nutrition, Science in FACS

## Food Service/Culinary Arts

$\qquad$ Period $\qquad$ Due Date $\qquad$
Food Service Careers

1. Created because of kitchen chaos from 19th century aristocracy.

Hierarchy of responsibilities and functions for food
service operations. $\qquad$
2. Controls overall food production, handles complaints, resolves problems, monitors customer service.
(Front of the House or Back of the House)
3. Clears and resets table covers and assists the server, table setting arrangements for informal, formal and buffet settings. $\qquad$ (Front of the House or Back of the House)
4. Responsibility to the customer, greet and seat customers, take reservations, supervise service to customers, handle customer complaints. $\qquad$ (Front of the House or Back of the House)
5. Handles customer needs, knowledge of menu items, checks tables, checks on food/drinks/water, corrects problems, presents the check, knowledge of appropriate table settings, table service - appropriate personal hygiene and sanitation, serves from the right, removes plates from the left, quickly cleans up spills, uses a tray properly, side work - filling table supplies. $\qquad$ (Front of the House or Back of the House)
6. Responsible for cash drawer, counts back change, knows procedure to follow if there is a discrepancy. $\qquad$ (Front of the House or Back of the House)
7. Coordinates kitchen activities, directs the kitchen staff's training and work efforts plans menus, creates recipes, sets and enforces nutrition, maintains safety and sanitation standards, participates in or observes the preparation and presentation of menu items to ensure that quality standards are rigorously and consistently maintained, purchase food and equipment. $\qquad$ Front of the House or Back of the House)
8. Responsible for preparing menu items according to recipe specifications, are assigned to a specific area. $\qquad$
Front of the House or Back of the House)
9. Responsible for developing recipes for and preparing desserts, pastries, frozen desserts and breads. $\qquad$
Front of the House or Back of the House)
10. Washes the dishes $\qquad$
Front of the House or Back of the House)
11. Leads the traditional dining room brigade, trains all service personnel, works with the chef to develop the menu, organized the seating chart, and sometimes seats the guests.
Front of the House or Back of the House)

## Grooming and Hygiene

1. Wash hands with soap and water a minimum of $\qquad$ seconds.
2. Wash hands after using the restroom, $\qquad$ coughing, or
3. Wash hands .
wash hands
4. Wear $\qquad$ over any cuts or open sores on hands

Before and after
clean, once
Sneezing, touching face or hair
bacteria
20
gloves

## Comprehensive Study Guide/FILL IN THE BLANKS 20/50 points

 Due Day of Comprehensive Test - Flash cards 30 points
## Manager

Service Manager
Area Chef
Server/Bus Person
Host or Hostess
Pastry Chef
Server or Waiter
Dishwasher
Kitchen Brigade
Chef
Cashier
Circle if the job is front of the house or back of the house
5. Change dirty aprons the $\qquad$ on them can contaminate food.
6. How to taste food: use $\qquad$ spoon and use only $\qquad$ .

What is the order for washing and sanitizing dishes in a 3 compartment sink?

1. $\qquad$
2. 
3. 
4. 
5. 

General Food-borne Illness
1.

Contaminated foods containing poisonous toxins
2. General conditions for bacterial growth $\qquad$ or $\qquad$
. Food does not always have an $\qquad$
$\qquad$
4. Food will often look and smel $\qquad$ $\square$

## Rinse

Wash pots and pans and place upside down to air dry Rinse and scrape
Sanitize and air dry
Wash

## Normal

Off odor or flavor
Food-borne illness
food, moisture, warmth

## Staphylococcus

E-coli
Listeriosis
Botulism
Salmonella
Hepatitis
5. Spread though human mucous contact to food source, sneezing $\qquad$ -
6. Usually found in ice cream, frozen yogurt, unpasteurized milk and cheese, raw vegetables Poultry, meat, seafood $\qquad$
Prevent Food-borne Illness

1. Large majority prevented by proper $\qquad$ -
2. When in doubt throw it $\qquad$ it.
3. When in doubt don't $\qquad$ cans.
4. Don't use $\qquad$
5. Wash cutting boards, dishes, tools etc with hot soapy water $\qquad$ preparing Each food item and $\qquad$ moving on to the next item.
6. Never let raw $\qquad$
$\qquad$ or poultry touch or drip into other foods.
7. Store raw meat and poultry $\qquad$ in the refrigerator.
8. Never place $\qquad$ food on a plate that previously held raw meat, poultry or seafood Unless it is washed first $\qquad$ degrees which is $\qquad$ tem
is destroyed a $\qquad$ work surfaces like counters and cutting boards.
9. Frequently clean and $\qquad$
10. Number one cause of food borne illness is poor $\qquad$ _.

## Cooking Temperatures

1. 41 to 135 degrees $\qquad$ than $\qquad$ total hours2. Food is never to be in the Danger Zone for longer than ___ total hours145
2. Temperature for cooking seafood, pork, beef, veal, lamb.

$\qquad$

$\qquad$
egrees

Temperature for cooking ground meat: pork, beef, veal, lamb $\qquad$ degrees
5. Temperature for cooking all poultry- whole or ground $\qquad$ degrees Danger Zone 165, 15
6. Temperature for reheating food $\qquad$ seconds.

Out
180, dishwasher
Hand washing
sanitize
cooked
Bulging
After, before
Covered
Taste
Meat Personal Hygiene A minimum of $\qquad$ , keep at this temperature for

## Cooling and Reheating

1. The safest way to thaw food is in the $\qquad$ .
2. Never defrost at $\qquad$ temperature on the counter.
3. What are the three safe ways to thaw food? $\qquad$
4. If thawing under cold water or in the microwave cook $\qquad$ .
5. Cool food to $\qquad$ then place in shallow container

## Abbreviations

1. HACCP
2. FIFO
$\qquad$
3. The food that has been in the holding area the longest will be used first. $\qquad$
$\qquad$
4. Used to control sanitary conditions through a system of critical control points $\qquad$ First Aid
5. For choking $\qquad$
6. Kneel astride the victim and apply first aid for chocking $\qquad$
7. Do not interfere $\qquad$
8. Soak in cool water
9. Soak in cool water $\qquad$
10. Cover loosely with dry sterile cloth $\qquad$
11. Put out with extinguisher, flour, cover pan with lid, leave the room
12. Get under table
13. Never move the victim, check for breathing, call 911 $\qquad$
$\qquad$
$\qquad$
$\qquad$
14. Check with doctor and write up injury report $\qquad$

Recipe Preparation

1. Ingredients listed in order they go in the recipe $\qquad$
2. 3 teaspoons $=$
3. 16 Tablespoons =
. 16 Tablespoons $=\ldots \quad 1 \mathrm{qt}$
4. 2 cups $=$ $\qquad$
5. 4 quarts $=$ $\qquad$
6. 16 cups = $\qquad$ $-$
7. 60 minutes $=$ $\qquad$
8. 4 cups $=$ $\qquad$
9. 2 pints = $\qquad$ -
10. 8 fluid ounces $=$ $\qquad$
11. 1 quart $=$ $\qquad$
$\qquad$
12. 2 cups butter $=$ $\qquad$
13. 2 cups sugar $=$ $\qquad$
14. 4 cups flour $=$ $\qquad$

Substitutions

1. 1 cup Buttermilk
2. Square of chocolate $\qquad$ or

1 lb
1 hr

1 c.
32 oz
1 gal
1 lb
Immediately
Refrigerator
Refrigerator, under cold water, microwave
room
40 degrees

HACCP
Hazard Analysis Critical Control Points
First in First out
FIFO

## First degree burn

Fire
Second degree burn
Third degree burn
Earthquake
Falls
Shock symptoms
Lifting injuries
Abdominal thrust
Abdominal thrust on unconscious victims
If victim is coughing forcefully with a partial airway obstruction

1 T.
1 c.
1 qt.
1 lb
1 gal
1 pt
Standardized recipes

2 tbsp water and 1 tbsp oil and 2 tsp baking powder
I cup milk and 1 T vinegar or lemon juice
1 T shortening + 3 T cocoa powder
1/4 cup apple sauce for each egg called for in a sweet, baked recipe

## Cost Calculation

1. Most accurate way to cost food $\qquad$
2. Total cost divided by the number of portions $\qquad$
3. Servings from various size pans, common serving sizes $\qquad$
$\qquad$
4. Must have knowledge of $\qquad$ and $\qquad$ recipe yields

## Service Equipment

1. Cooks quickly and evenly using heat and a fan $\qquad$
2. Thinly cuts meats $\qquad$
$\qquad$ -
$\qquad$
3. Oven to help bread rise using moisture and heat $\qquad$ -
4. Carry a $\qquad$ tray on one $\qquad$ knife
bones from the meat $\qquad$
$\qquad$
5. Knife to cut bread or cake $\qquad$ -
6. Long knife with raised handle to fit hand when cutting $\qquad$ -
7. Knife to use with any application $\qquad$ -
8. Preparing food: bend from $\qquad$ -

## Meal Planning

1. Refer to $\qquad$ for proper serving sizes and proportions.
2. Meal planning aesthetics: color, shape, size, flavor, $\qquad$ .
3. Meal planning begins with the $\qquad$ -. _.
4. Small plated decoration $\qquad$ . - ${ }^{\circ}$
5. Spoon goes on the $\qquad$ .
6. Knife goes on the $\qquad$ sharp edge point toward the $\qquad$ ..
7. Glass goes above the $\qquad$ _.

## Increasing, Decreasing

Cost per serving
Portion control
cost per serving

Loaded, shoulder
Knees
Boning
Serrated
slicer
Range top
French/chef
paring
Utility
Convection oven
Proofer

Knife
Garnish
MyPlate
Right
Texture, temperature
Right, Plate
Left
Entrée

Salt
Flavorings
Gluten
Chemical leavening agent
Baking powder
Flour
Sugar
Eggs
Baking soda
Fat
Liquid

1. Mix softened fat and granulated sugar to incorporate air $\qquad$ -
2. Rolled into a log, refrigerated, then cut $\qquad$
(Soft dough, Stiff dough , or Batter)
3. Spooned or scooped into mounds
$\qquad$
(Soft dough, Stiff dough , or Batter)
4. Flattened with a rolling pin $\qquad$ -
(Soft dough, Stiff dough, or Batter)
5. Pressed and shaped by hand $\qquad$ .
(Soft dough, Stiff dough, or Batter)
6. Gooey dough poured into a pan $\qquad$ _.
(Soft dough, Stiff dough, or Batter)
7. An example of a batter cookie $\qquad$ -.
8. Store in an $\qquad$ container freeze for $\qquad$ months

Quick Breads

1. 1 part flour to 1 part liquid
2. 2 parts flour to 1 part liquid $\qquad$ .
3. 3 parts flour to 1 part liquid $\qquad$ method
4. Sift dry, mix liquids separately and stir into dry $\qquad$ method.
5. Sift dry, cut in fat, add liquid, knead, roll $\qquad$
$\qquad$ months.

Yeast Breads

1. Very little or no sugar or fat $\qquad$ dough.
2. Dough that adds fat, sugar, eggs, milk or cream $\qquad$
3. Heat milk to high temperature to remove unwanted enzymes $\qquad$ -
4. Natural process of converting yeast and sugar into alcohol and carbon dioxide
5. Process done for $5-10$ minutes to develop gluten and make dough smooth and elastic

Separating the dough into loaf or roll portions, $\qquad$ the dough.
7. Shape dough into smooth domed balls $\qquad$ ${ }^{\circ}$
8. Greasing the pan and filling it with dough $\qquad$ .
9. Giving the panned dough time to rise $\qquad$ . —.
10. Giving the dough time to inflate $\qquad$ -
11. Water mixed with flour, gives strength and elasticity $\qquad$ -

Pastries

1. Pastry that uses a crust and filling with a pan whose sides slant out $\qquad$ -.

## Molded Cookies

Brownies
Batter Cookies
Rolled Cookies
Air tight, 2-3
Drop cookies
Bar/Ice Box Cookies
Creaming

## Biscuit

Drop Batter
Pour Batter
Air tight, 3
Soft dough
Muffin

## Proofing

Gluten
Dividing
Rounding
Rich
Scalding
Panning
Kneading
Lean
Resting
Fermentation
2. Pastry that uses a special pan whose sides are parallel to the counter __. Tart
3. Pastry dough that had lots of air incorporated __ puff. Pie
4. Dough used for 2 crust pies $\qquad$
Dough used in custards and fruit pies $\qquad$ _.
6. Filling flavored with cream $\qquad$ filling
7. Filling made with eggs $\qquad$ .
8. Meringue added to the filling $\qquad$ days.
9. Fruit pies held at room temperature $\qquad$
10. Fruit pies frozen before baking will keep $\qquad$ month(s).

## Custard

1-2
Crumb
Refrigerate, 1-2, freeze
Cream
Chiffon
Flaky
Cream
2

1. Cake made with butter or shortening $\qquad$ ${ }^{\circ}$
2. Sponge or foam cake made with no fat $\qquad$ _ .
Hybrid cake $\qquad$ -.
3. Mixing fat and sugar to incorporate air $\qquad$ -.
4. Mixing the batter and adding ingredients in 2 or more stages $\qquad$
5. Egg yolks folded into egg whites $\qquad$ -.
6. Mixing egg whites folded into egg yolks; made with oil
$\qquad$ -
7. Mixing egg whites only $\qquad$ container store in fridge until needed.
8. Store in freezer for $\qquad$ month.

Icings, Frostings, Fillings

1. Purpose of icing: protective coating, flavor, $\qquad$ .
2. Made with butter and cream
$\qquad$ until ready to use.

Stocks, Soups, Sauces

1. Mix of coarsely chopped vegetables used in stock to add flavor, nutrients and color.
2. Evaporation of the stock $\qquad$ .
3. Mother Sauce made with a small amount of tomato $\qquad$ .
4. Mother Sauce made with lots of tomato $\qquad$ —.
5. Mother Sauce known as white sauce $\qquad$ -.
6. Mother Sauce made with light colored stock and roux $\qquad$ -.
7. Mother Sauce made with egg yolks and clarified butter $\qquad$ -
8. Equal parts of flour and fat $\qquad$ .

## High Protein Foods

1. Large cuts of red meat $\qquad$ .
2. Special tool to check the inside temperature of meat $\qquad$ -.
3. Cooking method used to cook tender cuts of meat $\qquad$ .
4. Cooking method used to cook less tender cuts of meat $\qquad$ -.
5. A method of making meat tender: pounding, grinding, scoring and $\qquad$ _.
Diet eating no meat but yes milk product $\qquad$ -
6. Diet eating no meat ,but yes milk and egg products $\qquad$ -.
7. Diet eating no products made with any meat product $\qquad$ -

## Fruits and Vegetables

1. Which cooking techniques prevent nutrient loss? $\qquad$ temperature
Prevent browning keep at a $\qquad$
Knife cut $1 / 8 \times 1 / 8 \times 1 / 2$ inch $\qquad$ -____ _.
2. Knife cut $1 / 8 \times 1 / 8$ inch cube $\qquad$ -.
3. Knife cut $1 / 2 \times 1 / 2$ inch cube $\qquad$ -.
4. Knife cut $1 / 4 \times 1 / 4$ inch cube $\qquad$
$\qquad$ .
5. Knife cut: cut at an angle $1 / 4 / 4$ inch thick $\qquad$ _.

## Chiffon

1
Creaming
Shortened
Sponge/Foam
Air Tight
Angel food
Chiffon
Unshortened
Blending

Refrigerate
Buttercream
Appearance

## Hollandaise

Reduction
Mirepoix
Veloute
Tomato
Roux
Espangnole
Bechamel

Moist heat
Meat Thermometer
Dry heat
Lacto-Vegetarian
Wholesale cuts
Marbling
Lacto-ova vegetarian
Marinating
Vegan

Brunoise
Cool
Small dice
Diagonal
Medium dice
Steaming and microwaving
Chiffonade
Julienne

## Starch Products

1. Wash just before using.
Doubles in size when cooked $\qquad$ .
2. Triples in size when cooked $\qquad$ -.
3. Tender but still firm $\qquad$ in lots of water.
4. Cook pasta $\qquad$
5. Cook rice in a amount of water.

## Measured

Aldente
Potatoes
Uncovered
Rice
Pasta
Salads and Salad Dressings

1. Basic uses of salads: appetizer, accompaniment, main dish and $\qquad$ .
2. Part of the salad on which the rest of the salad is build $\qquad$ -
3. Part of the salad which features the main ingredients $\qquad$ .
4. Part of the salad that holds the salad together $\qquad$ _.
5. Part of the salad- a colorful element that adds eye-appeal $\qquad$ -
6. Creamy dressing $\qquad$都

Dessert
Vinaigrette
Garnish
Serving
Body
Mayonnaise based
Dressing
Base

Miscellaneous
Offend a coworker= listen carefully to the coworker and apologize
Three skills to be successful in the food industry- work ethic, math and measuring
Primary cause of food-borne illness- the food service workers.
Wet paper towel used to clean up small pieces of glass
Meat and dairy products- foods with the highest potential to be a food safety hazard
Dry large pots and pans- place upside down and air dry
When increasing the number of portions yielded by a recipe goes from 100 to 400 . In the recipe 2 pints would increase to -4 pints.
Figure cost per serving- figured $b$ the cost of the food divided by the number to be served
Yu have 7 cups, you decrease the yiesd by one-half $31 / 2$ cups
How many 1 cup servings in a gallon- 16
Rice- dry rice will triple in amount
Boning knife- disjoint a chicken
Convection oven- cooks with a fan
To soften the top of bread- brush milk on top
Marinating- soaking food in acid/oil mixture to help tenderize
Dredge- coat with flour or other fine substances
Baste- brush or pour liquid over food as it cooks
Two egg white- substitute for 1 egg
Braising and stewing- combination cooking methods
Prevent oxidation or browning- dip in pineapple juice or acid
Stop oxidation of potatoes- cover in cold water
Keep fruits fresh- dip in acid
Steaming and microwaving- prevents loss of nutrients
Basic ingredients in quick breads- flour, liquid, leavening agent
Preserve quick breads- wrap store at room temperature or freeze
Cause of yeasty taste- proofed too long
Pour batter example- crepe
Crumb- texture of inside the bread
Whole grain- part of daily food my plate
Steam and eggs- leavening agent for cream puffs and eclairs

3,2,1- pie ingredients flour, fat, water
Rib and loin- moist tender wholesale cut of beef
Roasting is dry heat
Au jus- serve meat in its own juices
Steak- cross section of dressed fish
Prime- highest grade for beef, veal, lamb
Stock- bones and vegetables
Tenderize meat- pounding and marinating
Meal planning- select entrée first
Set table knife on right, spoon right of knife and glass above knife
Ranch- creamy mayonnaise based salad dressing
Change dirty aprons- Bacteria could be on it that can contaminate food
Tasting food- use clean spoon and use only once
Food does not always have an off odor or flavor to be contaminated
When in doubt throw it out
Don't use bulging cans
Food storage and cleaning supplies should be stored separately
16 Cups $=1$ gallon
7 cups divided $=31 / 2$ cups
you want 60 cups rice $=$ measure 20 cups dry rice (rice triples)

