



# Multiple Category Scope and Sequence: Scope and Sequence Report For Course Standards and Objectives, Content, Skills, Vocabulary

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Unit	Course Standards and Objectives	Content	Skills	Vocabulary
<p>District Intermediate <b>Pro Start I (20.0411)</b> (District) 2014-2015 <b>Collaboration</b></p>	<p><a href="#">Overview of the Restaurant and Foodservice Industry</a> (Week 1, 2 Weeks)</p> <ul style="list-style-type: none"> <li>▪ Objective 1 Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them.</li> <li>▪ Objective 2 Categorize the types of businesses that make up the travel and tourism industry.</li> <li>▪ Objective 3 Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States.</li> <li>▪ Objective 5 List entrepreneurs who have influenced foodservice in the United States.</li> <li>▪ Objective 6 Identify foodservice opportunities provided by the travel and tourism industry.</li> <li>▪ Objective 7 Identify career opportunities offered by the travel and tourism industry.</li> <li>▪ Objective 8</li> </ul>	<p>UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 1 Students will explore the history and careers of the food service, tourism and lodging industries.</p> <p>Different types of businesses that make up the travel and tourism industry.</p> <p>Growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States.</p> <p>Chefs who have made major accomplishments and their significant culinary contributions.</p> <p>Entrepreneurs who have influenced foodservice in the United States.</p> <p>Foodservice opportunities provided by the travel and tourism industry.</p> <p>Career opportunities offered by the travel and tourism industry.</p> <p>The two major categories of jobs in the restaurant and foodservice industry.</p> <p>Reasons why people travel and the differences between leisure and business travelers.</p> <p>The national organizations that rate the commercial lodging</p>	<ol style="list-style-type: none"> <li>1. Identify the two segments of the restaurant and foodservice industry, give examples of businesses in each of them.</li> <li>2. Categorize the types of businesses that make up the travel and tourism industry.</li> <li>3. Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the united states.</li> <li>4. List chefs who have made significant culinary contributions, and note their major accomplishments.</li> <li>5. Entrepreneurs who have influenced foodservice in the United States.</li> <li>6. Identify foodservice opportunities provided by the travel and tourism industry.</li> <li>7. Identify career opportunities offered by the travel and tourism industry.</li> <li>8. Identify the two major categories of jobs in the restaurant and food service industry.</li> <li>9. Name reasons why people travel.</li> <li>10. Describe the differences</li> </ol>	<p><b>Restaurant:</b> A business establishment serving meals to the public.</p> <p><b>Catering and banquets:</b> A set menu is selected by a host and then is prepared by and served to invited guests by a third party, either at the third party's (the caterer's) establishment or at some other facility, such as a park or private home.</p> <p><b>Retail:</b> A business establishment offering prepared meals to be consumed on-site or off-premises.</p> <p><b>Stadiums (arenas):</b> Open-air or enclosed structures designed for spectators to watch live sporting events. Typically, a wide variety of foods are available.</p> <p><b>Airlines:</b> Transport companies serving passengers traveling by air.</p> <p><b>Cruise ships:</b> Large boats used less for transporting people from one place to another than for entertaining passengers during their travel.</p> <p><b>Contract feeder:</b> Businesses that manage foodservice operations for other companies.</p> <p><b>Self-Operators:</b> Companies that manage foodservice operations.</p> <p><b>Travel and tourism:</b> The combination of all services that people use when traveling and away from home, including transportation, lodging, and dining.</p> <p><b>Tourism:</b> Travel for recreation, leisure, or business.</p> <p><b>Lesche:</b> In ancient Greece, private clubs that</p>

<p>Identify the two major categories of jobs in the restaurant and foodservice industry.</p> <ul style="list-style-type: none"> <li>▪ Objective 9 Name reasons why people travel.</li> <li>▪ Objective 10 Describe the differences between leisure and business travelers.</li> <li>▪ Objective 11 Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments.</li> <li>▪ Objective 12 List and describe the characteristic types of lodging operations.</li> <li>▪ Objective 13 List and describe activities associated with front-desk operations.</li> </ul>	<p>and food service establishments, and list factors used in making their rating judgements.</p> <p>The characteristic types of lodging operations.</p> <p>Activities associated with front-desk operations.</p>	<p>between leisure and business travelers.</p> <p>11. Identify national organizations that rate the commercial lodging and food service establishments, and list factors used in making their rating judgements.</p> <p>12. List and describe the characteristic type of lodging operations.</p> <p>13. List and describe activities associated with front-desk operations.</p>	<p>offered food to members.</p> <p><b>Phatnai:</b> In ancient Greece, dining establishments catering to travelers, traders, and visiting diplomats, who brought their food with them to have prepared on-site.</p> <p><b>Epicurean:</b> A person with a refined taste for food and wine; from the Greek philosopher Epicurus, who believed that pleasure, achieved through self-control and balance, was the ultimate purpose of life.</p> <p><b>Haute cuisine:</b> An elaborate and refined system of food preparation.</p> <p><b>Cafe:</b> During Renaissance times, a coffee house: this term has later been expanded to cover a variety of smaller restaurants.</p> <p><b>Guilds:</b> Associations of people with similar interests or professions.</p> <p><b>Restorante:</b> A cafe serving restaurers, or hot and revivifying soups; the origin of the contemporary restaurant.</p> <p><b>Cafeteria:</b> An assembly-line process of serving food quickly and cheaply without the need for servers.</p> <p><b>The Zagat Survey:</b> A consumer-based guide that rates restaurants on four qualities(food, decor, service, and cost) according to customer surveys.</p> <p><b>Michelin Guide:</b> A somewhat secretive rating system that judges restaurants according to the reports made by company inspectors; restaurants may be granted one to three stars, but obtaining a single star is considered a sign of a very good restaurant.</p> <p><b>Convention center:</b> A facility specifically designed to house large-scale special events.</p> <p><b>Convention:</b> A gathering of people, all of whom have something in common.</p>
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**Exposition:** A large show, open to the public, which highlights a particular type of product or service.

**Trade show:** A large show that highlights a particular type of product or service but which is not open to the public.

**Monument:** Typically, either a structure built to memorialize something or someone or a structure recognized for its historical significance.

**Concession:** The right for one retail establishment to operate within another; here, a restaurant or other foodservice outlet which has permission to operate at a venue like a museum or a zoo.

**Satellite/commissary feeding:** A central kitchen prepares a large amount of food, portions of which are subsequently shipped to other locations to be served.

**Front-of-the-house:** This term covers those foodservice employees who directly interact with guests. Foodservice establishments are often referred to as "houses," and the dining area is typically in the front part of the building, hence the term.

**Back-of-the-house:** Similarly, this term covers those foodservice workers who do not work directly with the public, although they do indirectly serve guests. They typically work in kitchens, bake shops, and offices, traditionally in the rear of the "house."

**Entry-level-job:** A job that requires little or no experience.

**Amenity:** A service or product provided to guests for their convenience, either with or without an additional fee.

**Luxury property:** A hotel offering top-of-the-line comfort and elegance.

**Full-service property:** A hotel offering a wide range of conveniences, though without the level

## Keeping Food Safe



(Week 3, 2 Weeks)

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 2

Students will keep food safe through the use of proper sanitation techniques.

- Objective 1  
Define what a foodborne-illness outbreak is, and list the costs associated with one
- Objective 2  
Recognize risks associated with high-risk populations.
- Objective 3

What a foodborne-illness outbreak is, and the costs associated with one.

What risks are associated with high-risk populations.

Factors that affect the growth of pathogens (FAT TOM) and the

characteristics and examples of TCS foods.

Methods for preventing biological contamination, guidelines for storing chemicals safely the need for

1. Define what a foodborne-illness outbreak is, and list the costs associated with one.

2. Recognize risks associated with high-risk populations.

3. Identify factors that affect the growth of pathogens (FAT TOM).

4. Identify the characteristics of TCS food and list examples.

5. Identify methods for preventing contamination.

of excellence offered by a luxury property.

**Mid-priced facility:** A hotel offering comfortable, moderately-priced accommodations.

**Economy lodging:** Typically a motel offering clean and inexpensive accommodations with few extras.

**All-suite property:** A lodging operation that offers apartment-style facilities at midmarket prices.

**Resort:** A property that provides extensive facilities for vacationers seeking recreational activities and entertainment.

**Bed and breakfast:** An operation with relatively simple amenities, including a communal breakfast and often shared bathrooms and common areas.

**The American Automobile Association's AAA TourBook:** The most widely recognized rating service for lodging properties in the United States.

*Mobile Travel Guide:* A rating system that assesses thousands of lodging properties annually.

**Foodborne illness:** A disease transmitted to a person by food.

**Foodborne-illness outbreak:** When two or more people get the same illness after eating the same food.

**High-risk populations:** Groups of people who are especially vulnerable to foodborne illness. Usually included are infants, very young children, pregnant women, the elderly, and those with compromised immune systems from cancer, HIV/AIDS, chemotherapy, or transplant surgery.

**Immune system:** The human body's defense system to prevent and fight disease.

<ul style="list-style-type: none"> <li>Identify factors that affect the growth of pathogens (FAT TOM).</li> </ul>	<p>food defense systems.</p>	<p>6. List guidelines for storing chemicals safely.</p>	<p><b>Hazard:</b> Something potentially dangerous or harmful.</p>
<ul style="list-style-type: none"> <li>Objective 4 Identify characteristics of TCS food and list examples.</li> </ul>	<p>The most common allergens and methods for preventing allergic reactions.</p>	<p>7. Recognize the need for food defense systems.</p>	<p><b>Contamination:</b> The introduction of a harmful entity to a food item, beverage, or water.</p>
<ul style="list-style-type: none"> <li>Objective 5 Identify methods for preventing biological contamination.</li> </ul>	<p>Identify government agencies that regulate the restaurant and foodservice industry.</p>	<p>8. Identify the most common allergens and methods for preventing allergic reactions.</p>	<p><b>Pathogens:</b> Disease-causing microorganisms.</p>
<ul style="list-style-type: none"> <li>Objective 6 List guidelines for storing chemicals safely.</li> </ul>	<p>Personal behaviors that can contaminate food and the proper steps for handwashing and when they should be washed.</p>	<p>9. Identify government agencies that regulate the restaurant and foodservice industry.</p>	<p><b>Microorganisms:</b> Living species that can be seen only through a microscope.</p>
<ul style="list-style-type: none"> <li>Objective 7 Recognize the need for food defense systems.</li> </ul>	<p>Proper personal cleanliness practices and appropriate work attire.</p>	<p>10. List personal behaviors that can contaminate food.</p>	<p><b>FAT TOM:</b> The conditions that foodborne pathogens need to grow in food.</p>
<ul style="list-style-type: none"> <li>Objective 8 Identify the most common allergens and methods for preventing allergic reactions.</li> </ul>	<p>Ways to handle ready-to-eat food safely.</p>	<p>11. List the steps to proper handwashing, and identify when hands should be washed.</p>	<p><b>TCS:</b> Acronym for Time and Temperature Control for Safety, a designation of foods that are vulnerable for pathogen growth.</p>
<ul style="list-style-type: none"> <li>Objective 9 Identify government agencies that regulate the restaurant and foodservice industry.</li> </ul>	<p>When foodhandlers should be prevented from working around food or from working in the operation.</p>	<p>12. Identify proper personal cleanliness practices and appropriate work attire.</p>	<p><b>Ready-to-eat food:</b> Foods that may be eaten and enjoyed without additional preparation.</p>
<ul style="list-style-type: none"> <li>Objective 10 List personal behaviors that can contaminate food.</li> </ul>	<p>The ways to prevent cross-contamination and prevent time-temperature abuse and the different temperature-measuring devices and their uses.</p>	<p>13. Identify ways to handle ready-to-eat food safely.</p>	<p><b>Viruses:</b> Pathogenic organisms that are smaller than a single cell, and can survive in foods even under refrigeration.</p>
<ul style="list-style-type: none"> <li>Objective 11 List the steps to proper handwashing, and identify when hands should be washed.</li> </ul>	<p>The characteristics of an approved food source, criteria for accepting or rejecting food during receiving, and the proper procedures for storing food.</p>	<p>14. Identify when foodhandlers should be prevented from working around food or from working in the operation.</p>	<p><b>Bacteria:</b> Single-cell organisms that can proliferate, some of which are pathogenic.</p>
<ul style="list-style-type: none"> <li>Objective 12 Identify proper personal cleanliness practices and appropriate work attire.</li> </ul>	<p>Minimum internal temperature requirements for cooking various TCS food and proper procedures for holding, cooling, and reheating TCS food.</p>	<p>15. Identify ways to prevent cross-contamination.</p>	<p><b>Parasites:</b> Organisms that live off of a living host's metabolism, contributing nothing and often robbing the host of health and well-being.</p>
<ul style="list-style-type: none"> <li>Objective 13 Identify ways to handle ready-to-eat food safely.</li> </ul>	<p>Ways to handle food ready for</p>	<p>16. Identify ways to prevent time-temperature abuse.</p>	<p><b>Host:</b> The organism that unwittingly provides home and food to a parasite, often at the expense of its health.</p>
<ul style="list-style-type: none"> <li>Objective 14 Identify when food handlers should be prevented from working around food or</li> </ul>		<p>17. List the different temperature-measuring devices and their uses.</p>	<p><b>Fungi:</b> Microorganisms that grow by spore, like yeast, mold, and mushrooms.</p>
		<p>18. Identify characteristics of an approved food source.</p>	<p><b>Mold:</b> A type of fungus that can be beneficial or harmful.</p>
		<p>19. Identify criteria for accepting or rejecting food during</p>	<p><b>Yeast:</b> A type of fungus that can be beneficial or damaging to food, depending upon the type of yeast.</p>
			<p><b>Cross-contact:</b> To introduce an allergen to a food via equipment that was previously used</p>

<p>from working in the operation.</p> <ul style="list-style-type: none"> <li>▪ Objective 15 Identify ways to prevent cross-contamination.</li> <li>▪ Objective 16 Identify ways to prevent time-temperature abuse.</li> <li>▪ Objective 17 List different temperature-measuring devices and their uses.</li> <li>▪ Objective 18 Identify characteristics of an approved food source.</li> <li>▪ Objective 19 Identify criteria for accepting or rejecting food during receiving.</li> <li>▪ Objective 20 Outline proper procedures for storing food.</li> <li>▪ Objective 21 Identify the minimum internal temperature requirements for cooking various TCS food.</li> <li>▪ Objective 22 Outline proper procedures for holding, cooling, and reheating TCS food.</li> <li>▪ Objective 23 Identify ways to handle food ready for service.</li> <li>▪ Objective 24 Outline proper procedures for preparing and serving food for off-site service.</li> <li>▪ Objective 25 List the HACCP principles and explain their importance to food safety.</li> <li>▪ Objective 26</li> </ul>	<p>service and the proper procedures for preparing and serving food for off-site service.</p> <p>The HACCP principles and their importance to food safety.</p> <p>The difference between cleaning and sanitizing tools and equipment, the factors that affect the effectiveness of sanitizers, and the elements of a master cleaning schedule.</p> <p>Organizations that certify that equipment meets sanitation standards.</p> <p>The proper procedures for managing pests.</p>	<p>receiving.</p> <p>20. Outline proper procedures for storing food.</p> <p>21. Identify the minimum internal temperature requirements for cooking various TCS food.</p> <p>22. Outline proper procedures for holding, cooling, and reheating TCS food.</p> <p>23. Identify ways to handle food ready for service.</p> <p>24. Outline proper procedures for preparing and serving food for off-site service.</p> <p>25. List the HACCP principles and explain their importance to food safety.</p> <p>26. Explain the difference between cleaning and sanitizing.</p> <p>27. Explain the difference between cleaning and sanitizing tools and equipment.</p> <p>28. Identify factors that affect the effectiveness of sanitizers.</p> <p>29. List the elements of a master cleaning schedule.</p> <p>30. Identify organizations that certify that equipment meets sanitation standards.</p> <p>31. Outline proper procedures for managing pests.</p>	<p>with a food item containing an allergen.</p> <p><b>Inspection:</b> An overseeing agency's representative visits and examines a foodservice operation for safety, cleanliness, and proper foodhandling practices to ensure the safety of the customer and employees.</p> <p><b>Foodhandler:</b> Any employee who handles food directly or works with the surfaces that food will touch.</p> <p><b>Personal hygiene:</b> Practices and strategies for maintaining physical cleanliness and not spreading disease to others.</p> <p><b>Cross-contamination:</b> The transfer of pathogens from one surface or food to another.</p> <p><b>Flow of food:</b> The path food takes in foodservice, usually from purchase to service.</p> <p><b>Time-temperature abused:</b> A food item that has been held in the temperature danger zone too long to remain safe.</p> <p><b>Temperature danger zone:</b> 41 F to 135 F.</p> <p><b>Calibrate:</b> To standardize the accuracy of a measuring device.</p> <p><b>Bimetallic stemmed thermometer:</b> Can check a temperature from 0 F to 220 F. This makes it useful for checking both hot and cold types of food.</p> <p><b>Thermocouples:</b> A probe thermometer with a heat-sensitive tip and a digital display which measures heat by variations of voltage passing between two different metals.</p> <p><b>Thermistor:</b> A probe thermometer with a heat-sensitive tip and a digital display which measure heat by variations in the flow of current in wire resistors at varying temperatures.</p> <p><b>Infrared thermometers:</b> A thermometer that measures waves of heat coming from the surface of the food and displays the temperature</p>
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Explain the difference between cleaning and sanitizing.

- Objective 27  
Outline proper procedures for cleaning and sanitizing tools and equipment.
- Objective 28  
Identify factors that affect the effectiveness of sanitizers.
- Objective 29  
List the elements of a master cleaning schedule.
- Objective 30  
Identify organizations that certify that equipment meets sanitation standards.
- Objective 31  
Outline proper procedures for managing pests.

digitally.

**Food safety management system:** Formal procedures an operation uses to ensure safe food handling.

**HACCP or hazard analysis critical control point:** Pronounced "HA-sip," a widely used food safety management system that includes identification of areas where problems could occur and strategies to decrease or eliminate risks.

**Cleaning:** Removing dirt and debris from a surface.

**Sanitizing:** Reducing pathogens on a surface to safe levels.

**Cleaners:** Remove unwanted substances by chemical action.

**Detergents:** Cleaner that can chemically emulsify and help remove grease, wax (lipids), and dirt.

**Degreasers:** Dissolves grease completely to remove it.

**Delimers:** Strong chemicals that remove buildup of mineral elements or compounds like rust or calcium deposits.

**Abrasive cleaners:** Cleaners that contain a very fine grit that helps clean surfaces.

**Contact time:** The amount of time a sanitizer must be in contact with the surface being sanitized.

**Temperature:** For cleaning purposes, a correct temperature for water or a sanitizer to effectively and safely kill pathogens without harming employees or customers.

**Concentration:** The level of dilution of a chemical and water solution.

## Work Place Safety

(Week 4, 2 Weeks)



UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 3

Students will consistently implement workplace safety.

- Objective 1  
State who is legally responsible for providing a safe environment and ensuring safe practices.
- Objective 2  
Define the role of Occupational Safety and Health Administration regulations.
- Objective 3  
State the Hazard Communication Standard requirements for employers.
- Objective 4  
List the requirements for storing hazardous chemicals in an operation.
- Objective 5  
Explain the importance of general safety audits and safety training.
- Objective 6  
Explain the importance of completing accident reports.

Who is legally responsible for providing a safe environment and ensuring safe practices.

The role of Occupational Safety and Health Administration regulations.

The Hazard Communication Standard requirements for employers.

Requirements for storing hazardous chemicals in an operation.

The importance of general safety audits, safety training, and completing accident reports.

The purpose of an emergency plan and ways to use protective clothing and equipment to prevent injuries.

The electrical hazards that can contribute to accidental fires.

Different types fires and fire extinguishers as well as the cleaning frequency for equipment as a way to prevent fires.

The actions to take in the event of a fire at a restaurant

1. State who is legally responsible for providing a safe environment and ensuring safe practices.

2. Define the role of Occupational Safety and Health Administration regulations.

3. State the Hazard Communication Standard requirements for employers.

4. List the requirements for storing hazardous chemicals in an operation.

5. Explain the importance of a general safety audit and safety training.

6. Explain the importance of completing accident reports.

7. Describe the purpose of an emergency plan.

8. List ways to use protective clothing and equipment to prevent injuries.

9. Identify electrical hazards that contribute to accidental fires.

10. Classify different types of

**Master cleaning schedule:** A plan for properly cleaning and maintaining all aspects of the operation, to be implemented and followed by employees.

**Integrated pest management program:** A system to prevent, control, and/or eliminate insects and rodents from a foodservice operation.

**Pest control operator (PCO):** A professional that rids a place of pests.

**Premises:** The establishment and all the property that surrounds it.

**Liability:** The legal responsibility that one person has to another.

**Reasonable care:** A legal term meaning that an ordinary person would think that an operation takes thoughtful, careful precautions.

**Occupational Safety and Health Administration (OSHA):** The federal agency that creates and enforces safety-related standards and regulations in the workplace.

**OSHA Form No. 300:** A yearlong log of occupational illnesses and injuries, maintained by every operation to track workplace safety issues.

**Safety program guidelines:** The parameters of a workplace safety program, based on existing safety practices and the insurance carrier's requirements.

**General safety audit:** An inspection that judges the level of safety in the operation; an assessment of facilities, equipment, employee practices, and management practices.

**Facilities:** The building (interior and exterior) and major systems, such as electricity and plumbing.

**Equipment:** Everything employees use to perform their jobs--refrigerators, vehicles,



<ul style="list-style-type: none"> <li>▪ Objective 7 Describe the purpose of an emergency plan.</li> <li>▪ Objective 8 List ways to use protective clothing and equipment to prevent injuries.</li> <li>▪ Objective 9 Identify electrical hazards that contribute to accidental fires.</li> <li>▪ Objective 10 Classify different types of fires and fire extinguishers.</li> <li>▪ Objective 11 Identify the cleaning frequency for equipment as a way to prevent fires.</li> <li>▪ Objective 12 Outline the actions to take in the event of a fire at a restaurant or foodservice operation.</li> <li>▪ Objective 13 Identify procedures for preventing slips, trips, and fall in a foodservice operation.</li> <li>▪ Objective 14 Outline the procedure for cleaning up spills on floors.</li> <li>▪ Objective 15 Demonstrate how to use ladders safely.</li> <li>▪ Objective 16 Demonstrate proper lifting and carrying procedures to avoid injury.</li> <li>▪ Objective 17 Demonstrate correct and safe use of knives.</li> <li>▪ Objective 18 Outline basic first aid concepts and procedures.</li> <li>▪ Objective 19 Recognize the importance of locking</li> </ul>	<p>or foodservice operation.</p> <p>Procedures for preventing slips, trips and falls in a foodservice operation and how to clean up spills on floors.</p> <p>How to use ladders safely.</p> <p>Proper lifting and carrying procedures to avoid injury.</p> <p>Correct and safe use of knives.</p> <p>Basic first aid concepts and procedures.</p> <p>The importance of locking doors.</p>	<p>fires and fire extinguishers.</p> <p>11. Identify the cleaning frequency for equipment as a way to prevent fires.</p> <p>12. Outline the actions to take in the event of a fire at a restaurant or foodservice operation.</p> <p>13. Identify procedures for preventing slips, trips, and falls.</p> <p>14. Outline the procedure for cleaning up spills on floors.</p> <p>15. Demonstrate how to use ladders safely.</p> <p>16. Demonstrate proper lifting and carrying procedures to avoid injury.</p> <p>17. Demonstrate correct and safe use of knives.</p> <p>18. Outline basic first aid concepts and procedures.</p> <p>19. Recognize the importance of locking doors.</p>	<p>cooking equipment, ect.</p> <p><b>Employee practices:</b> The methods and techniques employees use to perform their jobs.</p> <p><b>Emergency plan:</b> A method of protecting workers, guests, and property in the case of an emergency or disaster.</p> <p><b>Accident:</b> An unplanned, undesirable event that can cause property damage, injuries or fatalities, time lost from work, or disruptions of work.</p> <p><b>Near miss:</b> An event in which property damage or injury is narrowly avoided.</p> <p><b>Accident investigation:</b> A method of establishing the facts about any accident occurring in the workplace.</p> <p><b>Evacuation route:</b> An efficient path through and outside the building, terminating in an established meeting place.</p> <p><b>Class A fire:</b> Fire that usually involves wood, paper, cloth, or cardboard and typically occurs in dry-storage areas, dining areas, restrooms, or garbage areas.</p> <p><b>Class B fire:</b> Fire that usually involves flammable liquids or grease and typically occurs in kitchens or maintenance areas.</p> <p><b>Class C fire:</b> Fire that usually involves live electrical equipment and typically occurs inside equipment or walls.</p> <p><b>Automatic system:</b> A fire-fighting device that operates even when no one is in the facility.</p> <p><b>Smoke detector:</b> A fire-detection device that operates by sensing the presence of smoke and therefore should not be used in the immediate food-preparation area.</p> <p><b>Heat detector:</b> A fire-detection device that operates by sensing significant increases in</p>
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doors.

temperature.

**Flame detector:** A fire-detection device that operates by sensing the movement of flames.

**First-aid:** The medical treatment given to an injured person.

**First-aid program:** A program for providing emergency medical treatment that includes equipment training, a concerned attitude for the injured person, and a thorough follow-up.

**Cardiopulmonary resuscitation (CPR):** A technique that attempts to restore breathing and heartbeat to injured people with no signs of breathing and no pulse.

**Heimlich maneuver:** A technique that attempts to remove obstacles from a choking person's airway.

**Arson:** The deliberate and malicious burning of property.

**Culinarian:** One who has studied and continues to study the art of cooking.

**Flavor:** All the sensations produced by whatever is in the mouth, but mostly the food's aroma and taste.

**Umami:** The savory, "meaty" taste, commonly identified with tomatoes, shiitake mushrooms, and soybean products.

**Borrowing:** A subtraction technique in which if a digit in one column is too large to be subtracted from the digit above it, then 10 is borrowed from the column immediately to the left.

**Dividend:** The number being divided, which is placed inside the long division sign.

**Divisor:** The number dividing the first number, which is placed outside the long division sign.

### Kitchen Essentials 1



(Week 6, 2 Weeks)

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 4  
Students will identify professional kitchen essentials and understand standardized recipes.

- Objective 1  
Define professionalism, and explain what it means to culinary professionals.
- Objective 2  
List the stations and positions in the kitchen brigade and the dining brigade.
- Objective 3  
Perform basic math calculations using numbers or fractions.
- Objective 4  
Identify the

Professionalism and what it means to culinary professionals.

Stations and positions in the kitchen brigade and dining room brigade.

Basic math calculations using numbers or fractions.

Components and functions of a standardized recipe.

Recipe conversion based on operational needs.

The difference between customary and metric measurement units, and convert units between the systems.

Measuring and portioning

1. Define professionalism, and explain what it means to culinary professionals.

2. List the stations and positions in the kitchen brigade and dining room brigade.

3. Perform basic math calculations using numbers and fractions.

4. Identify the components and functions of a standardized recipe.

5. Convert recipes to yield smaller and larger quantities based on operational needs.

6. Explain the difference between customary and metric measurement units, and convert units between the

- components and functions of a standardized recipe.
- Objective 5  
Convert recipes to yield smaller and larger quantities based on operational needs.
- Objective 6  
Explain the difference between customary and metric measurement units, and convert units between the two systems.
- Objective 7  
Demonstrate measuring and portioning using the appropriate small wares and utensils.
- Objective 8  
Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.
- Objective 9  
Calculate the total cost and portion costs of a standardized recipe.

using the appropriate small wares and utensils.

As purchased (AP) and edible portion (EP) amounts.

The total cost and portion costs of a standardized recipe.

systems.

7. Demonstrate measuring and portioning using the appropriate small wares and utensils

8. Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.

9. Calculate the total cost and portion costs of a standardized recipe.

**Numerator:** The upper part of a fraction.

**Denominator:** The lower part of a fraction.

**Like fractions:** When the denominators of fractions to be added or subtracted are the same, they are known as "like fractions."

**Lowest common denominator:** The smallest number that both denominators can be divided into evenly.

**Percent:** Part per hundred.

**Metric unit:** A unit of measurement based on multiples of 10.

**Recipe:** A written record of the ingredients and preparation steps needed to make a particular dish.

**Standardized recipe:** A recipe written according to an established format that helps the facility maintain consistency of product quality as well as control costs.

**Ingredient:** An item of food needed to make a recipe.

**Yield:** The number of servings or amount that a recipe makes.

**Portion size:** The individual amount that serves a person.

**Mise en place:** The preparation and assembly of ingredients and equipment needed for a particular dish or for a service period.

**Conversion factor:** The number by which to multiply ingredients when converting a recipe, calculated by dividing the desired yield by the original yield.

**Measurement:** Determining how much of something is used in a recipe.

**Volume:** The amount of space an ingredient

takes up.

**Weight:** The measurement of an item's resistance to gravity.

**Taring:** The process of accounting for the weight of the container holding the item to be weighed.

**Spring scale:** A scale that measures the amount of pressure put on a spring.

**Balance beam scale:** Also known as a baker's scale, the desired weight of an ingredient is placed on one end of the scale and the proper amount of the ingredient is placed on the other end.

**Electronic scale:** A scale that measures resistance electronically.

**Stick method:** Cutting a stick of fat at the desired measurement to obtain the correct amount.

**Dry measuring cup method:** Pressing fat into a measuring cup to displace air bubbles and then scraping it out.

**Water displacement method:** Measuring method where the chef subtracts the amount of fat from one cup and then adds the amount of water to a measuring cup; scoops the fat into the measuring cup, keeping it below the water line, until the water reaches the one-cup level; pours off water; and then removes the fat.

**Sifting:** A process that removes lumps from a dry ingredient, giving it a smoother consistency.

**Edible portion (EP):** The part of an ingredient that is commonly eaten.

**As purchased (AP):** The whole ingredient, as it is purchased from a purveyor.

**Conversion chart:** A list of food items showing the average shrinkage from AP amount to EP

## Kitchen Essentials 2

(Week 8, 2 Weeks)



UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 5  
Students will identify professional kitchen equipment and techniques.

- Objective 1  
Identify the equipment needed for receiving and storing food and supplies.
- Objective 2  
Identify the equipment needed for pre-preparation.
- Objective 3  
List the different types of knives used in the foodservice kitchen and give examples of their uses.
- Objective 4  
Identify basic types of pots and pans and their common uses.
- Objective 5  
List the different types of preparation equipment used in the foodservice kitchen and give examples of their uses.
- Objective 6  
Identify the kitchen equipment needed for holding and serving food and beverages.
- Objective 7  
Apply effective mise en place through practice.
- Objective 8  
Explain how to care for knives properly.
- Objective 9

Equipment needed for receiving, storing, the pre-preparation of food supplies.

The different types of knives used in foodservice kitchens and their uses.

Basic types of pots and pans and their common uses.

Different types of pre-preparation equipment used in the foodservice kitchen and their uses.

Kitchen equipment needed for holding and serving food and beverages.

Effective mise en place.

Proper care and use of knives.

The difference between seasoning and flavoring.

Basic pre-preparation techniques.

The three methods of cooking work.

Dry, moist, and combination cooking methods and foods to which they are suited.

Ways to determine if a food is done cooking.

The guidelines for plating or storing food that has finished

1. Identify the equipment needed for receiving and storing food supplies.

2. Identify the equipment needed for pre-preparation.

3. List the different types of knives used in foodservice kitchens and give examples of their uses.

4. Identify basic types of pots and pans and their common uses.

5. List the different types of pre-preparation equipment used in the foodservice kitchen and give examples of their uses.

6. Identify the kitchen equipment needed for holding and serving food and beverages.

7. Apply effective mise en place through practice.

8. Explain how to care for knives properly.

9. Demonstrate the proper use of knives.

10. Explain the difference between seasoning and flavoring.

11. Describe and demonstrate basic pre-preparation techniques.

amount.

**One-tenth:** Portion costs are ordinarily carried out to one-tenth of a cent, or \$0.000, to help maintain accuracy.

**Receiving table/area:** The site where goods are inspected upon delivery.

**Scale:** the tool used to weigh goods.

**Utility cart:** The piece of equipment used to move goods from one part of the facility to another.

**Shelving:** Equipment designed to increase storage space and keep food off the floor.

**Walk-in refrigerator/freezer:** A refrigerator or freezer into which one can walk.

**Reach-in refrigerator/freezer:** A refrigerator or freezer into which one can only reach.

**Blade:** The cutting surface of a knife.

**Tip:** The forward part of the knife blade, including its point.

**Cutting edge:** The sharp surface along the bottom of the blade, running from tip to heel.

**Honing:** The regular maintenance required to keep knives in the best shape.

**Sharpening stone:** A coarse- or fine-grained rectangle stone used to grind and hone the edge of a knife or another object.

**Steel:** A long rod-- made of magnetized metal, ceramic, or impregnated with diamond dust--that is used to remove microscopic burrs that form when a knives are used.

**Smallware:** Small kitchen equipment items and hand tools found in kitchens.

**Cookware:** The all-inclusive term used to

<ul style="list-style-type: none"> <li>▪ Demonstrate the proper use of knives.</li> <li>▪ Objective 10 Explain the difference between seasoning and flavoring.</li> <li>▪ Objective 11 Describe and demonstration basic pre-preparation techniques.</li> <li>▪ Objective 12 List and explain how the three types of cooking work.</li> <li>▪ Objective 13 Describe dry-heat cooking methods and list the foods to which they are suited.</li> <li>▪ Objective 14 Describe moist-heat cooking methods and list the foods to which they are suited.</li> <li>▪ Objective 15 Describe combination-heat cooking methods and list the foods to which they are suited.</li> <li>▪ Objective 16 Identify ways to determine if a food is done cooking.</li> <li>▪ Objective 17 List guidelines for plating or storing food that has finished cooking.</li> <li>▪ Objective 18 Describe a healthy diet.</li> <li>▪ Objective 19 Use the Dietary Guidelines for Americans and MyPyramid to plan meals.</li> <li>▪ Objective 20 Interpret information on a nutrition label.</li> <li>▪ Objective 21 Define obesity and</li> </ul>	<p>cooking.</p> <p>A healthy diet using the Dietary Guidelines for Americans and MyPlate to plan meals.</p> <p>The information on a nutrition label.</p> <p>Obesity and how it can be prevented.</p>	<p>12. List and explain how the three types of cooking work.</p> <p>13. Describe dry-heat cooking methods and list the foods to which they are suited.</p> <p>14. Describe moist-heat cooking methods and list the foods to which they are suited.</p> <p>15. Describe combination-heat cooking methods and list the foods to which they are suited.</p> <p>16. Identify ways to determine if a food is done cooking.</p> <p>17. List guidelines for plating or storing food that has finished cooking.</p> <p>18. Describe a healthy diet.</p> <p>19. Use the Dietary Guidelines for Americans and MyPlate to plan meals.</p> <p>20. Interpret information on a nutrition label.</p> <p>21. Define obesity and explain how it can be prevented.</p>	<p>describe pots and pans.</p> <p><b>Pot:</b> A large cooking vessel, usually metal but sometimes ceramic or glass, typically used to boil or simmer ingredients.</p> <p><b>Pan:</b> A shallow cooking or baking vessel, usually made of metal.</p> <p><b>Range:</b> Cooking appliances, usually heated by natural gas or electricity, topped with open-flame burners or heated metal plates or coils on which cooking vessels are placed.</p> <p><b>Mise en place:</b> The total preparation and assembly of all ingredients and equipment needed to produce a particular dish or to complete a successful meal service.</p> <p><b>Guiding hand:</b> The hand that holds the food during the cutting process.</p> <p><b>Flavor:</b> All the sensations produced by whatever is in the mouth, but mostly the food's aroma and taste.</p> <p><b>Flavoring:</b> An ingredient used to enhance the main ingredients of a dish by adding quality of its own.</p> <p><b>Herb:</b> The leaf, stem, or flower of an aromatic plant, used to flavor other ingredients.</p> <p><b>Spice:</b> The bark, root, seed, bud, or berry of an aromatic plant, used to flavor other ingredients.</p> <p><b>Deglaze:</b> To add a liquid to a hot saute' pan, usually after the main ingredient has been removed, stirring to incorporate the flavorful bits stuck to the pan into the liquid to form the basis of a flavorful pan sauce.</p> <p><b>Bain-marie:</b> A hot-water bath used to hold hot food or to cook delicate foods like custards and terrines in a moist environment.</p> <p><b>Blanching:</b> Usually, plunging vegetables, pasta or another ingredient into boiling water to par-cook ("partially-cook")the item to decrease</p>
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explain how it can be prevented.

subsequent cooking time. It can also refer to the process of preparing bones for stock by cooking them to remove superficial proteins.

**Shocking:** Plunging cooked or par-cooked foods into ice water to stop the cooking process.

**Conduction:** The transfer of heat from one item to another through direct contact between the items.

**Convection:** The transfer of heat from one area to another.

**Radiation:** The transfer of energy through space, often by microwaves or infrared heat.

**Infrared heat:** A form of radiation created when the heat from a source is absorbed by another material and radiated outward to heat another object.

**Barding:** Wrapping an item with strips of fat before cooking it to add moisture from the outside.

**Larding:** Inserting long, thin strips of fat into the item before cooking it to add moisture from the inside.

**Marinating:** Soaking an item in a combination of wet and dry ingredients to add flavor and moisture from the outside.

**Broiling:** A dry-heat cooking method that rapidly cooks an item with high heat from a source above the food, typically browning the item on top.

**Grilling:** A dry-heat cooking method that rapidly cooks small, tender items with high heat from a source below the item.

**Roasting:** A dry-heat cooking method that slowly cooks large, often intact items in an oven with hot, dry air.

**Baking:** A dry-heat cooking method that slowly

cooks items in an oven with hot, dry air.

**Carryover cooking:** Foods continuing to cook even after they are removed from the heat source, thanks to the heat they retain.

**Rest:** Allowing cooked items, especially meats, to sit briefly (often upon a rack) before they are cut into or served, enabling the recirculation of internal juices as well as the process of carryover cooking.

**Saute:** A dry-heat cooking method that cooks small, tender items quickly in a minimal amount of fat over relatively high heat, helping retain an item's inherent nutritional value while adding a significant amount of color and flavor.

**Stir-fry:** A dry-heat cooking method that uses very high heat and minimal fat to cook small pieces of food very quickly while being agitated.

**Pan-fry:** A dry-heat cooking method using a moderate amount of fat and a moderate amount of heat.

**Deep-fry:** A dry-heat cooking method that cooks tender, coated items by immersing them in hot fat.

**Batter:** A combination of dry ingredients, liquid, and binder used to coat items that will be pan or deep-fried.

**Breading:** A coating for an item to be pan- or deep-fried made by dipping the item into successive pans of dry ingredients, liquid, and/or binder, and seasoned flour or crumbs.

**Float:** The point at which the cooking items rise to the surface of the oil and appear golden brown, typically (although not always) indicating doneness.

**Swimming method:** A method of deep-frying food where a coated item is gently dropped into hot oil, sinks to the bottom, and then swims to the surface.



**Basket method:** A method of deep-frying food where foods are placed into a basket and lowered into the hot oil.

**Double-basket method:** A method of deep-frying food where coated foods are placed into a basket and then a second basket is placed directly atop the first, and the entire combination is lowered into the hot oil.

**Recovery time:** The amount of time it takes oil to reheat to the correct cooking temperature once food is added.

**Smoking point:** The temperature at which oils begin to smoke, signaling that the fat has begun to deteriorate.

**Simmering:** A moist-heat cooking method whereby less-tender foods are submerged in a liquid maintaining a constant temperature of 185 F- 205 F.

**Poaching:** A moist-heat cooking method whereby naturally tender foods are submerged in a liquid maintaining a constant temperature of 160 F- 180 F.

**Shallow poaching:** A moist-heat cooking method whereby naturally tender foods are placed on a bed of aromatic ingredients and partially submerged in liquid in a covered pan.

**Paupiette:** A thin fish fillet or slice of meat wrapped into a cylinder around a force-meats filling.

**Cuisson:** The cooking liquid used to shallow-poach an item and traditionally used as a base for the accompanying sauce.

**Blanching:** Usually, plunging vegetables, pasta, or another ingredient into boiling water to partially cook ("partially cook") and to decrease subsequent cooking time; can also refer to the process of preparing bones for stock by cooking them to remove superficial proteins.

**Par-cooking:** Partially cooking an item to shorten its subsequent finishing time during a

meal service.

**Steaming:** A moist-heat cooking method whereby food is cooked by direct contact with steam in a confined space.

**Combination cooking:** The use of both dry-heat and moist-heat cooking methods to produce a single dish.

**Braising:** A combination-cooking method that is primarily used for larger pieces of meat.

**Stewing:** A combination-cooking method that is primarily used for smaller pieces of food.

**Spherification:** The use of calcium chloride and sodium alginate to produce spheres of a flavorful liquid.

**Foam:** An airy substance produced by frothing a liquid, sometimes with an added stabilizer.

**Flash-freezing:** The technique of instantly freezing a food, enabling it to be served in an unusual manner.

**Transglutaminase:** An enzyme that "glues" proteins to one another.

**Daube:** A braised dish, typically made with beef, vegetables, red wine, and seasoning, with a main item that has been marinated before cooking, often in additional red wine.

**Estouffade:** A brown braised dish, usually made with beef but sometimes with veal, made with red wine; alternately, the french term for braising.

**Pot roasting:** A braised dish, less likely to contain wine than other braises; alternately, an American term for braising.

**Sous vide:** French for "under vacuum" a cooking method for sealed foods under rigorously controlled conditions.

**Portioning:** Determining the amount of an item that will be served to the guest, with special care taken to ensure that the predetermined amount is the amount that is actually served.

**Overportioning:** Serving more than the predetermined amount of food, or failing to determine the appropriate amount of food per serving which results in increased cost and lower profit.

**Plating:** The decision, generally made at the time the menu is written, about what serving vessel will be used to present the product as well as how and where the product and its accompaniments will be placed on that vessel.

**Garnish:** The foods that accompany and enhance the main product, and are appropriate from both a flavor perspective and a visual perspective.

**Dietary Reference Intake (DRI):** The recommended daily amount of nutrients and energy that healthy people of a particular age range and gender should consume.

**Recommended Dietary Allowance (RDA):** The average daily intake that meets the nutrient requirements of nearly all healthy individuals of a particular age, gender, and physical group.

**Adequate Intake (AI):** The average daily intake of a particular nutrient for a healthy person, assigned when insufficient scientific evidence is available to set an RDA.

**Vegetarian:** A person who consumes no meat, fish, or poultry products.

**Vegan:** A person who consumes (or uses) no animal products or byproducts.

**Lacto-vegetarian:** A person who follows a vegan diet, with the addition of dairy products.

**Ovo-vegetarian:** A person who follows a vegan diet, with the addition of eggs.

**Lacto-ovo-vegetarian:** A person who follows a vegan diet, with the addition of dairy products and eggs.

**Dietary Guidelines for Americans 2005:** A report, jointly published by the USDA and the HHS, that suggests science-based advice about food choices to promote health and reduce the risk for major chronic diseases.

**My Plate:**

**Nutrition Facts:** An informational label that provides data about the nutritional value of packaged foods.

**Discretionary calories allowance:** The remaining amount of calories in a food intake pattern after accounting for the calories needed from all food groups.

**Proportionality:** MyPlate theme that suggests that people should include more servings of vegetables than fruit in their daily diets.

**Variety:** MyPlate theme that illustrates that food from all food groups is needed each day for good health.

**Physical activity:** MyPlate theme that reminds people of the importance of daily physical motion.

**Moderation:** MyPlate theme that reminds people that no foods are bad, but that food items containing more added sugar and fat should represent fewer of an individual's food choices.

**Gradual improvement:** MyPlate theme that suggests that people can benefit from taking small steps to improve their diet and lifestyle.

**Personalization:** MyPlate theme that illustrates the principle that all individuals have specific nutritional needs.

**Serving size:** The amount of food customarily eaten at one time for each food category.

**Servings per container:** The number of servings contained within each package of food.

**Total calories:** The caloric content of one serving.

**Calories from fat:** The number of calories from fat in one single serving.

**Total fat:** The total grams of fat in one serving.

**Saturated fat:** The number of grams of saturated fat in one serving.

**Trans fat:** Trans fatty acid, which has been shown to have a negative effect on cholesterol and heart health.

**Cholesterol:** A waxy substance found in animal foods, used to build cell membranes; an elevated cholesterol level is related to coronary heart disease.

**Sodium:** An essential element in the human diet, but too much can increase the risk of a stroke.

**Total carbohydrate:** The total number of grams of carbohydrate, including dietary fiber and sugar.

**Dietary fiber:** A complex carbohydrate associated with the decreasing cholesterol and facilitating digestion.

**Sugar:** A simple carbohydrate, more quickly used as an energy source than a complex carbohydrate.

**Protein:** One of the three main sources of energy, or calories, necessary for regulating and maintaining cells, organs, and tissue.

**Vitamin A:** A vitamin that plays a significant role in vision.

**Vitamin C:** A vitamin that plays a significant role as an antioxidant and in preventing certain

## Stocks, Sauces, and

Soup  (Week 9, 2  
Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 6

Students will discuss, prepare and present a quality stock, sauce and soup.

- Objective 1  
Identify the four essential parts of stock and the proper ingredients for each.
- Objective 2  
List and explain the various types of stock and their ingredients.
- Objective 3  
Demonstrate three methods for preparing bones for stock.
- Objective 4  
Prepare the ingredients for and cook several kinds of stocks.
- Objective 5  
Explain how and why to degrease stock.
- Objective 6  
List the ways to cool stock properly.
- Objective 7  
Identify the grand sauces and describe other sauces made from them.
- Objective 8  
List the proper ingredients for sauces.

The four essential parts of stock and the proper ingredients for each.

Various types of stocks and their ingredients.

The methods for preparing bones, and the ingredients for several kinds of stocks.

How and why to degrease stock and ways to cool properly.

The grand sauces and describe other sauces made from them.

The proper ingredients for sauces, the kinds of sauces, and match the sauces to the appropriate food.

The two basic kinds of soups and examples of each.

Preparation of the basic ingredients for broth, consomme, puree, clear, and cream soups.

The preparation of several kinds of soups.

1. Identify the four essential parts of stock and the proper ingredients for each.

2. List and explain the various types of stocks and their ingredients.

3. Demonstrate three methods for preparing bones for stocks.

4. Prepare the ingredients for and cook several kinds of stock.

5. Explain how and why to degrease a stock.

6. List ways to cool a stock properly.

7. Identify the grand sauces and describe other sauces made from them.

8. List the proper ingredients for sauces.

9. Prepare several kinds of sauces.

10. Match sauces to appropriate food.

11. Identify the two basic kinds of soups and give examples of each.

diseases.

**Calcium:** A mineral that plays a significant role in bone strength and development.

**Iron:** A mineral that plays a significant role in oxygen storage and transport.

**Obesity:** A medical condition associated with lowered life expectancy and increased likelihood of major health problems.

**Mirepoix:** A mixture of diced carrots, onions, and celery.

**Aromatics:** A bundle of spices that usually includes parsley, bay leaves, peppercorns, and thyme.

**Bouquet garni:** Whole, fresh aromatic herbs tied together to add flavor without adding leaves to the finished product.

**Sachet d'epices:** A small fabric bag filled with aromatic spices and/ or herbs. The bag keeps the aromatics contained so that the leaves or powders do not get in the finished product.

**Stock:** A water-based liquid flavored with bones or vegetables.

**White stock:** A clear stock made from bones.

**Brown stock:** A brown stock made from over-browned bones.

**Fumet:** A stock made from fish bones, which can be concentrated or highly flavored.

**Court bouillon:** Vegetable broth.

**Glace:** Stock reduction used as a sauce or ingredient.

**Remouillage:** A stock made from bones used in another dish.

**Bouillon:** A broth made by simmering a meat or

- Objective 9  
Prepare several kinds of sauces.
- Objective 10  
Match sauces to appropriate food.
- Objective 11  
Identify the two basic kinds of soups and give examples of each.
- Objective 12  
Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups.
- Objective 13  
Prepare several kinds of soups.

12. Explain the preparation of the basic ingredients for broth, consommé, puree, clear, and cream soups.

13. Prepare several kinds of soups.

vegetable.

**Jus:** Flavorful, reduced stock.

**Vegetable stock:** A stock made by simmering earthy vegetables for flavor.

**Concasse:** A tomato that has been skinned, deseeded, and chopped, so that it will not add debris.

**Blanching:** Quickly boiling.

**Brown:** Oven roast-roasted until golden brown.

**Sweating:** Heating in fat until moisture is released and some softening occurs.

**Degreasing:** Gently scraping congealed fat from the top surface of a gelled stock.

**Brown sauce:** A sauce made from brown stock and browned roux.

**Espagnole sauce:** The same as brown sauce.

**Tomato sauce:** Tomatoes and stock, with or without roux.

**Hollandaise:** An egg, butter, and lemon sauce.

**Demi-glace:** A sauce derived from brown sauce and veal stock.

**Roux:** A flour and fat thickener.

**Beurre manie:** A flour and butter mixture that is rolled together into small balls of paste and used as a thickener.

**Slurry:** A suspension of cornstarch and cold water, stirred to add as a thickener.

**Compound butter:** A mixture of butter and other flavorful ingredients.

**Maitre d'hôtel butter:** A specific type of

compound butter with lemon juice and parsley.

**Coulis:** A thick pureed sauce made of tomatoes or fruits.

**Salsa:** A cold, chunky sauce made of various combinations of vegetables and/or fruits and seasonings.

**Jus-lie:** A sauce made of meat juices.

**Au jus:** Meat juice served as-is with meat.

**Wringing method:** Gently squeezing a sauce through a cheesecloth.

**China Cap:** Also called a chinois, a conical-shaped sieve.

**Clear soup:** A soup based on transparent broth.

**Thick soup:** A soup that is opaque, more viscous than broth and perhaps chunky.

**Oignon brule:** An onion that has caramelized, but that has not burned black.

**Raft:** A protein structure created to strain impurities from a clear broth.

**Clarified:** Made clear.

**Puree soups:** Not every thick soup is flour or dairy based. This is another type of thick soup.

**Bisque:** A creamy soup made from crustacean bones.

**Chowder:** A chunky cream soup.

**Au sec:** Quite dry.

**Historical information:** Information that has already happened; it helps build receivers' knowledge for future situations.

**Action-required information:** Information about something that needs to happen, either

## Communication

(Week 11, 2 Weeks)



UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 7

Students will describe and identify various effective

The communication process.

Obstacles to effective communication and how to

1. Describe the communication process.

2. Identify obstacles to effective communication and explain



communication processes.

- Objective 1  
Describe the communication process.
- Objective 2  
Identify obstacles to effective communication and explain how to prevent them.
- Objective 3  
Explain how personal characteristics can affect communication.
- Objective 4  
List and demonstrate effective listening skills.
- Objective 5  
List and demonstrate effective speaking skills.
- Objective 6  
Identify and use business-appropriate telephone skills.
- Objective 7  
List and demonstrate effective writing skills.
- Objective 8  
Define organizational communication and give examples of when it might be used.
- Objective 9  
Describe interpersonal communication.
- Objective 10  
List ways to build relationships through interpersonal communication.

prevent them.

Personal characteristics and the affect on communication.

Effective listening, speaking skills, writing skills, and business appropriate telephone skills.

Organizational communication and when it might be used.

Interpersonal communication and ways to build relationships through it.

how to prevent them.

3. Explain how personal characteristics can affect communication.

4. List and demonstrate effective listening skills.

5. List and demonstrate effective speaking skills.

6. Identify and use business appropriate telephone skills.

7. List and demonstrate effective writing skills.

immediately or in the future; it tells the receiver what to do.

**Introduction:** In a written document, the component that introduces the writer and his or her subject to the audience.

**Body of the message:** In a written document, the component that presents the content or topics of the message.

**Conclusion:** In a written document, the component that summarizes and closes the message.

**Organizational communication:** The numerous messages and information that convey operational procedures, policy, and announcements to a wide variety of audiences.

**Mission statement:** A document that describes a company's purpose and key objectives to its team and owners.

**Vision statement:** A document that defines the company's purpose and values to employees and customers.

**Interpersonal communication:** Any two-way communication that has immediate feedback.

**Empathy:** The act of identifying with the feelings, thoughts, and attitudes of another person, demonstrating nonjudgmental acceptance.

**Management**

**Essentials**  (Week 12, 2 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 8  
Students will identify the essentials of effective management in the work place.

The difference between school and workplace environments.

How stereotypes and prejudices can negatively

1. State the difference between school and workplace environments.

2. Explain how stereotypes and prejudices can negatively affect

**Diversity:** The great variety of people and their backgrounds, experiences, opinions, religions, ages, talents, and abilities.

**Stereotype:** A generalization that an individual makes about a particular group which assumes

	affect working together.	working together.	that all members of that group are the same.
<ul style="list-style-type: none"> <li>▪ Objective 1 State the difference between school and workplace environments.</li> </ul>	The benefits of diversity and ways to promote it in the work place.	3. Identify the benefits of diversity to a workplace.	<b>Bias:</b> A tendency toward a particular perspective or idea based on prejudice.
<ul style="list-style-type: none"> <li>▪ Objective 2 Explain how stereotypes and prejudices can negatively affect working together.</li> </ul>	Harassment-free environment and mutually respectful workplace.	4. List ways to promote diversity in the workplace.	<b>Cultural tendency:</b> The tendency of a group of people to do some things based on common beliefs and habits.
<ul style="list-style-type: none"> <li>▪ Objective 3 Identify the benefits of diversity to a workplace.</li> </ul>	Guidelines for handling harassment claims.	5. Describe what a harassment-free environment and mutually respectful workplace is.	<b>Model:</b> To behave in the manner in which others viewing the behaviors are expected to behave.
<ul style="list-style-type: none"> <li>▪ Objective 4 List ways to promote diversity in the workplace.</li> </ul>	The concept of teamwork.	6. List guidelines for handling harassment claims.	<b>Harassment-free environment:</b> A workplace in which all employees are respected and complaints are handled appropriately.
<ul style="list-style-type: none"> <li>▪ Objective 5 Describe what a harassment-free environment and mutually respectful workplace is.</li> </ul>	Ethics and their importance to the restaurant and foodservice industry.	7. Explain the concept of teamwork.	<b>Harassment:</b> Verbal or physical conduct related to gender, race, gender expression, color, ethnicity, religion, sexual orientation, or disability, which interferes with a person's work performance or creates a negative work environment.
<ul style="list-style-type: none"> <li>▪ Objective 6 List guidelines for handling harassment claims.</li> </ul>	Behaviors of a leader.	8. Describe ethics, and explain their importance to the restaurant and foodservice industry.	<b>Complainant:</b> The person with a complaint, usually in regards to harassment.
<ul style="list-style-type: none"> <li>▪ Objective 7 Explain the concept of teamwork.</li> </ul>	The expectations that employees have about managers.	9. Identify the behaviors of a leader.	<b>Team:</b> A group of individuals with different skill and experience levels who are working to complete a task or meet a goal.
<ul style="list-style-type: none"> <li>▪ Objective 8 Describe ethics, and explain their importance to the restaurant and foodservice industry.</li> </ul>	Motivation, and a leader's responsibility to motivate employees.	10. Identify common expectations that employees have about managers.	<b>Teamwork:</b> Working as a small group and using each member's strengths, so that the group can attain a higher level of success than working alone.
<ul style="list-style-type: none"> <li>▪ Objective 9 Identify the behaviors of a leader.</li> </ul>	Organizational goal, and why this type of goal should be SMART.	11. Define motivation, and explain a leader's responsibility to motivate employees.	<b>Interpersonal skills:</b> People skills.
<ul style="list-style-type: none"> <li>▪ Objective 10 Identify common expectations that employees have about managers.</li> </ul>	The purpose of vision and mission statements.	12. Define organizational goal, and explain why this type of goal should be SMART.	<b>Motivation:</b> The reasons a person takes action or behaves a certain way.
<ul style="list-style-type: none"> <li>▪ Objective 11 Define motivation, and explain a leader's responsibility to motivate employees.</li> </ul>	The impact of employee's roles and jobs on a mission and goals.	13. Explain the purpose of vision statements and mission statements.	<b>Internal motivation:</b> The personal drive to do the best work possible whether or not there are rewards.
	Steps for solving a problem and how each step contributes to finding a solution.	14. Identify how employee's roles and jobs impact a mission and goals.	<b>External motivation:</b> The personal drive to do the best work possible in exchange for a reward.
	The importance for individual development to your restaurant or foodservice	15. List the steps for solving a problem and explain how each	<b>Professionalism:</b> The combination of the

<ul style="list-style-type: none"> <li>▪ Objective 12 Define organizational goal, and explain why this type of goal should be SMART.</li> </ul>	career.	step contributes to finding a solution.	knowledge, skills, attitudes, and behavior a person shows while performing a job.
<ul style="list-style-type: none"> <li>▪ Objective 13 Explain the purpose of vision statements and mission statements.</li> </ul>	What is included in a job description and explain the importance of these documents to a business.	16. Explain the importance for individual development to your restaurant or foodservice career.	<b>Personal treatment:</b> The ways in which managers interact with staff and the value system that governs their daily conduct.
<ul style="list-style-type: none"> <li>▪ Objective 14 Identify how employees' roles and jobs impact a mission and goals.</li> </ul>	The difference between exempt and non-exempt employees.	17. Explain what is included in a job description and explain the importance of these documents to a business.	<b>Problem solving:</b> The determination of a solution to workplace concern.
<ul style="list-style-type: none"> <li>▪ Objective 15 List the steps for solving a problem and explain how each step contributes to finding a solution.</li> </ul>	Manager's responsibility for maintaining labor law knowledge.	18. Identify the difference between exempt and non-exempt employees.	<b>Problem-solving process:</b> The logical sequence of identifying and defining a problem through resolving and documenting a solution.
<ul style="list-style-type: none"> <li>▪ Objective 16 Explain the importance of individual development to your restaurant or foodservice career.</li> </ul>	Discriminatory language and practices in the hiring process.	19. Explain a managers responsibility for maintaining labor law knowledge.	<b>Root cause:</b> The action or situation that initiates a problem.
<ul style="list-style-type: none"> <li>▪ Objective 17 Explain what is included in a job description and explain the importance of these documents to a business.</li> </ul>	Methods for ensuring a fair and consistent hiring process.	20. Identify discriminatory language and practices in the hiring process.	<b>Action plan:</b> A strategy of steps to carry out so that a problem does not recur.
<ul style="list-style-type: none"> <li>▪ Objective 18 Identify the difference between exempt and non-exempt employees.</li> </ul>	The typical phases of onboarding and its importance to a business.	21. Identify methods for ensuring a fair and consistent hiring process.	<b>Professional development:</b> The sum of the activities that a person performs to meet goals and/or to further his or her career.
<ul style="list-style-type: none"> <li>▪ Objective 19 Explain a manager's responsibility for maintaining labor law knowledge.</li> </ul>	What employees can expect during orientation and the items they will receive.	22. Describe the typical phases of onboarding and explain its importance to a business.	<b>Ethics:</b> The set of moral values a person holds.
<ul style="list-style-type: none"> <li>▪ Objective 20 Identify discriminatory language and practices in the hiring process.</li> </ul>	The typical topics addressed in orientation sessions and employee manuals.	23. Explain what employees can expect during orientation.	<b>Workplace ethics:</b> Guiding principles that effective leaders use in setting the professional tone and behavior in their operations.
<ul style="list-style-type: none"> <li>▪ Objective 21 Identify methods for ensuring a fair and consistent hiring process.</li> </ul>	The benefits of training.	24. List items that employees receive during orientation.	<b>Goals:</b> Statements of desired results, used to measure actual performance within an organization.
	Skills that a trainer should have and the key points of effective training.	25. Identify the typical topics addressed in orientation sessions and employee manuals.	<b>Organizational goals:</b> Overarching statements of desired goals which help maintain an establishment's structure and which aid in evaluating achievements.
	The benefits of effective cross-training, group training and on-the-job-training.	26. Identify the benefits of training.	<b>Objective:</b> A specific description or statement of what a manager wants to achieve.
	The employee evaluation process.	27. List skills that a trainer	<b>Vision statement:</b> A document that defines the company's purpose and values to employees and customers.
			<b>Mission statement:</b> A document that describes a company's purpose and key objectives to its

- Objective 22  
Describe the typical phases of onboarding and explain its importance to a business.
- Objective 23  
Explain what employees can expect during orientation.
- Objective 24  
List items that employees receive during orientation.
- Objective 25  
Identify the typical topics addressed in orientation sessions and employee manuals.
- Objective 26  
Identify the benefits of training.
- Objective 27  
List skills that a trainer should have.
- Objective 28  
Identify the key points of effective employee training.
- Objective 29  
List the benefits of cross-training.
- Objective 30  
Summarize and discuss effective group training and on-the-job training.
- Objective 31  
Describe the employee evaluation process.

should have.

28. Identify the key points of effective employee training.

29. List the benefits of cross-training.

30. Summarize and discuss effective group training and on-the-job training.

31. Describe the employee evaluation process.

team and owners.

**Job description:** A document that defines the work involved in a particular assignment or position.

**Exempt:** Not covered by the Fair Labor Standards Act.

**Nonexempt:** Covered by the Fair Labor Standards Act.

**Discrimination:** Making a decision based on a prejudice.

**Equal Employment Opportunity Commission (EEOC):** The agency of the federal government that enforces laws related to employment discrimination.

**Job application:** A standardized form requesting relevant information about a job candidate, such as employment history and educational background.

**Screening interview:** An interview that helps an interviewer decide whether the applicant is a good candidate for further interviews and potential employment.

**Cover letter:** A document introducing the applicant to the employer, typically accompanying a resume.

**Resume:** An outline of the applicant's employment history, educational background, and other relevant information.

**Successive interviewing:** A process through which a single candidate undergoes a series of interviews as part of the screening process for a new job.

**Zero tolerance policy:** A policy that states that no forgiveness is available for certain breaches of discipline.

**Child labor laws:** Special laws offering additional workplace protection for children and

**Fruits and Vegetables**  (Week 14, 2 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 9  
Students will explore and utilize fruits and vegetables.

- Objective 1  
Identify and describe different types of fruit.

The different types of fruit.

USDA quality grades for produce.

Factors for produce purchasing decisions.

1. Identify and describe different types of fruit.

2. List and explain the USDA quality grades for produce.

3. List factors that affect produce purchasing decisions.

youth.

**Onboarding:** The process a company uses to integrate new employees into the organization, improving employee retention rates.

**Orientation:** The process that helps new employees learn about the procedures and policies of the operation and introduces them to their coworkers.

**Employee manual:** A booklet or binder containing all the operation's policies and procedures.

**Training:** Activity that improves the skill, knowledge, and attitudes of employees for their jobs.

**Cross-training:** An activity in which employees learn the functions of another job within the operation.

**On-the-job training:** A process that helps teach skills that are easily demonstrated and practiced, popular in the restaurant and foodservice industry.

**Employee performance appraisal:** A formal evaluation of a person's work performance over a specific period of time.

**Performance appraisal form:** A document that helps a manager evaluate an employee's performance.

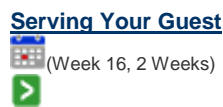
**Point-of-sale (POS) systems:** These systems allow servers to enter orders or prompts for other order information.

**Fruit:** The seed-bearing ovary of a flowering plant.

**Fructose:** Naturally occurring pentose sugar in plants.

**Summer fruits:** Fruits that are in season only in the summer months.

<ul style="list-style-type: none"> <li>▪ Objective 2 List and explain the USDA quality grades for produce.</li> </ul>	Procedures for storing fruit.	4. Identify procedures for storing fruit.	<b>Drupes:</b> Fruit with a central pit.
<ul style="list-style-type: none"> <li>▪ Objective 3 List factors that affect produce purchasing decisions.</li> </ul>	Enzymatic browning of fruit.	5. Explain how to prevent enzymatic browning of fruit.	<b>Winter fruit:</b> Apples and citrus fruit.
<ul style="list-style-type: none"> <li>▪ Objective 4 Identify procedures for storing fruit.</li> </ul>	Appropriate methods for cooking different types of fruit.	6. Match and cook fruit to appropriate methods.	<b>Tropical fruit:</b> Fruit that grows in the zones between the 23rd parallels, which includes the equator.
<ul style="list-style-type: none"> <li>▪ Objective 5 Explain how to prevent enzymatic browning of fruit.</li> </ul>	Different types of vegetables.	7. Identify and describe different types of vegetables.	<b>Quality grades:</b> Identifying categories of quality.
<ul style="list-style-type: none"> <li>▪ Objective 6 Match and cook fruit to appropriate methods.</li> </ul>	Hydroponic farming.	8. Describe hydroponic farming.	<b>Ethylene gas:</b> A gas emitted by certain fruit that can cause other fruit to ripen.
<ul style="list-style-type: none"> <li>▪ Objective 7 Identify and describe different types of vegetables.</li> </ul>	Procedures for storing vegetables.	9. Identify procedures for storing vegetables.	<b>Enzymatic browning:</b> Brown color triggered by conditions of ripeness and storage and caused by pigments in the fruit.
<ul style="list-style-type: none"> <li>▪ Objective 8 Describe hydroponic farming.</li> </ul>	Appropriate methods for cooking different types of vegetables.	10. Match and cook vegetables to appropriate methods.	<b>Polyphenol oxidase:</b> A compound that enhances enzymatic browning in fruit.
<ul style="list-style-type: none"> <li>▪ Objective 9 Identify procedures for storing vegetables.</li> </ul>	The ways to hold vegetables that maintain their quality.	11. List ways to hold vegetables that maintain their quality.	<b>Acid:</b> Hydrogen ions in solution which, in mild culinary acids, creates a sour taste like vinegar or lemon juice.
<ul style="list-style-type: none"> <li>▪ Objective 10 Match and cook vegetables to appropriate methods.</li> </ul>			<b>Alkali:</b> Hydroxide ions in solution which, in mild culinary terms, creates a bitter taste like baking soda or soap residue.
<ul style="list-style-type: none"> <li>▪ Objective 11 List ways to hold vegetables that maintain their quality.</li> </ul>			<b>Caramelization:</b> A browning caused by heating carbohydrates in the presence of oxygen.
			<b>Poached:</b> Simmered in water or another liquid.
			<b>Coulis:</b> A fresh puree sauce made of a fruit or vegetable.
			<b>Vegetable:</b> An edible plant.
			<b>Flower vegetable:</b> An edible flower portion of a plant, such as broccoli.
			<b>Fruit vegetable:</b> A seed-bearing ovary from a flowering plant.
			<b>Green leafy vegetables:</b> Edible green plant leaves.



(Week 16, 2 Weeks)

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 10  
Students will discuss the importance of serving your guests.

The importance of customer service to the restaurant and foodservice industry.

Reasons for making a good first impression and examples

1. Explain the importance of customer service to the restaurant and foodservice industry.
2. List the reasons for making a good first impression and give

**Brassica:** Cabbage family and chicory family vegetables.

**Field mix:** Tender baby greens, assorted in salad mix.

**Mesclun mix:** Tender baby greens and lettuces, perhaps mixed with baby chicories or sorrel.

**Seed vegetables:** The edible soft seeds of plants.

**Root vegetables:** An edible plant root.

**Tuber vegetable:** An edible underground stem of a plant.

**Stem vegetables:** Edible plant stems, like celery.

**Hydroponic farming:** Farming without dirt in the nutrient-rich watery medium.

**Dicing:** Cutting into small cubes.

**Mincing:** A fine chop cut made using a chef's knife or mezzaluna.

**Mezzaluna:** A half-moon shaped blade with two handles.

**Parboiling:** Partially cooking in boiling water.

**Glazing:** A shiny finishing technique.

**Sous vide:** A slow, low-heat, airtight water bath method that preserves aroma, flavor, and moisture.

**Pureed:** Finely mashed or strained.

**Service:** The benefits restaurant and foodservice employees provide to guests.

**Hospitality:** The feeling guests take with them from their experience with an operation.

**Competitive advantage:** The element that

	of how to make one.	examples how to make one.	attracts a customer to one establishment over another.
<ul style="list-style-type: none"> <li>▪ Objective 1 Explain the importance of customer service to the restaurant and foodservice industry.</li> </ul>	Ways to identify customers that may have special needs.	3. Describe the types of customers that may have special needs.	<b>First impression:</b> The guest's initial experience with the establishment and often the strongest impression they have of the overall experience.
<ul style="list-style-type: none"> <li>▪ Objective 2 List the reasons for making a good first impression and give examples of how to make one.</li> </ul>	The ways to identify customers needs.	4. Identify ways to identify customer needs.	<b>Customer interaction:</b> Any engagement between guests and employees.
<ul style="list-style-type: none"> <li>▪ Objective 3 Describe the types of customers that may have special needs.</li> </ul>	Process for receiving and recording reservations and special requests.	5. Outline the process for receiving and recording reservations and special requests.	<b>Appearance:</b> How people look.
<ul style="list-style-type: none"> <li>▪ Objective 4 Identify ways to identify customer needs.</li> </ul>	The process for taking orders at the table, beginning with the greeting.	6. Outline the process for taking orders at the table, beginning with the greeting.	<b>Greeter:</b> Provides the first impression in appearance, friendliness, and attentiveness. To do this, the greeter evaluates and determines the customer's specific, needs for the current visit.
<ul style="list-style-type: none"> <li>▪ Objective 5 Outline the process for receiving and recording reservations and special requests.</li> </ul>	Suggestive selling, and how to do it.	7. Define suggestive selling, and give examples of how to do it.	<b>Suggestive selling:</b> Involves recommending additional or different items to a guest. It is one of the keys to the success of any retail business.
<ul style="list-style-type: none"> <li>▪ Objective 6 Outline the process for taking orders at the table, beginning with the greeting.</li> </ul>	Basic guidelines for serving alcohol to guests.	8. Identify basic guidelines for serving alcohol to guests.	<b>Comment cards:</b> Quick surveys that guests complete that note their level of satisfaction with the food and service provided.
<ul style="list-style-type: none"> <li>▪ Objective 7 Define suggestive selling, and give examples of how to do it.</li> </ul>	Methods for processing payment.	9. List methods for processing payment.	<b>Surveys:</b> Similar to comment cards, these typically include open-ended questions intended questions to elicit more detailed information.
<ul style="list-style-type: none"> <li>▪ Objective 8 Identify basic guidelines for serving alcohol to guests.</li> </ul>	Ways to obtain feedback from guests and determine their satisfaction.	10. List ways to obtain feedback from guests and determine their satisfaction.	<b>Focus groups:</b> Customers or employees that meet as a group to talk with managers about possible improvements in service or other areas.
<ul style="list-style-type: none"> <li>▪ Objective 9 List methods for processing payment.</li> </ul>	How customer complaints should be resolved.	11. Explain how customer complaints should be resolved.	<b>Mystery shoppers:</b> Individuals hired by an establishment to visit and report on their experiences and impressions of the establishment.
<ul style="list-style-type: none"> <li>▪ Objective 10 List ways to obtain feedback from guests and determine their satisfaction.</li> </ul>	The four traditional styles of service: American, French, English, and Russian.	12. Describe the four traditional styles of service: American, French, English, and Russian.	<b>Quick-service:</b> An easy and fast way to dine in which diners serve themselves or order from a cashier.
<ul style="list-style-type: none"> <li>▪ Objective 11 Explain how customer complaints should be resolved.</li> </ul>	Contemporary styles of service.	13. Identify contemporary styles of service.	<b>Traditional service:</b> One of four types of service, differing in the level of elegance, used in sit-down restaurants.
<ul style="list-style-type: none"> <li>▪ Objective 12</li> </ul>	Setting and clearing items properly.	14. Demonstrate setting and clearing items properly.	<b>American service:</b> Cooks arrange the food on plates, which are then delivered to guests by
	Traditional service staff roles, and the duties and responsibilities of each.	15. Describe traditional service staff roles, and list the duties	
	The various server tools and the correct way to stock a		



Describe the four traditional styles of service: American, French, English, and Russian.

- Objective 13  
Identify contemporary styles of service.
- Objective 14  
Demonstrate setting and clearing items properly.
- Objective 15  
Describe traditional service staff roles, and list the duties and responsibilities of each.
- Objective 16  
Identify various server tools and the correct way to stock a service station.

service station.

and responsibilities of each.

servers.

16. Identify various server tools and the correct way to stock a service station.

**French service:** Servers present cooked food on tableside carts before arranging it on individual plates and delivering these to guests. Servers often cook some of the components of the food as well.

**Gueridon:** A tableside cart that holds cooked and partially prepared food as well as serving dishes and cooking and serving utensils, used to cook and serve food.

**Rechaud:** A warming unit or burner kept on or built into a gueridon.

**English service:** Bowls and platters of food are placed on the table and either plates or food are passed around the table.

**Family-style dining:** English service.

**Russian service:** Bowls and platters of food are placed on a cart near the table and servers serve food onto the guests' plates from the bowls and platters while circling the table.

**Dinner knife:** Used for all entrees and main courses.

**Butter knife:** Used to butter bread and cut soft items, especially at breakfast.

**Fish knife:** Used to eat a portion of fish.

**Steak knife:** Used to eat a portion of beef or lamb.

**Sundae spoon:** Used to eat sundaes or stir iced tea.

**Iced tea spoon:** Sundae spoon.

**Grapefruit spoon:** Used to eat grapefruit.

**Snail tongs:** Used to hold snail shells so the

cooked meat can be extracted.

**Shell crackers:** Used to crack the shells of cooked crabs and lobsters.

**Drinking glass:** Refers to a wide variety of shapes and sizes of drinking vessels, which may be made from a number of different materials.

**Mug:** A thick, sturdy vessel used to keep hot drinks hot.

**China:** The dishes from which food is served or consumed.

**Underliner plate:** A large decorative plate used below the plate on which food is actually served.

**Charger:** Underliner plate.

**Dinner plate:** Used for main courses and meals and as a base plate.

**Salad plate:** Used for appetizers and desserts and as a base plate.

**Bread and butter plate:** Used for bread and butter or as a base plate.

**Soup Plate:** Used for soup, pasta, and shellfish.

**Soup bowl:** Used for soup.

**Monkey dish:** Used for relishes or dipping sauces.

**Tureen:** A covered bowl used to serve soup to several diners.

**Snail plate:** Used for holding a portion of snails.

**Gravy boat:** A vessel used to hold and serve gravy.

**Finger bowl:** Used to rinse one's hands after eating certain foods.

## Potatoes and Grains

 (Week 16, 2 Weeks)



UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 11

Students will properly identify the selection, storage and use of potatoes and grains.

Methods to select, receive, store, use of recipes, and cooking methods for

different types of potatoes.

The methods to to select,

1. Identify and describe different types of potatoes.
2. Outline methods to select, receive, and store potatoes.
3. Using a variety of recipes and cooking

**Maitre d'hotel:** Individual responsible for the overall management of service in a formal service organization. Also known as maitre d'.

**Headwaiter:** Individual responsible for service in a given area of a restaurant in a formal service organization.

**Captain:** Individual responsible in a smaller service area in a formal service organization.

**Front waiter:** Assists captain with service.

**Apprentice:** A server in training.

**Floor manager:** Individual running the dining room in a less formal service structure. Supervises the service team and is in charge of the operations during a particular shift.

**Server:** Individual responsible for a specific section of the dining room in a less formal service structure.

**Food runner:** Brings food from the kitchen to the guests in a less formal service structure.

**Buser:** Cleans and resets tables in a less formal service structure.

**Service tools:** Items commonly used by servers in the course of their duties.

**Service station:** The area in which an operation keeps additional items such as napkins, silverware, condiments, menus, and other necessary items where they will be easily for staff to obtain during service.

**Serving utensils:** Tools that servers use to give guests individual portions of food.

**Solanine:** Harmful substance that can form in potatoes exposed to sunlight.

**Single-stage technique:** One cooking method from raw potato to finished, like baking.

**Multiple-stage technique:** More than one

<ul style="list-style-type: none"> <li>▪ Objective 1 Identify and describe different types of potatoes.</li> </ul>	<p>receive and store grains, use of recipes and cooking</p>	<p>methods, prepare potatoes.</p>	<p>cooking method for a dish.</p>
<ul style="list-style-type: none"> <li>▪ Objective 2 Outline methods to select, receive, and store potatoes.</li> </ul>	<p>methods for different types of grains and legumes.</p>	<p>4. Identify and describe different types of grains and legumes.</p>	<p><b>Lyonnaise:</b> Potatoes cooked, sliced, and then fried with onions.</p>
<ul style="list-style-type: none"> <li>▪ Objective 3 Using a variety of recipes and cooking methods, prepare potatoes.</li> </ul>	<p>Describe different types of pasta.</p>	<p>5. Using a variety of recipes and cooking methods, prepare grains and legumes.</p>	<p><b>Latkes:</b> Pan-fried pancake made of shredded potatoes.</p>
<ul style="list-style-type: none"> <li>▪ Objective 4 Identify and describe different types of grains and legumes.</li> </ul>	<p>A variety of recipes and cooking methods to prepare, identify, and cook different</p>	<p>6. Outline methods to select, receive, and store grains.</p>	<p><b>Legumes:</b> Seeds from pod-producing plants of the Leguminosae family, usually</p>
<ul style="list-style-type: none"> <li>▪ Objective 5 Using a variety of recipes and cooking methods, prepare grains and legumes.</li> </ul>	<p>types pasta.</p>	<p>7. Identify and describe different types of pasta.</p>	<p>a source of starch and protein.</p>
<ul style="list-style-type: none"> <li>▪ Objective 6 Outline methods to select, receive, and store grains.</li> </ul>	<p>Dumplings.</p>	<p>8. Using a variety of recipes and cooking methods, prepare pasta.</p>	<p><b>Colander:</b> A bowl with holes for water to pass through.</p>
<ul style="list-style-type: none"> <li>▪ Objective 7 Identify and describe different types of pasta.</li> </ul>		<p>9. Describe and prepare dumplings.</p>	<p><b>Sieve:</b> A bowl-shaped wire mesh with a handle used for rinsing.</p>
<ul style="list-style-type: none"> <li>▪ Objective 8 Using a variety of recipes and cooking methods, prepare pasta.</li> </ul>			<p><b>Grains:</b> Edible grass seeds.</p>
<ul style="list-style-type: none"> <li>▪ Objective 9 Describe and prepare dumplings.</li> </ul>			<p><b>Whole grains:</b> Harvested but not milled.</p>
			<p><b>Milling process:</b> Grinding and refining grains.</p>
			<p><b>Hull:</b> Outside layer of a grain kernel.</p>
			<p><b>Bran:</b> Fibrous layer of the grain kernel that surrounds the starchy center.</p>
			<p><b>Endosperm:</b> the starchy interior part of the grain kernel.</p>
			<p><b>Germ:</b> The fatty tip of a grain kernel.</p>
			<p><b>Stone ground:</b> The process in which grains are ground and broken down; the grains retain more of their nutrients because the germ, bran, and hull are left.</p>
			<p><b>Pilaf:</b> Grain that has been sauteed, then finished by simmering in water or stock.</p>
			<p><b>Risotto:</b> Thick, creamy Italian rice dish.</p>

**Building a Successful Career in the Industry**  (Week 18, 2 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, ProStart I (3rd Edition) Standard 12  
Students will explore building a successful career in the hospitality industry.

- Objective 1  
Outline a plan for an effective job search.
- Objective 2  
Write a resume that lists your experience, skills, and achievements.
- Objective 3  
Write an effective cover letter.
- Objective 4  
Compile the best examples of your work into a portfolio.
- Objective 5  
Read and complete a job application form.
- Objective 6  
Outline the steps to choosing a college or trade school and identify resources for answering those

Outline a plan for effective job search.

Write a resume that lists your experience, skills, and achievements.

Write an effective cover letter.

Compile the best examples of your work into a portfolio.

Read and complete a job application.

Outline the steps to choosing a college or trade school and identify resources for answering those questions.

Read and complete college scholarship application forms.

List ways to find and apply for scholarships.

List the steps to an effective job interview.

1. Outline a plan for an effective job search.

2. Write a resume that lists your experience, skills, and achievements.

3. Write an effective cover letter.

4. Compile the best examples of your work into a portfolio.

5. Read and complete a job application.

6. Outline the steps to choosing a college or trade school and identify resources for answering those questions.

7. Read and complete college and scholarship applications.

8. List ways to find and apply for scholarships.

9. List the steps to an effective

**Arborio:** The variety of rice used for risotto.

**Pierogi:** Eastern European dumpling dish.

**Al dente:** Pasta that has a little resistance to the teeth.

**Resting stage:** The amount of time mixed pasta dough needs to sit.

**Dumplings:** Cooked balls of dough that may be solid or hollow with filling.

**Spaetzle:** Small German boiled dumplings used in soups, stews or as a side dish.

**Gnocchi:** Small Italian potato dumplings.

**Mentor:** Someone who can function as a wise adviser to a younger employee or colleague.

**Resume:** A written summary of experience, skills, and achievements that relate to the job being sought.

**References:** Unrelated people who know the applicant well and can provide specific information about the applicant's character, work ability/ethic, and academic standing to a potential employer.

**Portfolio:** A collection of samples that showcase interests, talents, contributions, and studies.

**Cover letter:** A brief letter in which an applicant introduces herself or himself to an employer.

**Job application:** A standardized document that requests information about a candidate's educational and professional history, revealing important insights to an employer.

**"Not applicable":** Refers to information that does not apply to an applicant.

**College/trade school application:** A standardized document completed by those

<ul style="list-style-type: none"> <li>▪ questions.</li> <li>▪ Objective 7 Read and complete college and scholarship application forms.</li> <li>▪ Objective 8 List ways to find and apply for scholarships.</li> <li>▪ Objective 9 List the steps to an effective job interview.</li> <li>▪ Objective 10 Identify the differences between closed- and open-ended questions in interviews.</li> <li>▪ Objective 11 Explain the follow-up steps for a job interview.</li> <li>▪ Objective 12 List factors for maintaining health and wellness throughout a restaurant or foodservice career.</li> <li>▪ Objective 13 Describe the relationship between time and stress.</li> <li>▪ Objective 14 List ways to manage time and stress.</li> <li>▪ Objective 15 Outline the steps to resigning a job</li> <li>▪ Objective 16 Explain the importance of professional development and list ways to achieve it.</li> </ul>	<p>Identify the differences between closed- and open-ended questions in interviews.</p> <p>Explain the follow-up steps for a job interview.</p> <p>List factors for maintaining health and wellness throughout a restaurant or foodservice career.</p> <p>Describe the relationship between time and stress.</p> <p>List ways to manage time and stress.</p> <p>Outline the steps to resigning a job.</p> <p>Explain the importance of professional development and list ways to achieve it.</p>	<p>job interview.</p> <p>10. Identify the differences between closed- and open-ended questions in interviews.</p> <p>11. Explain the follow-up steps for a job interview.</p> <p>12. List factors for maintaining health and wellness throughout a restaurant or foodservice career.</p> <p>13. Describe the relationship between time and stress.</p> <p>14. List ways to manage time and stress.</p> <p>15. outline the steps to resigning a job.</p> <p>16. Explain the importance of professional development and list ways to achieve it.</p>	<p>wishing to attend a particular academic institution.</p> <p><b>Scholarship:</b> A grant or financial aid awarded to a student for the purpose of attending college. These need not be repaid.</p> <p><b>Financial aid:</b> A blanket term used to describe federal or private grants, loans, work-study programs, or other financial awards to a student for the purpose of attending college. Loans must be repaid with interest, although grants and work-study monies need not.</p> <p><b>Work-study program:</b> A program that pays needy students to perform work on school grounds and on school affairs.</p> <p><b>Free Application for Federal Student Aid (FAFSA):</b> An application form used by the federal government to determine the total amount of financial aid for which a student qualifies.</p> <p><b>Job interview:</b> A meeting between an employer and a potential employee to discuss the latter's qualifications for an available position.</p> <p><b>Etiquette:</b> Good manners.</p> <p><b>Closed questions:</b> Questions that can be answered with a simple yes or no or with a brief factual statement.</p> <p><b>Open-ended questions:</b> Questions that can be answered a number of different ways and which encourage job applicants to talk about themselves and their experiences.</p> <p><b>Stress:</b> The condition or feeling that demands exceed the resources available for use.</p> <p><b>Stress management:</b> A process that people use to identify what causes stress for them in the workplace as well as their personal lives, and then to apply various strategies to minimize its effects.</p>
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**Time management:** A process through which people use tools to increase their efficiency and productivity.

**Certification:** Recognition given when an individual has demonstrated a high level of skill and has met specific performance requirements by participating in a rigorous process.

**Networking:** Connecting with people to build relationships that may result in a career advancement, industry updates, and knowledge or career enhancements.

