escargot French, a snail
Escoffier famous French chef, 1846-1935
espagnole basic brown stock sauce
espresso thick, strong coffee served in a tiny cup
essence extract of meat flavors
filet boneless slice of meat or fish
filet mignon tenderloin of beef
fines herbes selected herbs, minced
flambe served in a flaming liquor such as cognac
flan custard baked in caramel coated dish
flatware tableware utensils
float blend of carbonated water and syrup with ice cream
flute to make small indentations in (as the edge of a turnover or pie crust)
foie gras fat liver—a kind of goose liver used in making pate
fold to combine ingredients gently into a batter so as not to loose air
fond natural juices
fondue dish that is cooked at the table or when diners dip food into a hot mixture
frappe iced
French dressing vinegar and oil dressing with seasonings added
French fry to cook by immersing in hot fat
French toast bread dipped in egg/milk batter and then fried
freeze dry to remove the liquid from—through a freezing process
fricassee method of stewing poultry, veal or lamb
fritter food coated with thick batter and fried in fat
fry to cook in fat over direct heat
galantine an aspic filled with boned stuffed meat
garnish an edible ornament served with other foods
gastronomy
the art and science of good eating
gelatinize
in making of roux, this means the starch granules have absorbed liquid to their greatest capacity
gigot d'agneau
whole leg of lamb
glace
glazed or iced
glaze
to coat with sugar and liquid to provide a glassy covering
gnocchi
Italian dumpling
goulash
Hungarian stew made from veal or beef
gratin
browned on top
gratinate
to cook with a covering of crumbs or cheese until a crust forms
gravy
sauce made from drippings of meat or fowl
grill
broiled meat
grits
coarsely ground grain, such as maize, wheat or rice
guacamole
mixture of mashed avocado, tomato and onion, seasoned
gumbo
Southern soup made with okra
hang
to age meat by suspending it from a hook in cold storage
hard sauce
dessert sauce consisting of butter and sugar
head cheese
jellied loaf made from the meat of a calf's or hog's head
herbs
aromatic greens for seasonings
hollandaise sauce
yellow sauce of egg yolks, butter and lemon juice
homogenize
break up fat globules into small particles so they no longer separate
hors d’oeuvres
appetizers, first course
horseradish
an herb whose ground root is grated, mixed with vinegar and used as a condiment
hull
to remove outer covering
husk
to remove outer covering
ice cream soda
blend of carbonated water, ice cream and syrup
Irish coffee
sweetened coffee with Irish whiskey and whipped cream
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irish stew</td>
<td>hearty stew of lamb or beef with vegetables</td>
</tr>
<tr>
<td>jam</td>
<td>condiment made from fruit and sugar</td>
</tr>
<tr>
<td>jambalaya</td>
<td>rice with onions, tomatoes and shrimp or meat</td>
</tr>
<tr>
<td>jardiniere</td>
<td>diced garden vegetables</td>
</tr>
<tr>
<td>jelly</td>
<td>clear or translucent condiment from fruit juice and sugar</td>
</tr>
<tr>
<td>julienne</td>
<td>cut in long, thin strips</td>
</tr>
<tr>
<td>jus</td>
<td>juice, especially drippings from meat</td>
</tr>
<tr>
<td>kabob</td>
<td>pieces of meat, poultry, vegetables, etc., cooked on a skewer</td>
</tr>
<tr>
<td>keel bone</td>
<td>breast bone</td>
</tr>
<tr>
<td>kipper</td>
<td>smoked, processed herring</td>
</tr>
<tr>
<td>knead</td>
<td>to work dough with a rolling and pressing motion of the hands</td>
</tr>
<tr>
<td>kosher</td>
<td>conforming to Jewish ritual law; especially indicated, meat that comes only from certain animals killed in a particular way</td>
</tr>
<tr>
<td>kugelhopf</td>
<td>molded yeast cake</td>
</tr>
<tr>
<td>ladyfinger</td>
<td>sweet cake shaped like little fingers, used as base of some desserts</td>
</tr>
<tr>
<td>lamb ncisette</td>
<td>boneless loin eye, looks like filet mignon</td>
</tr>
<tr>
<td>lard</td>
<td>to insert small strips of fat into uncooked lean meat</td>
</tr>
<tr>
<td>lasagne</td>
<td>an Italian pasta cut in wide strips</td>
</tr>
<tr>
<td>leaven</td>
<td>to cause to expand</td>
</tr>
<tr>
<td>leek</td>
<td>small onion-like plant used as a seasoning</td>
</tr>
<tr>
<td>legume</td>
<td>vegetable such as beans, having a seed pod</td>
</tr>
<tr>
<td>linguine</td>
<td>thin, flat pasta</td>
</tr>
<tr>
<td>liquify</td>
<td>to make into a liquid</td>
</tr>
<tr>
<td>lyonnaise</td>
<td>sauce made with onions and often used in cooking potatoes</td>
</tr>
<tr>
<td>macaroni</td>
<td>pasta cut in various shapes, especially tubular types</td>
</tr>
<tr>
<td>macedoine</td>
<td>mixture of fruits or vegetables as a salad or as a cocktail</td>
</tr>
</tbody>
</table>
madrilene  cold soup flavored with tomato and of gelatin consistency
maître d'hôtel  head waiter
manicotti  dish of pasta stuffed with cheese
marbling  the pattern of fat in a cut of meat
marinade  liquid in which meat, fish or other food is marinated
marinate  to soak food in a liquid mixture
marmelade  jam like preserves containing the rind of the fruit
marrow  the fatty substance found in the interior of bones
marzipan  an almond paste either made into candy or used to fill or decorate cakes
melba sauce  raspberry sauce served with ice cream, custard, etc.
melba toast  thin slices of bread toasted until crisp
melt  to liquify with heat
menu  the list of dishes and prices in a restaurant
meringue  egg whites beaten with sugar
milk shake  milk, syrup and ice cream whipped until frothy
mince  to cut into very fine pieces
minestrone  thick Italian soup made of vegetables and pasta
mirepoix  mixture of cut vegetables
mis en place  work station set-up
mix  to combine ingredients
mixed grill  combination of meats served together on one plate
mocha  coffee and chocolate mixture
mock turtle  turtle soup imitation
mold  container used to form or shape foods such as aspics
mousse  any of various dishes prepared in a mold
mozzarella  a milk Italian cheese
muffin  quick bread made of egg batter and baked in a small cup shaped pan
mulligatawny  an Indian soup flavored with curry
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>navarin</td>
<td>lamb stew (French)</td>
</tr>
<tr>
<td>Napoleon</td>
<td>rectangular pastry made of puff paste and filled with cream or custard</td>
</tr>
<tr>
<td>neapolitan ice cream</td>
<td>bricks containing two to four layers of different flavors</td>
</tr>
<tr>
<td>nesselrode</td>
<td>mixture of candied fruits, nuts and liqueur used in puddings, pies and ice cream</td>
</tr>
<tr>
<td>newburg</td>
<td>lobster or other meat served in a rich sherryed cream sauce</td>
</tr>
<tr>
<td>noodles alfredo</td>
<td>noodles tossed with cream, butter and cheese</td>
</tr>
<tr>
<td>nougat</td>
<td>candy made of nuts and fruit in a sugar paste</td>
</tr>
<tr>
<td>O’Brien</td>
<td>cooked in a small amount of fat with chopped onion and pimento</td>
</tr>
<tr>
<td>oeuf</td>
<td>egg (French)</td>
</tr>
<tr>
<td>omelette</td>
<td>fried beaten eggs folded and filled with cheese, vegetables or meat</td>
</tr>
<tr>
<td>oyster</td>
<td>mollusk with an irregular shell</td>
</tr>
<tr>
<td>oysters Rockefeller</td>
<td>oysters baked in shell and topped with onions, celery, parsley, spinach, herbs, hot sauce and bread crumbs</td>
</tr>
<tr>
<td>pan-broil</td>
<td>to cook in a heavy pan over direct heat</td>
</tr>
<tr>
<td>pan-fry</td>
<td>to cook in a pan with little fat over direct heat</td>
</tr>
<tr>
<td>papillote</td>
<td>cooked in oiled paper</td>
</tr>
<tr>
<td>parboil</td>
<td>to cook partially by boiling before finishing in another way</td>
</tr>
<tr>
<td>pare</td>
<td>to remove the outside covering with a knife</td>
</tr>
<tr>
<td>parfait</td>
<td>layered dessert served in a tall glass</td>
</tr>
<tr>
<td>Parisienne</td>
<td>Parisian style</td>
</tr>
<tr>
<td>Parmentier</td>
<td>French health inspector who popularized potatoes in France</td>
</tr>
<tr>
<td>Parmesan</td>
<td>sharp dry Italian cheese</td>
</tr>
<tr>
<td>partissier</td>
<td>pastry station cook</td>
</tr>
<tr>
<td>pasta</td>
<td>dough, cut and dried in various shapes</td>
</tr>
<tr>
<td>pastrami</td>
<td>cured, smoked beef</td>
</tr>
<tr>
<td>pastry bag</td>
<td>cone-shaped bag with various tips for decorating pastry</td>
</tr>
</tbody>
</table>

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pate  dish made of ground liver and other ingredients
peach melba  peach with cream set on ice cream and covered with melba sauce
pepperoni  spicy sausage containing chili peppers
petit fours  small, bite sized pastry
pickle  to preserve in brine that is seasoned with spices and/or vinegar
pilaf  rice dish served with meat, vegetables and spices
pimento  sweet red peppers softened in brine
pizza  open pie made with tomato sauce
poach  to cook gently in simmering liquid
poissonier  fish station cook
polenta  cornmeal, grits
polanise  Polish style
popover  hollow, muffin shaped quick bread
potager  soup station cook
poulette  sauce with chicken stock base
praline  southern candy of pecans, maple and cream
premier commis  skilled cook with a minimum of five years experience
preserve  to prepare for storage by pickling, drying, smoking, etc.
prosciutto  Italian raw cured and dried ham
puff paste  light dough that is rolled with butter or shortening and baked into a light flaky pastry
pumpernickel  dark, coarse, strong-tasting sourdough bread
pungent  biting or sharp taste or odor
puree  to put cooked food through a sieve or food mill
quiche  pastry shell filled with various custard-like mixtures
quick bread  bread, muffin, biscuit, raised without yeast
radiation  exposure of food to direct rays from an open flame
ragout  dish of stewed meat
ravioli  square pastas stuffed and cooked in tomato sauce
reconstituted  water is added to food in order to return it to its original form
reduce  boil off extra liquid to make the dish thicker
relish  highly flavored condiment
render  to melt animal fat by heating at a low temperature
rissole  browned and fried
roast  to cook in an oven
roe  the eggs of fish
roquefort  strong flavored French cheese
roulade  slice of meat rolled with or without a stuffing and braised
Russian dressing  mayonnaise or oil and vinegar with chili sauce, chopped pickles and chopped pimento
roux  mixture of equal parts by weight of fat and flour, cooked and used to thicken sauces
sabayon  sweet sauce made of wine, cream, sugar and egg
saccharin  noncaloric sweetener
saffron  yellow-orange pungent spice
sago  tapioca
saignant  medium rare or bloody
saint-germaine  soup made of fresh green peas
sake  Japanese drink made from fermented rice
salamander  small broiler for toasting and gratinating
salami  any of various smoked dried sausages
satay  Indonesian skewer speciality
sauce  liquid accompanying a solid food
saute  to cook quickly on a hot fire with little fat
scald  to heat a liquid to a point just below boiling
scaloppine  Italian boneless veal cutlet
schnitzel  veal cutlet served in various ways
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>score</td>
<td>to make shallow slits in two directions on the surface of meat</td>
</tr>
<tr>
<td>sear</td>
<td>to brown the surface of meat quickly with intense heat</td>
</tr>
<tr>
<td>season</td>
<td>to add some ingredient such as herbs, spices, salts to enhance flavor</td>
</tr>
<tr>
<td>seminola</td>
<td>farina, cream of wheat</td>
</tr>
<tr>
<td>set</td>
<td>to become firm</td>
</tr>
<tr>
<td>sherry</td>
<td>water ice mixed with milk, egg white or gelatin and frozen</td>
</tr>
<tr>
<td>shish kebob</td>
<td>food cooked on a skewer and broiled</td>
</tr>
<tr>
<td>shortbread</td>
<td>rich crisp cookie with a high amount of butter and shortening</td>
</tr>
<tr>
<td>shortening</td>
<td>edible fat used in cooking and baking</td>
</tr>
<tr>
<td>shred</td>
<td>to cut into fine slivers</td>
</tr>
<tr>
<td>shuck</td>
<td>to remove the shell or husk from</td>
</tr>
<tr>
<td>sieve</td>
<td>wire-mesh utensil for straining or sifting</td>
</tr>
<tr>
<td>sifter</td>
<td>finely meshed utensil for sifting flour</td>
</tr>
<tr>
<td>simmer</td>
<td>to cook in a liquid just below the boiling point</td>
</tr>
<tr>
<td>skewer</td>
<td>long metal pin for making shish kebobs</td>
</tr>
<tr>
<td>skim</td>
<td>to remove matter from the top of liquid</td>
</tr>
<tr>
<td>smoke</td>
<td>to cure by exposing to smoke</td>
</tr>
<tr>
<td>smother</td>
<td>to cook under a covering of other food</td>
</tr>
<tr>
<td>sommelier</td>
<td>wine steward</td>
</tr>
<tr>
<td>souffle</td>
<td>baked dish with beaten egg whites</td>
</tr>
<tr>
<td>Spanish omelette</td>
<td>omelette filled with chopped peppers, tomatoes and onions</td>
</tr>
<tr>
<td>spit</td>
<td>rod on which meat is turned while cooking</td>
</tr>
<tr>
<td>spumoni</td>
<td>Italian ice cream with candied nuts and fruit</td>
</tr>
<tr>
<td>squab</td>
<td>young pigeon</td>
</tr>
<tr>
<td>steam</td>
<td>to cook by exposing to steam</td>
</tr>
<tr>
<td>stemware</td>
<td>glassware with a base and a stem</td>
</tr>
<tr>
<td>sterilize</td>
<td>make sanitary by heating or adding chemicals to a washing solution</td>
</tr>
<tr>
<td>stew</td>
<td>to cook in a small amount of liquid with a lid</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>stir-fry</td>
<td>Chinese method of frying food quickly over high heat</td>
</tr>
<tr>
<td>stock</td>
<td>liquid in which food has been cooked</td>
</tr>
<tr>
<td>strudel</td>
<td>rich, flaky pastry usually filled with fruit</td>
</tr>
<tr>
<td>sundae</td>
<td>ice cream with a topping and whipped cream</td>
</tr>
<tr>
<td>sweetbreads</td>
<td>thymus gland</td>
</tr>
<tr>
<td>tabasco</td>
<td>trade name for a hot peppery sauce</td>
</tr>
<tr>
<td>table d’hote</td>
<td>meals served at a fixed fee for the entire meal</td>
</tr>
<tr>
<td>taco</td>
<td>sandwich made of a tortilla filled with meat and vegetable</td>
</tr>
<tr>
<td>tart</td>
<td>small pie-like pastry</td>
</tr>
<tr>
<td>tartar sauce</td>
<td>mayonnaise with seasonings served with fish</td>
</tr>
<tr>
<td>tempura</td>
<td>Japanese dish of meat, fish, vegetables, coated with batter and fried</td>
</tr>
<tr>
<td>tenderize</td>
<td>to make tender by detaching or dissolving connective tissues</td>
</tr>
<tr>
<td>toast</td>
<td>to brown by applying heat to the surface</td>
</tr>
<tr>
<td>tomate</td>
<td>red vegetable sauce</td>
</tr>
<tr>
<td>tournedos</td>
<td>small steaks cut from the end of a beef tenderloin</td>
</tr>
<tr>
<td>trifle</td>
<td>an old fashioned dessert with cake, jam or jelly and custard</td>
</tr>
<tr>
<td>truffle</td>
<td>an edible fungus found in European countries</td>
</tr>
<tr>
<td>truss</td>
<td>to bind a roast or bird for roasting</td>
</tr>
<tr>
<td>tutti-frutti</td>
<td>a mixture of fruit and nuts in ice cream</td>
</tr>
<tr>
<td>veloute</td>
<td>blonde sauce</td>
</tr>
<tr>
<td>vermouth</td>
<td>an aperitif used in cocktails and some cooking</td>
</tr>
<tr>
<td>vichyssoise</td>
<td>cold cream of potato soup</td>
</tr>
<tr>
<td>vinaigrette</td>
<td>sauce served in salads and cold dishes, made of vinegar and oil</td>
</tr>
<tr>
<td>waffle</td>
<td>crisp cake made from pancake batter and cooked in waffle iron</td>
</tr>
<tr>
<td>waldorf salad</td>
<td>combination of diced apples, celery, nuts and mayonnaise</td>
</tr>
<tr>
<td>Welsh rarebit</td>
<td>thick cheese sauce made with beer</td>
</tr>
</tbody>
</table>
whey  clear liquid separated from the curd of milk
whitewash  starch and water used to thicken a sauce or gravy
wiener schnitzel  breaded veal cutlet served with garnish
wild rice  the brown seed of a tall grass that grows in shallow waters
wok  Chinese cooking pan with handle and a rounded bottom
Worcestershire sauce  sauce made from soy, anchovies, onions, vinegar, molasses, spices and garlic
wurst  sausage (German)
yam  orange fleshed sweet potato
yeast  fungi that is used to leaven breads and pastries
yogurt  thick curdled milk treated with bacteria
Yorkshire pudding  batter of eggs, milk and flour baked in meat drippings
zwieback  sweetened bread with eggs baked and then sliced and toasted crisp and dry
FOODSERVICE OCCUPATIONS CLUSTER GUIDE

YOUR VIEWS ARE IMPORTANT! After you read and examine this publication, please forward your comments to the publications staff of the Oregon Department of Education. If you would rather talk by telephone, call us at 378-8274. Or, for your convenience, this response form is provided.

PLEASE RESPOND so that your views can be considered as we plan future publications. Simply cut out the form, fold and mail it back to us. We want to hear from you!

<table>
<thead>
<tr>
<th>Did you read this publication?</th>
<th>Did you find the content to be stated clearly and accurately?</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Completely</td>
<td>_____ Always yes</td>
</tr>
<tr>
<td>_____ More than half</td>
<td>_____ In general, yes</td>
</tr>
<tr>
<td>_____ Less than half</td>
<td>_____ In general, no</td>
</tr>
<tr>
<td>_____ Just skimmed</td>
<td>_____ Always no</td>
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<table>
<thead>
<tr>
<th>Does this publication fulfill its purpose as stated in the preface or introduction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Completely</td>
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<tr>
<td>_____ Partly</td>
</tr>
<tr>
<td>_____ Not at all</td>
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</table>

<table>
<thead>
<tr>
<th>Did you find this publication useful in your work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Often</td>
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<tr>
<td>_____ Sometimes</td>
</tr>
<tr>
<td>_____ Seldom</td>
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<tr>
<td>_____ Never</td>
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<table>
<thead>
<tr>
<th>Which section is most valuable?</th>
</tr>
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<table>
<thead>
<tr>
<th>What type of work do you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Classroom teacher</td>
</tr>
<tr>
<td>_____ Consultant to classroom teachers</td>
</tr>
<tr>
<td>_____ School administrator</td>
</tr>
<tr>
<td>_____ Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Would you recommend this publication to a colleague?</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Yes, without reservations</td>
</tr>
<tr>
<td>_____ Yes, with reservations</td>
</tr>
<tr>
<td>_____ No</td>
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<tr>
<td>_____ Other</td>
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</table>

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<thead>
<tr>
<th>What is your impression of the overall appearance of the publication (graphic art, style, type, etc.)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Excellent</td>
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<tr>
<td>_____ Good</td>
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<tr>
<td>_____ Fair</td>
</tr>
<tr>
<td>_____ Poor</td>
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<thead>
<tr>
<th>When this publication is revised, what changes would you like to see made?</th>
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<tr>
<th>Additional comments. (Attach a sheet if you wish.)</th>
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</tbody>
</table>

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Thanks!

Fold here and seal

Publications Section
Oregon Department of Education
Salem, Oregon 97310
SANITATION, SAFETY AND EQUIPMENT

COURSE GOALS

Students will:

- be able to apply sanitary personal habits.

- know how to dress in a manner appropriate for safe working conditions.

- be able to use safe techniques in performing foodservice tasks.

- be able to maintain a clean and sanitary work station.

- be able to handle dishes, food and beverage in a sanitary manner.

- be able to identify, use and care for tools and equipment.

- be able to identify, use and care for knives.

- know how to store foods at proper temperatures for effective bacteria control.

- be able to select appropriate detergents and sanitizers.

- be able to prepare dishes for machine or hand washing.

- be able to wash and sanitize dishes by hand according to Oregon State Health Division approved methods.

- be able to maintain appropriate water temperatures for all stages of the dishwashing cycle.

- be able to operate three standard commercial dishwashing machines.

- know the difference between food poisoning and food-borne illness.

- be able to name three food-borne illnesses, their causes and preventive procedures.

- be able to select and use fire extinguishers appropriate for each of the following types of fire: grease, trash, chemical, electrical.

- be able to demonstrate the Red Cross approved technique to aid victims of choking, and obtain a Red Cross multimedia first aid card.

- know employee rights and responsibilities according to the Occupational Safety and Health Act (OSHA).

- be able to obtain a food handler's card.
COURSE GOAL

Students will be able to apply sanitary personal habits.

ACTIVITIES

As a group, handle caramels, wash hands and examine hands for stickiness. Watch a demonstration on proper handwashing and then have students rewash hands.

Ask students to read: Food Sanitation: Study Course (34).

Have students view one or more of the following films:

"How Do You Look When It Counts?" (85)
"Protecting the Public I: Personal Side" (132)
"Smart Waitress I—Personal Presentation" (137)

Have students complete individual personal grooming checklists such as the one available from the Oregon State Health Division.

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COURSE GOAL

Students will know how to dress in a manner appropriate for safe working conditions.

ACTIVITIES

Discuss and demonstrate different types of shoes in terms of traction in water, on different floor finishes, etc.

Ask the clothing instructor to class to discuss the flammability of various fibers and fabrics.
COURSE GOAL

Students will be able to use safe techniques in performing foodservice tasks.

ACTIVITIES

Have students complete the Food Service Safety Procedures and Restaurant First-Aid learning modules (144).

View one or more of the following films:

"Dining Room Safety" (77)
"Kitchen Safety Series" (91)
"Dishing Up Safety" (120)
"Safety in the Kitchen" (134)
"Work Smart, Stay Safe" (143)

Have students outline and evaluate one another’s abilities to use safe work techniques when performing tasks in the classroom, training facility, at work.

COURSE GOAL

Students will be able to maintain a clean and sanitary work station.

ACTIVITIES

Have students complete the Removing and Recycling Solid Waste and Cleaning the Dishroom learning modules (145).

Have students conduct end of the day inspections in the laboratory or at training stations.

View following films:

"Dan the Dependable Dishwasher" (119)
"Dishroom Maintenance and Cleaning" (121)
COURSE GOAL

Students will be able to handle dishes, food and beverage in a sanitary manner.

ACTIVITIES

Have students complete the Sanitary Food Handling learning module (145).

Ask students to read the following:

*Kitchen Sanitation and Food Hygiene* (6)

View the following films:

"Food Sanitation: Utensils and Equipment" (124)
"Establishment and Equipment Sanitation" (132)

Emphasize sanitary practices at all times in the classroom and the training facility.

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COURSE GOAL

Students will be able to identify, use and care for tools and equipment.

ACTIVITIES

Ask students to spell and define the following tools and equipment. Discuss uses as a class.

<table>
<thead>
<tr>
<th>portion scoop</th>
<th>dry measure</th>
<th>meat thermometer</th>
<th>bain marie</th>
</tr>
</thead>
<tbody>
<tr>
<td>dredger</td>
<td>oven thermometer</td>
<td>sieve</td>
<td>convection oven</td>
</tr>
<tr>
<td>china cap</td>
<td>rolling pin</td>
<td>stock pots</td>
<td>steam jacketed kettle</td>
</tr>
<tr>
<td>liquid measure</td>
<td>scraper</td>
<td>collander</td>
<td>steam table</td>
</tr>
<tr>
<td>skimmer</td>
<td>vegetable brush</td>
<td>rotary beater</td>
<td>proofing cabinet</td>
</tr>
<tr>
<td>tongs</td>
<td>commercial mixer</td>
<td></td>
<td>boiler</td>
</tr>
<tr>
<td>serrated spoon</td>
<td></td>
<td></td>
<td>blender</td>
</tr>
<tr>
<td>french whip</td>
<td></td>
<td></td>
<td>ice machine</td>
</tr>
<tr>
<td>bake pans</td>
<td></td>
<td></td>
<td>coffee makers</td>
</tr>
<tr>
<td>scales</td>
<td></td>
<td></td>
<td>vertical cutter</td>
</tr>
<tr>
<td>knife sharpener</td>
<td></td>
<td></td>
<td>vegetable peeler/washer</td>
</tr>
</tbody>
</table>
Discuss commercial equipment using magazines and trade journals (66).

Have student complete the following learning modules (146):

- Knives
- Basic Hand Tools for Culinary Arts
- Can Opener
- Meat Slicer
- Commercial Food Cutter
- Vegetable Slicer Attachment
- Commercial Mixer
- Commercial Blender
- Butcher Block
- Meat Grinder Attachment
- Power Meat Saw
- Meat Tenderizer
- Commercial Waffle Baker
- Gas Operated Char-Broiler
- Conventional Ovens
- Steam Pressure Cooker
- Microwave Oven
- Griddle
- Deep Fryer
- Salamander
- Compartment Pressure Steamer
- Steam Jacketed Kettles
- Tilting Fry Pan
- Portable Proof Box and Hot Cabinet
- Convection Oven
- Coffee Urn

Identify and explain equipment in the school lab or cafeteria.

Have students review operations manuals for various types of equipment; list a number of recipes for each.

Compile an equipment file by asking students to write commercial equipment supply houses for product information.

Have students write out instructions for each piece of equipment in the lab or cafeteria. Share as a class.

Have students compile procedures checklists for cleaning standard kitchen equipment.

As a class, research and demonstrate different types of coffee makers; discuss various types of coffee.

Ask lunchroom personnel to explain and demonstrate standard mixers and attachments.

Have students practice using each type of equipment in class, at the school training facility, or on the job.

Inquire at various commercial equipment supply houses to see if they would like to donate outdated catalogs for use as student textbooks.

Demonstrate as many types of equipment as are available; local hospitals, colleges and businesses may agree to field trips.

Ask a gas company representative to class to discuss the use of gas in commercial establishments.
Conduct a field trip to an equipment wholesale house and ask staff to identify and explain equipment.

COURSE GOAL

Students will be able to identify, use and care for knives.

ACTIVITIES

Ask students to identify, discuss and describe the uses of the following knives:

- boning knife
- paring knife
- slicer
- cleaver
- steel
- french knife
- grapefruit
- kitchen knife

Ask a chef to class to demonstrate the use and care of various types of knives.

Have students practice using and caring for knives.

Have students complete the Knives learning module (146).

COURSE GOAL

Students will know how to store foods at proper temperatures for effective bacteria control.
ACTIVITIES

Have students complete the Cold Storage learning module (145).

Have students read the following:

- Applied Food Service Sanitation (3)
- Kitchen Sanitation and Food Hygiene (6)
- Hot Facts About Food Preparation (31)

View one or more of the following films and filmstrips:

- "Sanitation: Rules Make Sense" (100)
- "Protecting the Public Part II: Food Protection" (132)
- "Refrigerated Food Storage" (133)

Use thermometers to check temperatures of cold storage, steam tables, dishwasher water, etc., in the training facility.

COURSE GOAL

Students will be able to select appropriate detergents and sanitizers.

ACTIVITIES

Have students complete the Detergents and Sanitizers learning module (145).

Ask a cleaning supply representative or chemistry teacher to discuss detergents and sanitizers.

Use a variety of bacteria culture plates to demonstrate the effectiveness of a variety of cleaning agents.
COURSE GOAL

Students will be able to prepare dishes for machine or hand washing.

ACTIVITIES

Ask a foodservice teacher or advanced student to demonstrate proper hand washing techniques.

Discuss the importance of scraping dishes before putting them in the dishwasher or wash tub.

Demonstrate and then have students practice techniques for scraping and racking dishes.

COURSE GOAL

Students will be able to wash and sanitize dishes by hand according to Oregon State Health Division approved methods.

ACTIVITIES

Have students complete the Washing Dishes and Pots by Hand learning module (145).

Demonstrate three sink dishwashing.

Have student use the three sink method in the training facility.
COURSE GOAL

Students will be able to maintain appropriate water temperatures for all stages of the dishwashing cycle.

ACTIVITIES

As a class, discuss correct water temperature for sanitary dish treatment.

Have students read Metric Workbook for Foodservice/Lodging pages 90-102 (14).

COURSE GOAL

Students will be able to operate three standard commercial dishwashing machines.

ACTIVITIES

Have students complete the following learning modules:

Detergent and Sanitizer Dispensers (145)
180 degree Rinse Stationary Rack Dishwasher (146)
Single Tank Conveyor Dishwasher (146)

View and discuss the films:

"Mr Dishmachine Operator" (93)
"Dan the Dependable Dishwasher" (119)

Have students practice a minimum of four hours on each of three types of machines. Assign students to area hospitals, schools and restaurants when possible.

Conduct field trips to a number of foodservice operations which use different types of standard dishwashing machines.
COURSE GOAL

Students will know the difference between food poisoning and food-borne illness.

ACTIVITIES

Guest speakers: biologist, health official, doctor or school nurse.

Prepare culture plates, or ask a biologist to help. Expose the plates to various potential germ carriers and allow bacteria to grow. Experiment with various antiseptics and cleansers to kill the growth. Discuss sanitation in terms of preventing illness.

COURSE GOAL

Students will be able to name three food-borne illnesses, their causes and preventive procedures.

ACTIVITIES

Have students complete the Food-Borne Illness learning module (145).

View the film “Sanitation: Rodent and Insect Control” (99).
COURSE GOAL

Students will be able to select and use fire extinguishers appropriate for each of the following types of fire: grease, trash, chemical, electrical.

ACTIVITIES

Have students complete the Fire Prevention and Protection learning module (144).

Invite a local fire marshall or insurance fire specialist to speak to the class.

View the film: "The Angry Flame" (110).

COURSE GOAL

Students will be able to demonstrate the Red Cross approved technique to aid victims of choking, and obtain a Red Cross multimedia first aid card.

ACTIVITIES

Ask a Red Cross representative to class to teach students how to aid victims of choking; have students qualify for Red Cross multimedia first aid cards.
COURSE GOAL

Students will know employee rights and responsibilities according to the Occupational Safety and Health Act (OSHA).

ACTIVITIES

Ask an OSHA representative to class to discuss employee rights and responsibilities.

Have students form a safety committee along OSHA guidelines for business safety committees.

Ask students to develop a list of emergency procedures for the laboratory or classroom.

As a class, examine the laboratory for potential hazards and remedy unacceptable conditions.

COURSE GOAL

Students will be able to obtain a food handler's card.

ACTIVITIES

Ask student to complete the Personal Sanitary Practices learning module (145).

Ask a board of health official to speak to the class about the food handler’s card.

Take students on a field trip to the county health offices; have them obtain food handler’s cards.
FOOD PREPARATION

COURSE GOALS

Students will:

be able to read, interpret and convert standardized recipes.

be able to weigh and measure ingredients according to a recipe.

be able to select and use seasoning.

be able to select and prepare fruit.

be able to select and prepare vegetables.

be able to select and prepare salads and salad dressings.

be able to prepare and use garnishes.

be able to select, cook with and store dairy products.

be able to prepare eggs and egg dishes.

be able to prepare basic stock from beef, veal, poultry, fish and vegetables.

be able to use all standard thickening agents.

be able to prepare the five basic sauces, and three variations of each.

be able to prepare broth, cream, puree and chowder soups.

be able to bake, roast, broil, steam and fry foods.

know how to store meats properly.

be able to identify meat cuts and United States Department of Agriculture (USDA) grades.

be able to prepare meats using appropriate dry, moist or combination techniques.

be able to select, prepare and store poultry.

be able to select, prepare and store fish and seafood.

be able to slice and carve meats and poultry.

be able to prepare and serve hot and cold sandwiches.

be able to bread food products.
COURSE GOAL

Students will be able to read, interpret and convert standardized recipes.

ACTIVITIES

Have students read *Food Preparation for Hotels, Restaurants and Cafeterias* pages 62-66 (26).

Have students list abbreviations found in any twenty-five recipes, and write out the meaning of each. Discuss as a class.

Make flash cards of abbreviations and have students study in pairs.

Prepare a bulletin board display of portioning tools and what they measure.

Have students read and work problems in *Metric Math for Foodservice/Lodging* pages 18-19 (14).

Have student convert recipes to quantities for 5, 25, 100, 250, and 375.

COURSE GOAL

Students will be able to weigh and measure ingredients according to a recipe.

ACTIVITIES

Have students read *Exploring Professional Cooking* pages 139-151 (52).

Demonstrate for the class the use of baker’s, portion and gram scales, progressive measuring techniques, liquid and dry measurement techniques.

Have students practice measuring techniques in the laboratory and on the job.
COURSE GOAL

Students will be able to select and use seasoning.

ACTIVITIES

Have students read *Spices and Recipes* (59).

Invite a coffee/spice company representative to class to discuss types and grades of seasonings, how to buy, uses.

Over a period of time, have students brew different spice or herb teas every few days. As a class, sample and discuss the flavor and what foods it reminds students of. Students might construct a tea bulletin board to keep track of tasting activities.

Have students make spice bags.

Discuss herbs and spices used in various cooking demonstrations throughout the course.

COURSE GOAL

Students will be able to select and prepare fruit.

ACTIVITIES

View demonstrations and practice selecting and preparing fruit.

Demonstrate and have student practice selecting and preparing fruit; breakfast fruit items should be emphasized.

Have students read *Exploring Professional Cooking* pages 244-247 (51) concerning fruit preparation.

As a class, discuss the effects of ascorbic acid on nonacetic fruits.

Conduct a field trip to a produce wholesale outlet.
COURSE GOAL

Students will be able to select and prepare vegetables.

ACTIVITIES

- students to read one or more of the following:
  
  Food Preparation for Hotels, Restaurants and Cafeterias pages 206-209 (26)
  Understanding Cooking pages 200-238 (45)
  Exploring Professional Cooking pages 231-243 (51)
  Cooking for the Professional Chef pages 191-206 (68)

Demonstrate various cooking techniques which preserve color and vitamins in vegetables.

Student laboratory assignments should include preparation of fresh, frozen, canned and dehydrated vegetables.

Have students practice various cooking methods (i.e., steaming, sauteing, simmering and baking.

Take students on a field trip to a produce wholesaler or retailer.

COURSE GOAL

Students will be able to select and prepare salads and salad dressings.

ACTIVITIES

Have students read the following:

Food Preparation for Hotels, Restaurants and Cafeterias pages 107-109 (28)
Exploring Professional Cooking pages 165-185 (51)
Cooking for the Professional Chef pages 224-242 (68)
Have students complete the following learning modules (150):

- Basic Salad Facts
- Appetizer Salad
- Cottage Cheese and Fruit Salad
- Chef's Salad
- Salad Nicoise
- Potato Salad
- Macaroni Salad
- Waldorf Salad
- Gelatin and Dessert Salads
- Basic and Derived Salad Dressing
- Mayonnaise
- Cooked or Boiled Dressing

**COURSE GOAL**

Students will be able to prepare and use garnishes.

**ACTIVITIES**

- Ask students to complete the Chaud-Froid learning module (150).
- Have students read *The Professional Chef's Book of Buffets* (65).
- Ask a professional chef to class to demonstrate chaud-froid and ice carving.
- Demonstrate and have students practice making garnishes (22).
- Have students plan, prepare and serve school luncheon buffets which emphasize garde manger work.
COURSE GOAL

Students will be able to select, cook with and store dairy products.

ACTIVITIES

Have students read the following:

- Understanding Cooking pages 176-196 (45)
- Cooking for the Professional Chef pages 97-103 (68)

Discuss milk and milk products as a class.

Demonstrate and have students practice cooking with dairy products.

As a class, discuss the effects of heat on protein.

Interview cheese shop staff concerning cheese tasting; conduct a cheese tasting activity in class.

Conduct a field trip to a delicatessen or cheese specialty shop.

COURSE GOAL

Students will be able to prepare eggs and egg dishes.

ACTIVITIES

Ask students to read the following:

- Understanding Cooking pages 176-196 (45)
- Cooking for the Professional Chef pages 97-103 (68)

Demonstrate and have students practice preparing eggs in a number of ways.

Have students offer egg dishes in the cafeteria.

Have students view the film “Give Your Eggs a Break” (82).
COURSE GOAL

Students will be able to prepare basic stock from beef, veal, poultry, fish and vegetables.

ACTIVITIES

Have students read one or more of the following:

- Food Preparation for Hotels, Restaurants and Cafeterias pages 166-169 (26)
- Understanding Cooking pages 254-258 (45)
- Exploring Professional Cooking pages 169-170 (51)
- Cooking for the Professional Chef pages 154-155 (68)

Demonstrate and have students practice preparing a variety of stocks, soups and sauces.

COURSE GOAL

Students will be able to use all standard thickening agents.

ACTIVITIES

Have students read the following:

- Understanding Cooking pages 250-253 (45)
- Cooking for the Professional Chef page 156 (68)

Demonstrate and have students practice using standard thickening agents.

Ask an executive chef to class to demonstrate various uses of thickening agents.
COURSE GOAL

Students will be able to prepare the five basic sauces, and three variations of each.

ACTIVITIES

Demonstrate and have students practice preparing brown, white, blonde, yellow and red sauces, and three variations of each.

Have students read one or more of the following:

- *Food Preparation for Hotels, Restaurants and Cafeterias* pages 166-169 (26)
- *Understanding Cooking* pages 243-275 (45)
- *Exploring Professional Cooking* pages 169-170 (51)
- *Cooking for the Professional Chef* pages 154-160 (68)

COURSE GOAL

Students will be able to prepare broth, cream, puree and chowder soups.

ACTIVITIES

Have students read the following:

- *Food Preparation for Hotels, Restaurants and Cafeterias* page 169 (26)
- *Understanding Cooking* pages 310-318 (45)
- *Exploring Professional Cooking* pages 272-274 (51)
- *Cooking for the Professional Chef* pages 160-169 (68)

Demonstrate and have students practice making soups.

Compare homemade, canned and dehydrated soups in terms of quality, preparation time, and cost per serving.

Have students operate a soup luncheon buffet at school for several days to practice preparing soups.
COURSE GOAL

Students will be able to bake, roast, broil, steam and fry foods.

ACTIVITIES

Have students read:

*Food Preparation for Hotels, Restaurants and Cafeterias* pages 47-53 (26)
*Cooking for the Professional Chef* pages 110-153 (68)

Invite a cook (broiler, saute, fry) to class to demonstrate methods for applying heat to foods.

Have student practice various methods for cooking foods, particularly short-order.

Ask a cook from a Chinese restaurant to demonstrate the use of the wok. Have students practice cooking with a wok.

Conduct a field trip to several restaurants to observe methods for cooking foods.

COURSE GOAL

Students will know how to store meats properly.

ACTIVITIES

Have students read *Food Preparation for Hotels, Restaurants and Cafeterias* pages 372-455 (26).

Ask an Oregon State Health Division representative to class to discuss proper storage of both raw and cooked meats.
COURSE GOAL

Students will be able to identify meat cuts and United States Department of Agriculture (USDA) grades.

ACTIVITIES

Have students read:

Food Preparation for Hotels, Restaurants and Cafeterias pages 304-342, 368-400, 401-426 (26)
Exploring Professional Cooking pages 199-229 (51)

Arrange for a guest speaker from the Oregon Beef Council to talk with students.

Practice identifying wholesale and retail cuts of meat on a diagram of a beef carcass.

Invite a USDA inspector to address the class.

Have students practice reading menus and describe the cuts of meat used in various dishes.

Conduct a field trip to a butcher shop, preferably a commercial meat wholesaler who deals primarily with restaurants.

COURSE GOAL

Students will be able to carve meats and poultry.

ACTIVITIES

Ask a buffet meat carver from a hotel or restaurant to class to speak to students.

Have students practice carving and slicing meats; local foodservice facilities may be able to provide students with this experience.
Demonstrate and have students practice using, disassembling, cleaning and reassembling slicing machinery.

Conduct a field trip to a delicatessen or sandwich shop that slices meats on the premises.

COURSE GOAL

Students will be able to prepare and serve hot and cold sandwiches.

ACTIVITIES

Demonstrate and have student practice preparing hot and cold sandwiches.

Have students complete the following modules (150):

- A La Carte Sandwich Station
- Toasted A La Carte Sandwiches
- Grilled A La Carte Sandwiches

Ask students to read the following:

*Exploring Professional Cooking* pages 187-197 (51)
*Cooking for the Professional Chef* pages 227-232 (68)

Sponsor a contest in the classroom for each student to create a new sandwich. Ask individuals from outside of class to judge the sandwiches. Prepare and sell the top three rated products at noon and ask customers to fill out evaluations forms.

Conduct a field trip to a sandwich shop to look at the variety of sandwiches offered and preparation methods.
COURSE GOAL
Students will be able to bread food products.

ACTIVITIES
Have students read *Cooking for the Professional Chef* pages 104-109 (68).

Demonstrate and have students practice breading techniques. This activity might be combined with instruction in deep fat frying. Vegetables are less expensive than meat items for student practice in breading.

Have students prepare fish and chips for school lunch to gain breading and deep fat frying experience.

COURSE GOAL
Students will be able to select and prepare starch dishes.

ACTIVITIES
Ask students to read *Cooking for the Professional Chef* pages 210-216 (68).

Set up a classroom display of pastas, or visit an Italian grocery and look at various types of pasta.

Demonstrate and have students practice preparing pasta, rice and potato dishes.

Demonstrate and practice making homemade noodles.

Conduct field trips to Italian and Chinese restaurants and ask staff about the use of pasta, rice and noodles.
COURSE GOAL

Students will be able to prepare basic breads, rolls, cakes and pastries.

ACTIVITIES

Have students read the following:

- *Food Preparation for Hotels, Restaurants and Cafeterias* pages 501-599 (26)
- *Exploring Professional Cooking* pages 287-313 (51)

Demonstrate and have students practice preparing baked goods.

Have students conduct comparison studies of baked products purchased, prepared from mixes, and from scratch in terms of taste, appearance and production costs.

Discuss the characteristics and purposes of standard baking ingredients.

Have students prepare and sell baked goods at school to give students experience, and raise money for field trips to industry establishments.

NOTE: It is suggested that classroom time devoted to preparing baked goods be limited, due to the fact that very few restaurants do any baking on the premises and those which do primarily use convenience mixes. However, students should understand the basic principles. This also applies to cake decorating; employment demand in this field is limited.

COURSE GOAL

Students will be able to prepare basic desserts.

ACTIVITIES

Many desserts can be covered in the activities listed on the preceding pages.

Have students read *Food Preparation for Hotels, Restaurants and Cafeterias* pages 292-299 (26).
Demonstrate and have students practice making basic desserts.

NOTE: The foodservice industry uses very few desserts made on the premises. It is suggested that the students conduct a survey of local restaurants to determine what desserts are served, and which ones are made from scratch, mixes or are purchased.

COURSE GOAL
Students will be able to portion food.

ACTIVITIES
Have students read Exploring Professional Cooking page 100 (51).
As a class, review various pieces of equipment used to portion foods.
As a class, discuss the advantages of serving equal portions to all customers.
Have individual students portion food in the school cafeteria line.

COURSE GOAL
Students will be able to prepare nonalcoholic beverages.

ACTIVITIES
Have students read Exploring Professional Cooking pages 318-326 (51).
Demonstrate and have students practice preparing coffee, tea and fountain items.

Have students prepare coffee using a variety of methods. Ask students to rate the product for taste, preparation time and cost.

Invite a coffee sales representative to class to discuss machinery and coffee making systems.

Display variety of teas; demonstrate and have students prepare and serve hot and cold teas.

Ask a beverage distributor to demonstrate the use and care of fountain equipment.

As a class, discuss a variety of specialty coffees such as espresso, demitasse and cafe au lait.

Discuss the profitability of serving coffee and other beverages.

Have students view filmstrips:

"Cinderella and The Magic House" (115)  
"Coffee, Please" (116)
COURSE GOALS

Students will be able to:

- schedule reservations.
- assign stations to servers.
- set up individual covers and complete tables.
- inspect dining room set-up, serving stations and equipment.
- welcome and seat customers in a courteous and efficient manner.
- make suggestions to customers and answer questions regarding food and service.
- answer questions regarding the community and surrounding area.
- take a customer’s order.
- observe and check the quality and appearance of food and beverages served.
- serve food and beverage in a courteous and efficient manner.
- prepare and portion food usually served at the front of the house.
- complete assigned sidework.
- resolve customer concerns.
- accurately tally guest checks with and without using an adding machine.
- accurately process charge card payments.
- operate a cash register.
- make change accurately.
- bus tables.
- prepare and submit a cash report at the end of the shift.
- determine and pay out all charged tips to appropriate personnel.
- keep records and prepare reports necessary for operation of the control system.
- order dining room supplies.
COURSE GOAL

Students will be able to assign stations to servers.

ACTIVITIES

As a class, discuss how many tables usually make up a serving station, the factors involved, and the assigning of the stations to serving personnel.

Have students view overhead transparency diagrams of various dining room layouts. Discuss how to divide the room into stations according to the types of menus offered (i.e., dinner house, coffee shop).

Ask students to determine and assign service stations in the training facility.
COURSE GOAL

Students will be able to set up individual covers and complete tables.

ACTIVITIES

Have students read *The Essentials of Good Table Service* pages 10-13 (20).

Demonstrate and have students practice table setting techniques. Review the sanitary handling of dishes.

Have students practice setting up covers with and without guests present at the table.

Set up displays of dishes, flatware and glassware. Number each item and ask students to identify each in writing.

Ask students to diagram cover set-ups required to serve each of several menus.

As a group, ask students to prepare a table setting checklist.

Have students view the following films:

"How to Set a Table" (87)
"Table Settings" (102)

COURSE GOAL

Students will be able to inspect dining room set-up, serving stations and equipment.
ACTIVITIES

Have students read the following:

*The Correct Cashier* (17)
*The Essentials of Good Table Service* pages 2-18 (20)
*Dining Room Service* pages 83-100 (43)

Prepare several covers (some incorrectly) and ask students to evaluate each and determine what should be done to remedy inadequate covers.

COURSE GOAL

Students will be able to welcome and seat customers in a courteous and efficient manner.

ACTIVITIES

Have students read the following:

*Waiter/Waitress Training Manual* pages 41-56 (15)
*The Essentials of Good Table Service* pages 2-6 (20)
*Host/Hostess* (30)
*Dining Room Service* chapter 6 (43)

As a class, discuss techniques for greeting and seating guests.

As a class, review rules of courtesy regarding older people, couples, children, etc.

Ask host personnel or a maître d'hôtel to class to discuss greeting and seating techniques.

Have students practice greeting and seating guests.

Have students simulate three ways to make customers feel recognized and appreciated for their patronage.

Have students view the film "Ladies and Gentlemen in Waiting" (129).
COURSE GOAL

The student will be able to make suggestions to customers and answer questions regarding food and service.

ACTIVITIES

As a class, discuss reasons for suggesting additional or special items to guests.

Have students practice explaining preparation methods for a variety of menu items offered by local establishments.

As a class, review pronunciation of menu items; review preparation techniques for each.

COURSE GOAL

Students will be able to answer questions regarding the community and surrounding area.

ACTIVITIES

Have students contact the local chamber of commerce to find out about points of interest, as well as lodging and recreation facilities in the community.

As a class, develop a chart of mileage to nearby points of interest.

Have students prepare a bulletin board display at school depicting various points of interest in the community.
COURSE GOAL

Students will be able to take a customer's order.

ACTIVITIES

Ask serving personnel to class to discuss techniques for taking orders, using abbreviations, and remembering who ordered what.

Ask students to develop a set of abbreviations to use at the training facility for foods served there.

Simulate situations where customers place orders, then change their minds or make special requests concerning the preparation or service of the food.

Using menus from a number of foodservice establishments, have students practice taking and writing orders.

COURSE GOAL

Students will be able to observe and check the quality and appearance of food and beverages served.

ACTIVITIES

As a class, discuss reasons for checking the quality and appearance of food and beverages.

Discuss with students what to do if an employe sees an inadequate food serving in front of a guest who has not complained.

As a class, evaluate photographs of various meals and dishes in terms of appearance.

Have students view the film: "Presentation of Food and Beverage" (95).
COURSE GOAL

Students will be able to serve food and beverage in a courteous and efficient manner.

ACTIVITIES

Ask students to read:

- *Waiter/Waitress Training Manual* chapter 5 (15)
- *Dining Room Service* chapter 10 (43)

Invite a maitre d'hôtel, captain or head serving personnel from a first class hotel or restaurant to class to discuss serving techniques.

Have student teams practice serving techniques using liquids and solids to simulate the weight and awkwardness of full plates, bowls, cups and glasses.

COURSE GOAL

Students will be able to prepare and portion food usually served at the front of the house.

ACTIVITIES

Ask students to read the following:

- *Food Service Careers* pages 112, 134-136, 142-145, 159-160 (13)
- *Exploring Professional Cooking* pages 84, 145, 318-327 (51)

Have students prepare and portion fountain items, beverages and desserts.

Have students complete the Portion Control learning module (147).

Demonstrate and have students practice preparing and serving fountain items and beverages, as well as portioning of salads, pastries, soups and other front of the house items.

Refer to the Food Preparation section of this cluster guide concerning beverage preparation (see page 55).
COURSE GOAL

Students will be able to complete assigned sidework.

ACTIVITIES

Have students read the following:

- *Food Service Careers* pages 212-217 (13)
- *The Waiter/Waitress Training Manual* chapter 3 (15)
- *Exploring Professional Cooking* chapter 14 (51)

Invite a restaurant employe to class to explain opening and closing sidework assignments standard for most restaurants.

Have student complete the Opening Sidework learning module (149).

As a class, prepare a sidework checklist for the training facility.

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COURSE GOAL

Students will be able to resolve customer concerns.

ACTIVITIES

Have students read the following:

- *Showmanship in the Dining Room* (7)
- *The Correct Waitress* pages 2-20 (17)
- *Dining Room Service* pages 53-57 (43)

As a class, discuss the premise that "the customer is always right."

Simulate various complaint situations, and have the class discuss alternative methods for handling each.
Ask the students to view the following films:

"Courtesy: Food Service is People Service" (74)
"Courtesy: The Inside Story" (76)
"Handling Complaints" (83)

COURSE GOAL

Students will be able to accurately tally guest checks with and without using an adding machine.

ACTIVITIES

Ask students to read *The Waiter/Waitress Manual* chapters 6 and 7 (1).

Have students read and work the problems in *Metric Math for Foodservice/Lodging* pages 138-147 (14).

Have students complete comprehensive basic math tests.

Assign students supplemental math work when needed, or arrange for students to enroll in a general math class.

Ask students to practice tallying guest checks, and have students double check each other's work.

Ask a business education instructor to demonstrate the use of the adding machine.

Have students complete practice sets of problems using adding machines.
COURSE GOAL

Students will be able to accurately process charge card payments.

ACTIVITIES

Ask a bank or club charge card representative to class to discuss handling charge card payments.

Have students practice filling out and processing charge card forms.

Have students view the film: “Handling Credit Cards” (84).

COURSE GOAL

Students will be able to operate a cash register.

ACTIVITIES

Ask students to read Cashiering (11).

Demonstrate and have students practice using the cash register.

Have each student complete a practice set of problems using the cash register. Allow for a number of weeks to give each student time to use and learn the machine.

Rotate student cashiers in the training facility.
COURSE GOAL
Students will be able to make change accurately.

ACTIVITIES
Demonstrate and have students practice making change.

As a class, discuss techniques dishonest customers may attempt and how to avoid or counteract such techniques.

Ask a representative from a security consulting firm, or security personnel from a large department store to class to discuss making change, as well as short-change artist techniques.

COURSE GOAL
Students will be able to bus tables.

ACTIVITIES
Demonstrate and have students practice clearing dishes after each course.

Have students practice replacing soiled linens.

Have students practice folding napkins in a variety of ways.

Have students practice balancing and carrying loaded trays or bussing tubs.

Demonstrate and have students practice correct procedures for scraping, sorting, stacking and transporting dishes to the kitchen.

Have students view the following films:

"Mr Busboy" (92)
"Jack and the Beanplate" (126)
COURSE GOAL

Students will be able to prepare and submit a cash report at the end of the shift.

ACTIVITIES

Have students read Metric Math for Foodservice/Lodging pages 148-149 (14).

Have students practice counting money and filling out cash reports.

Have students prepare daily cash reports for the training facility.

COURSE GOAL

Students will be able to determine and pay out all charged tips to appropriate personnel.

ACTIVITIES

Ask students to read Metric Math for Foodservice/Lodging pages 171-175 (14).

As a class, discuss charged tip procedures.

Have students practice figuring percentages indicated by customers on charge card receipts.
COURSE GOAL

Students will be able to keep records and prepare reports necessary for operation of the control system.

ACTIVITIES

Have students read Food and Beverage Cost Control (46).

Invite a food and beverage cost controller to class to discuss various cost control systems used in the food and beverage industry.

Have students tally and compare all guest checks issued and those paid as a means of control for food servers in the training facility.

Have students tally all guest check items at the training station to determine what sells, and to control production in the kitchen.

Ask students to develop a control system for the training facility.

COURSE GOAL

Students will be able to order dining room supplies.

ACTIVITIES

Have students read:

The Waiter,Waitress Manual chapter 2 (1)
Exploring Professional Cooking pages 69-70 (51)

Prepare transparencies for a number of order form samples. Have students practice working sets of problems for which, given a specific inventory, students need to prepare purchase orders for goods to bring the stock up to par.

Assign students responsibilities for inventorying and ordering of supplies for the training facility dining room.
MANAGEMENT

COURSE GOALS

Students will be able to:

- purchase, receive, store and issue food and supplies.
- plan menus which are enticing to the public, as well as efficient to prepare and profitable.
- determine the per person cost and service price of a given menu item, as well as a complete meal.
COURSE GOAL

Students will be able to purchase, receive, store and issue food and supplies.

ACTIVITIES

Have students read and complete Food Purchasing: Study Course (55).

Ask students to read:

- Food and Beverage Purchasing (47)
- Exploring Professional Cooking chapter 4 (51)
- Receiving Food in Foodservice Establishments (52)

Have students view the following films:

- "Food Purchasing I: General Principles" (80)
- "Food Purchasing II: Let the Buyer Beware" (81)
- "Receiving and Storing" (96)

As a class, discuss purchasing as part of food demonstrations during the year.

Have students purchase food supplies for the classroom.

Show students how to recognize and identify standard can sizes.

As a class, discuss the importance of comparing invoices and original order forms to verify goods received.

Invite a purchasing agent to class to discuss buying food items.

As a class, study terminology required for physical and perpetual inventory systems.

Ask students to organize and conduct a physical inventory of classroom supplies. Use this inventory to establish a perpetual inventory of supplies for one month. When the month has passed, have students again conduct physical inventory and compare it to the perpetual inventory. Extend the values of the physical inventory items and determine the dollar value of the total inventory.

As a class, discuss the importance of stock rotation to assure using old supplies first.

As a class, set up a system of in-house requisitions for class projects or training facility supplies. Continuous use of the requisitions can serve as a teaching device, as well as help to manage the program.

As a class, review the use of scales to verify the weights of foods ordered and paid for by weight.
Ask students to write out product specifications for items most commonly purchased for the training facility or classroom.

As a class, review the sanitary storage of food.

COURSE GOAL

Students will be able to plan menus which are enticing to the public, as well as efficient to prepare and profitable.

ACTIVITIES

Have students read the following:

*Food Service Careers* pages 160-191 (13)
*Management by Menu* parts II and III (39)

Ask each student to prepare menus for a full-service (three meals daily) restaurant.

Have each student prepare a one-month cyclic menu for an Institutional foodservice operation.

Have each student prepare banquet menus for the following: formal banquet, buffet wedding supper, brunch, breakfast business meeting, business luncheon, senior prom buffet supper. Then, ask a panel of industry personnel to judge the different menus and award ribbon prizes to 1st, 2nd and 3rd place winners in each category.

As a class, have students prepare a judging sheet incorporating all the elements of a good menu.

Ask each student to write five letters to various restaurants to obtain copies of menus for a restaurant menu file. When each menu is received, a thank you note should be written.

Invite a restaurant consultant to class to discuss reasons for planning the menu prior to any other facet of menu preparation.
Review the basic four food groups with students, stressing that these four should be used in all menus.

Ask a dietician to class to discuss the preparation of basic hospital diets.

COURSE GOAL

Students will be able to determine the per person cost and service price of a given menu item, as well as a complete meal.

ACTIVITIES

Ask students to read the following:

- *Food Services Careers* chapter 3 (13)
- *Metric Math Workbook for Foodservice/Lodging* (14)
- *Controlling and Analyzing Costs in Foodservice Establishments* (36)
- *Food and Beverage Cost Control* (46)
- *Exploring Professional Cooking* chapter 4 (51)

Have students practice costing-out recipes used in the training facility or laboratory.

Ask a certified public accountant who specializes in restaurant and hotel food and beverage accounts to discuss food pricing and menu preparation with the class.

Ask students to determine the cost of an entire menu, as well as individual item selling prices, based on given food cost percentages.

As a class, discuss the meaning of percentage food cost in relation to labor and other costs involved in running a restaurant.
ASSESSMENT
ASSESSMENT*

Why assess? Assessment is critical to sound instructional planning. Once a school and its community reach a mutual understanding of what schooling is to accomplish (once goals and graduation requirements are set), there is a need to know whether such outcomes are being reached.

In the Goal-Based Planning for Foodservice Programs section of this guide, four sets of desired outcomes were identified: state goals, district goals, program goals and course goals.

Once instructional plans are implemented, the instructor must pose the question: Are students attaining desired outcomes, and is the foodservice program helping them to reach those outcomes? The quality of the answers to these questions depends on how well assessment activities are designed and carried out.

Assessment activities involve both group and individual approaches: how well students do in the program as a group helps determine the course of the program; how well students do individually helps instructors map out teaching strategies.

The interrelationship is shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.

District goal assessment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Program goal assessment answers the question: To what extent are students attaining the outcome foodservice teachers and curriculum planners desire?

Course goal assessment answers the question: To what extent are students attaining the outcomes foodservice teachers desire for "Menu Planning and Cost Control?"

Assessment of personal goals answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student’s performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances which can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

Assessment might involve several of the following approaches:

- Third party assessment (teachers, parents, educators, advisory committees)
- Administrative assessment
- Student assessment of the program and instruction, as well as the level of personal satisfaction
- Use of student monitoring data
- Student pretest and post-test to determine student growth
- Student follow-up study
- Survey questionnaires
- A foodservice assessment/planning guide
APPENDIX

A  Job Descriptions from the *Dictionary of Occupational Titles*
B  Instructional Analysis for Organizing Learning Experiences
C  Resources
D  Foodservice Terms
APPENDIX A

JOB DESCRIPTIONS FROM THE
DICTIONARY OF OCCUPATIONAL TITLES

Following are job descriptions of key occupations around which this cluster was developed.

**O.E.S.** No. 43011
**D.O.T. No. 314.381; Cook, Short Order**

Prepares and cooks to order all kinds of food for consumption which require only a short time to prepare. May take order from customer and serve patrons at counter or tables. May prepare specialty foods such as pizzas, fish and chips, tacos, etc. May carve meats, make sandwiches and brew coffee.

**O.E.S. No. 43013**
**D.O.T. No. 313.381; Cook, Restaurant**

Prepares, seasons and cooks soups, meats, vegetables, desserts and other foodstuffs in restaurants. May order supplies, keep records and accounts, price items on menu, plan menu, etc.

**O.E.S. No. 43007**
**D.O.T. No. 318.887; Kitchen Helper**

Performs tasks to maintain kitchen work areas and restaurant equipment and utensils in clean and orderly condition.

**O.E.S. No. 43009**
**D.O.T. No. 311.878; Waiter/Waitress**

Serves food and/or beverages to patrons at table and/or counter. Usually takes order from patron and makes out check. May set table with linens, silverware and take payment from patron.

**O.E.S. No. 43006**
**D.O.T. No. 310.888; Host/Hostess**

Welcomes patrons, seats them at tables or in lounge, and insures quality and rapidity of facilities and services.

*Oregon Occupational Employment Statistics*
## APPENDIX B

### INSTRUCTIONAL ANALYSIS FOR

#### ORGANIZING LEARNING EXPERIENCE

<table>
<thead>
<tr>
<th></th>
<th>C/CHEF, SHORT ORDER</th>
<th>COOK, RESTAURANT</th>
<th>KITCHEN HELPER</th>
<th>WAITER/WAITRESS</th>
<th>HOST/HOSTESS</th>
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</table>

### HUMAN RELATIONS AND COMMUNICATIONS

Students will:

- know what the foodservice industry has to offer, as well as current employment opportunities.
- know employment regulations, permits and benefits related to the foodservice industry.
- know job application procedures needed to obtain employment in foodservice industries.
- be able to apply acceptable work habits.
- be able to communicate with employers, other employees, and the public.
- be able to define, spell and use standard foodservice terms.
- be able to explain to another person the steps involved in performing a given foodservice task.

### SANITATION, SAFETY AND EQUIPMENT

- be able to apply sanitary personal habits.
- know how to dress in a manner appropriate for safe working conditions.
- be able to use safe techniques in performing foodservice tasks.
- be able to maintain a clean and sanitary work station.
- be able to handle dishes, food and beverage in a sanitary manner.
- be able to identify, use and care for tools and equipment.
- be able to identify, use and care for knives.
- know how to store foods at proper temperatures for effective bacteria control.
<table>
<thead>
<tr>
<th>FOOD PREPARATION</th>
<th>COOK, SHORT ORDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>be able to select, cook, with and store dairy products.</td>
<td>COOK, RESTAURANT</td>
</tr>
<tr>
<td>be able to select and prepare salads and salad dressings.</td>
<td>KITCHEN HELPER</td>
</tr>
<tr>
<td>be able to select and prepare fruit.</td>
<td>WAITER/WAITRESS</td>
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<tr>
<td>be able to select and use garnishes.</td>
<td>HOST/HOSTESS</td>
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<tr>
<td>be able to weigh and measure ingredients according to a recipe.</td>
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<tr>
<td>COOK, SHORT ORDER</td>
<td>COOK, RESTAURANT</td>
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</table>

- be able to prepare eggs and egg dishes.
- be able to prepare basic stock from beef, veal, poultry, fish and vegetables.
- be able to use all standard thickening agents.
- be able to prepare the five basic sauces, and three variations of each.
- be able to prepare broth, cream, puree and chowder soups.
- be able to bake, roast, broil, steam and fry foods.
- know how to store meats properly.
- be able to identify meat cuts and United State Department of Agriculture (USDA) grades.
- be able to prepare meats using appropriate dry, moist, or combination techniques.
- be able to select, prepare and store poultry.
- be able to select, prepare and store fish and seafood.
- be able to slice and carve meats and poultry.
- be able to prepare and serve hot and cold sandwiches.
- be able to bread food products.
- be able to select and prepare starch dishes.
- be able to prepare basic breads, rolls, cakes and pastries.
- be able to prepare basic desserts.
- be able to portion food.
- be able to prepare nonalcoholic beverages.

**SERVING FOODS**

- schedule reservations.
- assign stations to servers.
<table>
<thead>
<tr>
<th>COOK, SHORT ORDER</th>
<th>COOK, RESTAURANT</th>
<th>KITCHEN HELPER</th>
<th>WAITER/WAITRESS</th>
<th>HOST/HOSTESS</th>
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<tr>
<td></td>
<td>set up individual covers and complete tables.</td>
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<td>inspect dining room set-up, serving stations and equipment.</td>
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<td>welcome and seat customers in a courteous and efficient manner.</td>
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<td>make suggestions to customers and answer questions regarding food and service.</td>
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<td>answer questions regarding the community and surrounding area.</td>
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<td></td>
<td>take a customer's order.</td>
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<td></td>
<td>observe and check the quality and appearance of food and beverages served.</td>
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<td>serve food and beverage in a courteous and efficient manner.</td>
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<td></td>
<td>prepare and portion food usually served at the front of the house.</td>
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<td>complete assigned sidework.</td>
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<td>resolve customer concerns.</td>
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<td>accurately tally guest checks with and without using an adding machine.</td>
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<td>accurately process charge card payments.</td>
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<td>operate a cash register.</td>
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<td>make change accurately.</td>
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<td>bus tables.</td>
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<td></td>
<td>prepare and submit a cash report at the end of the shift.</td>
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<td></td>
<td>determine and pay out all charged tips to appropriate personnel.</td>
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<td></td>
<td>keep records and prepare reports necessary for operation of the control system.</td>
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<td></td>
<td>order dining room supplies.</td>
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<tr>
<td>MANAGEMENT</td>
<td>COOK, SHORT ORDER</td>
<td>COOK, RESTAURANT</td>
<td>KITCHEN HELPER</td>
<td>WAITE/WAITRESS</td>
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<td>purchase, receive, store and issue food and</td>
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<td>supplies.</td>
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<td>plan menus which are enticing to the public,</td>
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<td>as well as efficient to prepare and profitable.</td>
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<td>determine the per person cost and service</td>
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<td>price of a given menu item, as well as a</td>
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<td>complete meal.</td>
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## APPENDIX C
### RESOURCES

#### Books

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<tr>
<th></th>
<th>Title</th>
<th>Author(s)</th>
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<tbody>
<tr>
<td>4</td>
<td>Adding Eye Appeal to Foods</td>
<td>Axler, B H</td>
<td>The Bobbs-Merrill Company, nd</td>
</tr>
<tr>
<td>5</td>
<td>Focus on Profitable Catering</td>
<td>Axler, B H</td>
<td>Howard W Sanis and Company, nd</td>
</tr>
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<td>6</td>
<td>Kitchen Sanitation and Food Hygiene</td>
<td>Axler, B H</td>
<td>Cahners Publishing</td>
</tr>
<tr>
<td>7</td>
<td>Showmanship in the Dining Room</td>
<td>Axler, B H</td>
<td>US Department of Labor</td>
</tr>
<tr>
<td>8</td>
<td>Salads and Salad Dressings</td>
<td>Blair, E C</td>
<td>National Restaurant Association</td>
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<tr>
<td>9</td>
<td>Bussing Attendant Food Service Career Education Series</td>
<td>Cahners Publishing, 1974</td>
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<tr>
<td>10</td>
<td>Brief History of the Labor Movement</td>
<td>US Department of Labor Bulletin 100</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Cashiering Food Service Career Education Series</td>
<td>Cahners Publishing, 1974</td>
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</tr>
<tr>
<td>12</td>
<td>Cold Facts About Food Preparation</td>
<td>National Restaurant Association</td>
<td></td>
</tr>
</tbody>
</table>

#### Address

- McGraw-Hill Book Company
  - 1221 Avenue of the Americas
  - New York, NY 10020
- Ahrens Book Company
  - 50 Essex Street
  - Rochelle Park, NJ 07662
- National Institute for the Foodservice Industry
  - 120 Riverside Plaza
  - Chicago, IL 60606
- The Bobbs-Merrill Company, Incorporated
  - 4300 W 62nd Street
  - Indianapolis, IN 46206
- Howard W Sanis and Company, Incorporated
  - 4300 W 62nd Street
  - Indianapolis, IN 46206
- Cahners Publishing
  - 89 Franklin Street
  - Boston, MA 02110
- US Department of Labor
  - Washington, DC 20390
- National Restaurant Association
  - One IBM Plaza
  - Chicago, IL 60611
13 Cornelius, E G Food Service Careers (Peoria: Charles A Bennett Company, 1974)
16 Dardarian, Leo Put Profit on the Menu (Rochelle Park: Hayden Book Company, 1959)
17 Dietz, Susan M The Correct Waitress (Rochelle Park: Hayden Book Company, 1952)
19 An Employee Safety Message for Food Service Operators (Chicago: National Restaurant Association, 1972)
20 The Essentials of Good Table Service (Ithaca: Cornell University, 1975)
21 Exploring Careers in Hospitality and Food Service (Bloomington: McKnight Publishing Company. 1975)
22 Finance, C Buffet Catering (Rochelle Park: Ahrens Book Company, 1958)
24 A Food Protection Message for Food Service Operators (Chicago: National Restaurant Association, 1964)
26 Haines, Robert G Food Preparation for Hotels, Restaurants and Cafeterias (Norwood: American Technical Society, 1973)


31 *Hot Facts About Food Preparation* (Chicago: National Restaurant Association, nu)

32 *Inventory Controls* Foodservice Career Education Series (Boston: Cahners Publishing, 1974)

33 Irish, Richard K *Go Hire Yourself an Employer* (Garden City: Doubleday and Company, 1973)

34 Jernigan, Anna *Food Sanitation: Study Course* (Ames: Iowa State University, 1971)


37 Kimbrell, Grady and Ben S Vineward *Succeeding In the World of Work* (Bloomington: McKnight Publishing Company, 1975)

38 Kinder, Fay *Meal Management* (Mount Vernon: Macmillan and Company, 1968)


40 Lacy, Richard C and D C Park *Job Application and Interview* (revised edition) (Columbia: University of Missouri, 1974)
41 Lefler, Janet and Salvator Calenese *The Correct Cashier for Hotels and Restaurants* (Rochelle Park: Ahrens Book Company, 1960)

42 Lefler, Janet, M Rupp and F Chrapperrini *Canapes, Hors D'Oeuvres & Buffet Dishes* (Rochelle Park: Ahrens Book Company, 1963)

43 Lehrman, Lewis *Dining Room Service* (Indianapolis: The Bobbs-Merrill Company, 1971)


45 Lundberg, Donald and Lendal Koschevar *Understanding Cooking* (Amherst: University of Massachusetts, 1968)

46 Maizel, B *Food and Beverage Cost Control* (Indianapolis: The Bobbs-Merrill Company, 1975)

47 Maizel, B *Food and Beverage Purchasing* (Indianapolis: The Bobbs-Merrill Company, 1971)

48 Mok, Charles *Practical Salad Art* (Boston: Cahners Publishing, 1975)


52 *Receiving Food in Foodservice Establishments Food Management Pamphlet No. 3* (Amherst: University of Massachusetts, 1963)

53 Richardson, T M *Personal Hygiene* (Mason City: T M Richardson, nd)


55 Rosse, Lynn and Roberta McHenry *Food Purchasing: Study Course* (Ames: Iowa State University, 1971)
56 Serving the Disabled Patron Foodservice Career Education Series (Boston: Cahners Publishing, 1974) (See 8)

57 Smith, E Evelyn and Vera C Crusius Handbook on Quality Food Management (Minneapolis: Burgess Publishing Company, 1970) Burgess Publishing Company 7108 Ohms Lane Minneapolis, MN 55435


59 Spices and Recipes (Rochester: R T French Company, nd) R T French Company 153 Mustard Street Rochester, NY 12108

60 Student Manual for Occupational Relations (Minneapolis: University of Minnesota, 1969) University of Minnesota Minneapolis, MN 55411

61 Sunset Salad Book (Menlo Park: Lane Books, nd) Lane Books 85 Willow Road Menlo Park, CA 94065

62 Tailoring Service to Patrons Food Service Career Education Series (Boston: Cahners Publishing, 1974) (See 8)


64 Waiter/Waitress Foodservice Career Education Series (Boston: Cahners Publishing, 1974) (See 8)

65 Waldner, George K and Klaus Mitterhauser The Professional Chef's Book of Puffets (Boston: Cahners Publishing, 1968) (See 8)


69 Your Responsibility for Safety (Chicago: National Restaurant Association, 1975) (See 12)
16mm Films

70 "Braising and Stewing"
71 "Broiling"
72 "Coffee 'Round the Clock"
73 "A Cool Head for Salads"
74 "Courtesy: Food Service Is People Service"
75 "Food Preparation"

76 "Courtesy: The Inside Story"
77 "Dining Room Safety"
78 "Dining Room Sanitation"
79 "Eye of the Supervisor"
80 "Food Purchasing I: General Principles"
81 "Food Purchasing II: Let the Buyer Beware"
82 "Give Your Eggs a Break"
83 "Handling Complaints"
84 "Handling Credit Cards"
85 "How Do You Look When It Counts?"
86 "How to Listen More Effectively"
87 "How to Set a Table"
88 "Increasing Productivity"
89 "Is a Career in the Hotel-Motel Industry for You?"

Address

National Education Media
15760 Ventura Boulevard
Encino, CA 91436

(See 70)

Coffee Brewing Institute
120 Wall Street
New York, NY 10019

(See 70)

National Medical Audiovisual Media, Incorporated
Station K
Atlanta, GA 30324

(See 70)

Universal Education and Visual Arts
235 E 45th Street
New York, NY 10017

(See 70)

Aims Instructional Media Services, Incorporated
PO Box 1010
Hollywood, CA 90028

(See 70)
90  "It Happens Every Noon" Distributed by the National Audiovisual Center, Capitol Heights, Maryland

91  "Kitchen Safety Series" Professional food preparation and service programs:
    "Kitchen Safety — Preventing Burns"
    "Kitchen Safety — Preventing Cuts and Sprains"
    "Kitchen Safety — Preventing Falls"
    "Kitchen Safety — Preventing Fires"
    "Kitchen Safety — Preventing Machine Injuries"

92  "Mr Busboy"

93  "Mr Dish Machine Operator"

94  "A Public Well Served"

95  "Presentation of Food and Beverage"

96  "Receiving and Storing"

97  "Roasting"

98  "Sanitation: Dining Room"

99  "Sanitation: Rodent and Insect Control"

100 "Sanitation: Rules Make Sense"

101 "Sanitation: Why All The Fuss?"

102 "Table Settings"

103 "Telephone Manners"

104 "Your Job: You and Your Boss"

105 "You and Your Job Interview"

106 "Your Personality: The You Others Know"

Filmstrips

107 "All About Cookware"

Film Library
US Department of Agriculture
Washington, DC 20250

(See 70)

(See 70)

(See 70)

(See 70)

(See 70)

(See 70)

(See 70)

(See 70)

Food and Drug Administration
550 Main Street
Cincinnati, OH 45202

(See 70)

(See 70)

(See 70)

(See 70)

Guidance Associates
757 Third Avenue
New York, NY 10017

(See 105)

Filmstrips

Douglas Film Industries
distributed by:
EKCO Housewares
Educational Services
777 S Wheeling Road
Wheeling, IL 60090

(See 105)
108 "All About Garnishes"

109 "All About Knives and Carving"

110 "The Angry Flame"

111 "Career Decisions: Finding, Getting and Keeping A Job"

Continental Film Productions
4220 Amnicola Highway
Chattanooga, TN 37406

112 "Career Development: Education for Living"

J C Penney Company, Incorporated
1301 Avenue of the Americas
New York, NY 10019

113 "Career in Hotels, Motels, and Motor Inns"

American Hotel and Motel Association
221 W 57th Street
New York, NY 10019

114 "Change on the Table"

National Coffee Brewing Institute
120 Wall Street
New York, NY 10019

115 "Cinderella and the Magic House"

Pen American Coffee Bureau
3100 Avenue of the Americas
New York, NY 10013

116 "Coffee, Please"

117 "Courteous Service"

118 "The Courtesy Caper"

119 "Dan the Dependable Dishwasher"

120 "Dishing Up Safety"

121 "Dishroom Maintenance and Cleaning"

122 "Efficient Service"

123 "Fastfood Service"

124 "Food Sanitation: Utensils and Equipment"

125 "The Free Loaders"
126 "Jack and the Bean Plate" (See 119)
127 "Job Attitudes: Why Work at All?" (See 105)
128 "The Job Interview" Eye Gate House
129 "Ladies and Gentlemen in Waiting" (See 110)
130 "The Names in the Cooking Game" (See 107)
131 "Preparing for an Interview" (See 111)
132 "Protecting the Public" Three-part program on food
 protection and sanitation:
  "Protecting the Public, Part I—Personal Side"
  "Protecting the Public, Part II—Food Protection"
  "Protecting the Public, Part III—Establishment and
   Equipment Sanitation"
133 "Refrigerated Food Storage Principles" (See 75)
134 "Safety in the Kitchen" (See 1)
135 "Sandwiches, Please" Wheat Flour Institute
136 "Serve 'em Right" (See 120)
137 "Smart Waitress" Four-part training program:
   "Smart Waitress I—Personal Presentation"
   "Smart Waitress II—Attitude"
   "Smart Waitress III—Salesmanship"
   "Smart Waitress IV—Teamwork"
138 "That Extra Something" (See 110)
139 "That Final Touch" (See 110)
140 "The Unwanted Four" (See 110)
141 "Wally, the Willing Waiter" (See 119)
142 "What is a Waitress?" (See 119)
143 "Work Smart—Stay Safe" (See 110)
<table>
<thead>
<tr>
<th>Learning Modules</th>
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<tbody>
<tr>
<td>ILS — Individual Learning Systems. (Request catalog for order form and costs.)</td>
<td>Continuing Education Publications</td>
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<tr>
<td></td>
<td>PO Box 1491</td>
</tr>
<tr>
<td></td>
<td>1633 SW Park Avenue</td>
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<td></td>
<td>Portland, OR 97207</td>
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<th>Module</th>
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<tr>
<td>144</td>
<td>FS-SF Safety — Modules 1 to 3</td>
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<td>145</td>
<td>FS-SA Sanitation — Modules 1 to 20</td>
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<td>146</td>
<td>FS-TE Tools and Equipment — Modules 1 to 30</td>
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<td>147</td>
<td>FS-ST Standards of Portion Control and Product Consistency — Modules 1 to 7</td>
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<td>148</td>
<td>FS-TM Foodservice Terminology — Modules 1 to 3</td>
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<td>149</td>
<td>FS-TW Waiter/Waitress — Module 10</td>
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<tr>
<td>150</td>
<td>FS-GM Garde Manger Station — Modules 1 to 24</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>a la</td>
<td>in the manner of</td>
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<tr>
<td>a la carte</td>
<td>single, fresh made food order, not served as a whole meal</td>
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<tr>
<td>a la king</td>
<td>in cream sauce with mushrooms, green peppers, pimento</td>
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<tr>
<td>a la mode</td>
<td>in a modern way—in America, served with ice cream</td>
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<tr>
<td>agar-agar</td>
<td>seaweed gelatin</td>
<td></td>
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<tr>
<td>albacore</td>
<td>white tuna</td>
<td></td>
<td></td>
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<tr>
<td>allumettes</td>
<td>french fries cut thin as matches</td>
<td></td>
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<tr>
<td>ambrosia</td>
<td>mixture of fruit and coconut used as a dessert</td>
<td></td>
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<tr>
<td>anchovy</td>
<td>small fish of herring family, often used in appetizers and pizza</td>
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<tr>
<td>antipasto</td>
<td>appetizer; marinated vegetables in tomato sauce</td>
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<tr>
<td>appetizer</td>
<td>pre-meal snack to stimulate appetite</td>
<td></td>
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<tr>
<td>aspic</td>
<td>meat jelly, used in garde manger work</td>
<td></td>
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<tr>
<td>au gratin</td>
<td>browned under broiler or salamander with cheese</td>
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<tr>
<td>au jus</td>
<td>with natural pan gravy</td>
<td></td>
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<tr>
<td>baba au ruhm</td>
<td>light bread-like cake soaked with rum</td>
<td></td>
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<tr>
<td>bain-marie</td>
<td>wet steam table</td>
<td></td>
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<tr>
<td>baked Alaska</td>
<td>ice cream and cake covered with meringue and browned in the oven</td>
<td></td>
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<tr>
<td>baking powder</td>
<td>mixture of bicarbonate of soda and tartar used as a leavening agent</td>
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<tr>
<td>baking soda</td>
<td>sodium bicarbonate used in baking as a leavening</td>
<td></td>
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<tr>
<td>bar-le-duc</td>
<td>large, seedless currants</td>
<td></td>
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<tr>
<td>barbecue</td>
<td>meat cooked over open fire</td>
<td></td>
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<tr>
<td>baste</td>
<td>to pour or brush drippings over food to prevent drying while cooking</td>
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<tr>
<td>batter</td>
<td>mixture that is loose enough to pour</td>
<td></td>
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<tr>
<td>bavarian cream</td>
<td>dessert of cream, eggs and gelatin</td>
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<tr>
<td>bayonne ham</td>
<td>French raw ham, like prosciutto</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<td>-----------------------------------------------------------------------------</td>
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<td></td>
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<tr>
<td>beat</td>
<td>to mix rapidly so as to blend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bechamel</td>
<td>white cream sauce made with milk</td>
<td></td>
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<tr>
<td>bercy</td>
<td>sauce made with shallots, fish stock and white wine</td>
<td></td>
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<tr>
<td>bernaise</td>
<td>sauce made from eggs, butter and tarragon</td>
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<tr>
<td>beurre</td>
<td>butter (French)</td>
<td></td>
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</tr>
<tr>
<td>bill of fare</td>
<td>menu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bisque</td>
<td>shellfish soup made with rice puree</td>
<td></td>
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<tr>
<td>bistro</td>
<td>small bar or tavern</td>
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<tr>
<td>blanche</td>
<td>to submerge in boiling water for a short time</td>
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<tr>
<td>blend</td>
<td>to mix thoroughly</td>
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<tr>
<td>boil</td>
<td>cooking of food in liquids at above boiling temperature</td>
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<tr>
<td>boeuf bourguignon</td>
<td>beef cooked with burgundy wine</td>
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<tr>
<td>bombe</td>
<td>fancy mold used for freezing ice cream for a dessert</td>
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<tr>
<td>bone</td>
<td>to remove the bones from</td>
<td></td>
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<tr>
<td>bordelaise</td>
<td>strong brown sauce made of red wine and herbs with brown stock</td>
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<tr>
<td>bordure</td>
<td>border of mashed potatoes on a service platter</td>
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<tr>
<td>borscht</td>
<td>beet soup</td>
<td></td>
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<tr>
<td>boston cream pie</td>
<td>two layer cake with cream filling and chocolate topping</td>
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<tr>
<td>bouillabaisse</td>
<td>fish stew containing five or six kinds of seafood</td>
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<tr>
<td>bouillon</td>
<td>light broth, usually of beef or chicken</td>
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<tr>
<td>bouquet</td>
<td>aroma, as of wine</td>
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<tr>
<td>bouquet garni</td>
<td>herbs tied in a bundle for seasoning of soups, sauces</td>
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<tr>
<td>bouquetiere</td>
<td>fancy vegetable garnish</td>
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<tr>
<td>braise</td>
<td>to cook slowly in fat, with a little added moisture</td>
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<tr>
<td>bread</td>
<td>to coat with an egg and/or milk mixture and dip in bread crumbs</td>
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<tr>
<td>brigade</td>
<td>crew of chefs, cooks, bakers, butchers and helpers who work under the</td>
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<tr>
<td></td>
<td>executive chef</td>
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<tr>
<td>brine</td>
<td>mixture of salt and water used as a pickling liquid</td>
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<tr>
<td>Word</td>
<td>Definition</td>
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<tr>
<td>brioche</td>
<td>soft breakfast roll</td>
<td></td>
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<tr>
<td>brochette</td>
<td>cut up pieces of food threaded on skewers and cooked over a grill or open fire</td>
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<tr>
<td>broth</td>
<td>liquid in which meat, bones, fish or vegetables have been cooked</td>
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<tr>
<td>brown</td>
<td>to broil or fry food until the outside color darkens</td>
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<tr>
<td>buffet</td>
<td>a meal at which people serve themselves from large dishes</td>
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<tr>
<td>cafe</td>
<td>French for coffee</td>
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<tr>
<td>camembert</td>
<td>fermented soft, French cheese</td>
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<tr>
<td>canape</td>
<td>an appetizer served on small piece of bread</td>
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<tr>
<td>cannelloni</td>
<td>cone-shaped pastry with cream filling</td>
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<tr>
<td>canteloupe</td>
<td>sweet melon</td>
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<tr>
<td>caper</td>
<td>small bud dried and pickled and used in sauces and relishes</td>
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<tr>
<td>capon</td>
<td>young castrated male fowl</td>
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<tr>
<td>carafe</td>
<td>long-necked bottle of various sizes for serving wine</td>
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<tr>
<td>caramel</td>
<td>sugar melted slowly until it darkens</td>
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<tr>
<td>carbohydrates</td>
<td>sugars and starches</td>
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</tr>
<tr>
<td>carbonize</td>
<td>burn</td>
<td></td>
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<tr>
<td>carte du jour</td>
<td>menu of the day</td>
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<tr>
<td>casserole</td>
<td>deep metal or earthenware pot in which food is baked and often served</td>
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<tr>
<td>casso.let</td>
<td>French term for a dish like baked beans, but made with lamb, goose or pork</td>
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<tr>
<td>caviar</td>
<td>the eggs of fish served as an appetizer</td>
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<tr>
<td>cayenne</td>
<td>very hot red pepper</td>
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<tr>
<td>cellulose</td>
<td>fibers of plant food</td>
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<tr>
<td>chafing dish</td>
<td>dish, usually set in a holder, for keeping foods warm or for light cooking</td>
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<tr>
<td>champignon</td>
<td>cultured mushroom</td>
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<tr>
<td>charlotte russe</td>
<td>sponge-cake or lady fingers with whipped cream or custard-gelatin filling</td>
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<tr>
<td>chasseur</td>
<td>hunter style</td>
<td></td>
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<tr>
<td>chateau briand</td>
<td>thick tenderloin steak</td>
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</table>

93
chaud warm
chaud-froid sauce prepared hot but served with cold dishes, such as aspics
chef de cuisine master chef and administrator
chef de partie master chef or skilled chef
chef entremetier vegetable and egg station cook
chef garde manger cold pantry cook
chef rotisseur roast and broiler station cook
chef's salad green salad served with cheese, meat and other garnishes
chili con carne beans and meat (usually ground beef) in spicy tomato sauce
chili peppers dried hot peppers
chive small, onionlike vegetable, usually chopped fine and used as an herb
chop suey American dish made from bean sprouts, bamboo shoots, water chestnuts, onions and meat or fish and served with rice and soy sauce
chow mein Chinese-American dish made of meat, poultry or fish with onion, mushrooms, water chestnuts and bamboo shoots
chowder thick soup or stew
chutney an Indian condiment made of fruits and spices and served with curry dishes
clarified butter clear butter, milk solids removed
clarify to make a liquid clear, as to skim the milk solids off melted butter
club sandwich variety of ingredients placed between three slices of bread
cobbler fruit pie with top crust only
cocotte small individual casserole
coddle to cook in water just below the boiling point
cole slaw shredded cabbage salad
compote dish of stewed fruits
condiment relish, sauce or spice eaten along with other foods
connoisseur an expert who is competent to act as a critical judge
consistency degree of firmness, density
consomme clear soup stock

34
104
convection oven  oven with circulating hot air
cordial  a liqueur
coupe St Jacques  dessert of ices with diced fresh fruits
court bouillon  stock made with water, vegetables, spices and wine and used in cooking fish or shellfish
crab Louis  cold crab meat garnished with lettuce, tomatoes and dressing
cream  to work one or more foods until a creamy texture is obtained
creole  tomato sauce with sweet pepper, shallots and Madeira wines
crêpe  thin light pancake
crêpe suzette  thin fried pancake, rolled and served with a rich sauce and flambe before service
crimpt  to flute
crisp  to make food crisp, as by toasting or as with vegetable, letting them stand in cold water
croquette  meat, poultry, fish or vegetables cooked, chopped, rolled, breaded and then fried
crouton  small toasted bread cubes used to garnish soups and salads
cube  to cut into small square pieces
cuisine  style of cooking
culinary  relating to the kitchen or cookery
curd  the semi-solid part of milk used in making cheese
cure  to preserve a food, as by drying, salting, pickling, etc.
curry  an Indian dish seasoned with curry powder, a condiment made of various spices
custard  pudding-like mixture of milk and eggs
cutlet  small slice of meat cooked by broiling or frying
danish pastry  iceu and filled sweet roll
decant  to pour from one bottle to another to separate a liquid from its sediment
deep-dish pie  fruit pie with top crust only
deep fry  to fry in a deep layer of hot fat

35
deglazing to loosen the pan dripping from a pan by adding a liquid and cooking
dehydrated dried
dejeuner French for breakfast or brunch
Delmonico once famous New York restaurant—often a method of presentation of food
demitasse small cup of strong, black coffee, sometimes served with a twist of lemon
deu xieme Commis skilled cook with one to five years of experience
deviled strongly spiced or served with brown butter
diced chopped finely
 disjointed poultry pieces separated at joints; partly boned
dough an uncooked mixture to be baked as into bread
drawn butter melted butter, often seasoned
dredge to coat with a dry ingredient like bread crumbs or flour
dress truss, make oven ready for poultry
dressing salad sauce, marinade, or a stuffing for a roast
drippings residue of roasting or sautéing left in the pan
du jour of the day
duchess potatoes mashed potatoes with egg yolk and butter, forced through a pastry bag
dust sprinkle with flour
eclair oblong pastry filled with cream or custard and iced with chocolate
edible suitable for eating
egg foo yung Chinese omelette made with bean sprouts, green pepper and onions
eggwash beaten eggs with water or milk
emulsify liquid suspended in another liquid, usually accomplished with eggs
en casserole served in its own baking dish
enchilada rolled tortilla with meat fillings, served in a chili tomato sauce
entre main course
entrecôte cut of meat