This handbook presents a competency-based curriculum that provides information to teachers and administrators planning a secondary food service program in Alaska. The organization of the handbook is similar to the work stations commonly found in food service operations, although some competency areas, such as sanitation and safety and the care and use of equipment, are applicable to every area covered in the handbook. The handbook is organized in seven sections. Section 1 presents an introduction to competency-based curriculum, while Section 2 provides the scope and sequence and hierarchy of food service competencies. Section 3, the core of the curriculum, includes the competencies and tasks for food service instruction. Its two parts cover basic food service (job relations and communication, sanitation and safety, care and use of equipment, general food preparation techniques) and specialized food service (pantry station/garde-manger, hot station, stocks and sauces, baking and dessert station, service and dining, management, food service careers). Section 4 contains course descriptions to assist school districts in developing their vocational programs. Section 5 contains a curriculum analysis matrix to be used in determining competencies to be included in specific food service courses. Section 6 provides a sample skills card to be used in evaluating competency completion by students. Section 7 lists resources and materials available from sources in Alaska and throughout the country. (KC)
FOOD SERVICE CURRICULUM

Bill Sheffield, Governor

Developed by the...

ALASKA DEPARTMENT OF EDUCATION
Adult and Vocational Education

Marshall L. Lind, Commissioner

Gerald D. Hiley, Director for Vocational Education

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The food service industry in Alaska will offer increased employment opportunities to the Alaskan workforce. The Alaska Department of Labor estimates that food service workers are projected to have the largest increase in percentage of total Alaskan jobs between 1979 and 1989. In 1983 there were over 5,000 job orders for food service workers at the Job Service Offices throughout Alaska. The Department of Labor estimates that employment in the food service industry for 1986 will total 15,300 and that by 1990 the estimated employment will be 17,092. This estimate includes bakers, cooks, attendants, food preparation workers, food servers, hosts, and waiters and is based on the state's current trend of declining revenues. It is clear that food service occupational training is important in Alaska, since such a significant portion of job openings will be in this area. Secondary food service programs must continue to provide students with the skills they will need to survive in the Alaskan food service industry.

This handbook is a competency-based curriculum that provides direction in planning a secondary food service program. It allows for flexibility as educators build their own programs and tailor them to fit local needs. Competencies can be selected as they are appropriate to the school's area, population, facilities, equipment and time available.

The organization of this handbook is similar to the work stations commonly found in food service operations. For example, there are competency areas for the Pantry Station (Garde Manger), the Bakery & Dessert Station, the Hot Station, and the Stock & Sauce Station. It must be recognized that some competency areas are not to be taught as separate areas, but are to be integrated throughout an entire course. For example, sanitation & safety and the care & use of equipment are applicable to every area covered in this handbook.

Professionals in the food service industry participated in a survey to validate competencies. From the completed competency surveys, competencies were ranked in order of importance and tasks were written, outlining the general scope of the competencies. During two audioconferences, educators from around the state provided input for completing the task force of educators convened to complete the handbooks.

The handbook is organized in seven sections:

Section I presents an introduction to competency-based curriculum. The role of vocational instructors in curriculum planning, implementation and evaluation is also included.

Section II provides the scope and sequence and hierarchy of food service competencies.

Section III is the core of the curriculum, it includes the competencies and tasks for food service instruction.
Section IV contains course descriptions to assist school districts in developing their vocational programs.

Section V contains the curriculum analysis matrix to be used in determining competencies to be included in specific food service courses.

Section VI contains a sample skills card to be used in evaluating competency completion by students.

Section VII lists information on resources and specific materials available from a variety of sources in Alaska and throughout the country.

It is recommended that all students participate in career awareness and exploration experiences to help them understand the connection between school and work and make career plans.
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Karen Ryals
Assistant Administrator for Vocational Education
Office of Adult and Vocational Education
Alaska Department of Education
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Introduction to Competency-Based Curriculum
Competency-Based Curriculum

Vocational education should be directed toward the skills, knowledge, and attitudes needed for successful employment. Changes in technology are affecting the job requirements in the food service industry. Such changes require food service educators to continually update their curriculum in order to prepare students for competition in the job market.

An effective method for delivering vocational education is through a competency-based curriculum. This curriculum is based on a task analysis of the key occupations in food service. Once a competency-based curriculum is set in place, student performance must be measured on levels of proficiency in those competencies. Thus, the critical features of competency-based education are:

1) validating competencies to be included in the curriculum; and
2) evaluation of student competency levels.

This curriculum handbook sets direction for local curriculum developers. It provides a framework for developing courses of study and lesson plans in local schools.

Curriculum Based on Competencies

Competence refers to the adequate performance of a task. The task may be evaluated according to the performance or process, the product, or both.

Competency-Based Vocational Education consists of programs that derive their content from the tasks performed in each occupation/job and assess student performance on the basis of preset performance standards.

Learning materials define the competencies the student is to learn, the criteria by which the student will be evaluated, and the conditions under which the evaluation will occur.

Competency-based instruction places emphasis on the ability to do, as well as on learning how and why. Student performance and knowledge are individually evaluated against the stated criteria, rather than against group norms.

The competency process utilizes a checklist of attitudes, knowledge and skills that are commonly needed by entry level employees in food service occupations. In developing this curriculum handbook, a cross-section of food service people were asked to respond to the checklist on the basis of needs within their own establishments. The checklists were tallied and summarized to determine which attitudes, knowledge and skills were common to food service operations in Alaska. Also, the competencies in each area were ranked as to decreasing importance.
Student Performance Assessment

A curriculum becomes competency-based when students are assessed on the basis of their competence. Sample skill cards are provided in this guide for teachers who wish to use them in assessing the competency levels of their students. The card has four levels of proficiency which allow continued development of skills. The card can be used to monitor students' progress as they move between food service classes, between teachers and grade levels and between school and work. The completed skills card is an important part of a placement portfolio when students begin their job searches.

Curriculum Delivery Systems

Vocational Student Leadership Organizations

Some of the competencies in this curriculum guide cannot be fully met in traditional classroom and office lab settings. Future Homemakers of America and Home Economics Related Occupations (FHA/HERO) are delivery systems which can be integrated into the regular school program. FHA chapters focus on consumer homemaking programs, while HERO chapters deal with vocational home economics programs. FHA and HERO are often combined chapters. FHA/HERO should be an integral part of food service classes. The student organization is a vehicle for delivery of curriculum and is not a separate curriculum. For that reason, it should be integrated into the in-school program and used in the daily delivery of instruction. It is an excellent means of providing students with leadership and human relations skills which cannot be adequately covered in standard classroom approaches. FHA/HERO activities can be used to supplement and strengthen all areas of the food service curriculum.

Cooperative Work Experience

Some of the competencies identified in this guide cannot be fully developed at a school site. A work station in the community offers realistic experiences in fulfilling the program goals in career development and human relations. Cooperative Work Experience offers an excellent vehicle for the delivery of instruction. With well developed training plans, teachers and employers can cooperate to prepare students for employment. Cooperative Work Experience extends the instructional program beyond the availability of equipment and instructor time at the local school. Teachers and employers must maintain regular communications to assure that students are receiving a high quality experience.

The Rural Student Vocational Program (RSVP) provides a two week fulltime work experience for students from rural areas where job stations are limited or non-existent.

The Job Training Partnership Act (JTPA) provides on-the-job experience to disadvantaged youth in both urban and rural areas.
Role of Instructor in Curriculum Planning, Implementation and Evaluation

The vocational instructor fulfills many roles which include the following responsibilities:

- Prepares a written vocational program plan.
- Develops and maintains a written program philosophy with objectives that support the philosophy.
- Maintains a written list of competencies identified as needed for the program area.
- Devises and maintains a classroom management system for implementing the curriculum materials provided for the program area.
- Evaluates the curriculum content periodically to determine curriculum changes and update. This includes the involvement of the students (present and former), advisory committee members, and other personnel.
- Blocks units of instruction and plans lesson plans based on the competencies of the occupation.
- Provides appropriate instructional materials, supplies, and equipment for the students to use.
- Reviews the instructional materials to assure that they are free from sex bias and sex role stereotyping.
- Works with an advisory committee.
- Assists and/or serves as an advisor to the appropriate student organization related to the vocational program area.
- Plans and arranges an appropriate classroom learning environment. This involves assisting students of different abilities to work at their own pace and in cases where remedial instruction is needed, securing additional help for those students.
- Reinforces basic skills of reading, communication (written & oral) and computation through vocational education experiences.
- Helps determine what objective(s) should be established for handicapped students as a part of the individual educational plan (IEP) development.
- Uses a grading procedure that is made available to all students at the beginning of their training.
- Sets an example for grooming and dress that is generally found in the occupational area in business or industry to enable students to establish appropriate standards.
Benefits of Competency-Based Curriculum

Competency-based vocational education offers several benefits to students:

1. The competencies/tasks are directed to the student and provide measurable criteria for determining when the student has acquired the necessary knowledge and skills.

2. Students receive realistic training for the job. They become competent in tasks that are relevant to the occupation.

3. Students know what is expected of them throughout the course. The competencies are made available to them at the outset. They know what they will be doing and how well it must be done.

4. Each student is individually responsible for completing each competency attempted in the curriculum.

5. Students are not compared with other students in their accomplishments because each is expected to work according to his/her individual capabilities and learning style. Because of the various evaluation policies of different school systems, the ideal of not comparing students in determining grades is not always possible. However, the basic thrust of the competency-based program is to evaluate each student according to his/her accomplishment of each task as he/she works up to individual capability.
II

Program Development
Program Development

The format of this handbook was selected to aid administrators and teachers in concentrating on the skills of the job categories for which they are training. It will assist in selecting the array of courses and the delivery system which fit the school. This provides the flexibility of varying the course content to include the most valuable skills as appropriate for the scope and sequence. The primary importance is that students are able to secure the skills necessary for entry level employment. Schools can vary their delivery systems to maximize student opportunities by:

1. Offering courses on alternate years or other planned sequences
2. Offering two or more courses in the same class
3. Providing individualized materials and instruction

A matrix is included in this guide for use in planning the courses to be offered and the content of each course.

The following chart shows the hierarchy of food service competencies starting with basic competencies and detailing intermediate and applied competencies for food service education.
Hierarchy of Food Service Skills

Basic Food Service Competencies

1. Job Relations and Communication
   - Personal Appearance & Fitness
   - Work Attitudes
   - Problem Solving
   - Communication Skills

2. Sanitation and Safety
   - Foodborne Illnesses
   - Personal Hygiene
   - Governmental Regulations
   - First Aid

3. Care and Use of Equipment
   - Safe Knife Use
   - Professional Cooking Equipment
   - Specialized Equipment
   - Large Appliances

4. General Food Preparation Techniques
   - Recipes
   - Substitution
   - Time Management
   - Holding & Handling Techniques
   - Portion Control

Specialized Food Service Competencies

1. The Pantry Station/Garde Manger
   - Food Selection
   - Salads
   - Sandwiches
   - Cold Hors d'oeuvres & Appetizers

2. The Hot Station
   - Wholesale Meat Cuts
   - Cutting & Portioning
   - Cooking Methods
   - Seasoning
   - Breakfast Foods
   - Vegetables
   - Hot Hors d'oeuvres & Appetizers

3. Stocks and Sauces
   - Thickening
   - Stock & Soup Preparation
   - Sauce Making
   - Reducing & Enriching Sauces

4. The Bakery and Dessert Station
   - Yeast Baking
   - Pastry
   - Egg Foams
   - Sugar Cookery
   - Icings & Garnishes
   - Milk-Based Desserts
   - Fresh Fruits
   - Frozen Desserts

Service and Dining
- Customer Service
- Set Up Serving Areas
- Beverages
- Process Customer Tickets
- Clean & Maintain Dining Areas

Management
- Inventory
- Employee Supervision
- Scheduling
- Marketing
- Cost Management
- Accounting
- Menu Planning & Nutrition

Careers in the Food Service Industry
- Career Decision Making
- Employment in Food Service
- Job Seeking Skills
- Life/Work Management Skills
- Employee Rights
Competencies and Tasks
Job Relations and Communication

Competency: Maintain personal appearance and fitness appropriate for the food service industry

Tasks: Practice personal hygiene
    Use appropriate make-up and jewelry
    Identify reasons for appearance requirements
    Identify appropriate manners
    Be able to lift at least 50 pounds
    Be able to stand for long hours
    Demonstrate the stamina to work with speed

Competency: Demonstrate skills that contribute to a team effort

Tasks: Maintain an acceptable attendance record
    Maintain punctuality
    Give notice of interruptions
    Demonstrate reliability
    Follow rules of the workplace
    Follow instructions
    Ask for clarification
    Use listening skills
    Participate in groups in a democratic way
    Function effectively by accepting assigned responsibilities
    Demonstrate characteristics and responsibilities of group members
    Maintain positive attitudes toward others
    Accept supervision and criticism
    Cooperate with others and accept chain of command
Competency: Demonstrate problem solving skills

Tasks: Identify problems
- Get information about problems
- Analyze problems
- Develop alternative solutions to problems
- Select a course of action to solve problems
- Persevere through obstacles

Competency: Demonstrate initiative and productivity

Tasks: Organize time effectively
- Be responsible
- Care about the quality of work
- Use food resources wisely
Sanitation and Safety

Competency: Recognize foodborne illnesses

Tasks: Know the symptoms of, and how to prevent:
   a. staphylococcus aureus
   b. clostridium botulinum
   c. clostridium perfringens
   d. salmonella

Competency: Apply techniques to prevent food contamination

Tasks: Practice food preparation techniques which prevent contamination
   Practice food holding techniques which prevent contamination
   Practice food serving techniques which prevent contamination
   Practice food storage techniques which prevent contamination
   Store and hold food at proper temperatures

Competency: Practice personal hygiene

Tasks: Wash hands when required
   Cover cuts and burns
   Use hair restraints
   Wear proper attire
   Recognize procedures to prevent the spreading of germs

Competency: Maintain a sanitary food environment

Tasks: Identify techniques to prevent food from pests
   Clean and sanitize work areas and equipment
   Use cleaning equipment properly
Select appropriate cleaning agents
Store chemicals safely
Collect and dispose of garbage properly

Competency: Apply regulations and principles of sanitation
Tasks: Design and employ self-inspection standards
      Follow local/state/federal health codes and regulations
      Employ the principles of heat and chemical sanitation

Competency: Prevent cuts, falls, fires, burns and injuries from machines and equipment
Tasks: Turn off machine when not in use
      Unplug machine correctly
      Follow directions
      Prevent loose hair, clothing and jewelry
      Clean spills
      Clean hoods
      Clean grease traps and screens
      Recertify fire extinguishing system annually

Competency: Prevent injuries and strains from lifting heavy objects
Tasks: Use carts
      Squat instead of bending
      Prevent lifting heavy objects over the head
      Use a lifting machine

Competency: Obtain emergency first aid
Tasks: Recognize when care is needed
      Memorize the emergency number
      Assemble a well stocked first aid kit
Explain the treatment for burns
Recognize the need for an eye wash
Apply techniques to slow/stop excessive bleeding

Competency: Practice emergency fire control

Tasks: Select and use types of fire extinguishers
Extinguish a fire with common kitchen agents
Smother a fire
Care and Use of Equipment

Competency: Use and care for knives safely

Tasks: Identify types of knives
Sharpen knives correctly
Wash knives safely
Select knives appropriate to the task
Use knives efficiently and safely
Store knives properly

Competency: Use professional cooking tools

Tasks: Select and use:

a. a vegetable brush
b. a pastry brush
c. a bench brush
d. an oven brush
e. a kettle brush
f. a grease brush
g. measuring spoons and cups
h. food scales
i. liquid measures

Competency: Use professional cooking utensils

Tasks: Select and use:

a. a spatula
b. a solid, slotted, and pierced spoon
c. a ladle
d. a skimmer
e. a cook's fork
f. a paddle scraper
g. a plastic scraper
h. tongs
i. a colander
j. a chian cap
k. a strainer

Competency: Use professional cooking gadgets

Tasks: use the following:
   a. a meat tenderizer
   b. a melon ball cutter
c. a swivel peeler
d. a sifter
e. a grater
f. an egg slicer
g. skewers
h. a pastry bag

Competency: Use cooking utensils appropriate to cooking methods

Tasks: use the following:
   a. a skillet
   b. a saute' pan
c. a saucepan
d. a stockpot
e. a bain-marie
f. a double boiler
g. a braise
h. a bake pan
Competency: Use mixing bowl appropriate to the mixing method

Tasks: Select the proper size
  Select the proper depth
  Select the proper type of material appropriate to the task

Competency: Use specialized equipment appropriate to cooking or mixing method

Tasks: Select and use:
  a. a spring form pan
  b. a bundt pan
  c. a muffin pan
  d. a cookie sheet
  e. a salad mold
  f. a rolling pin
  g. a pie pan
  h. pie weights
  i. a quiche dish

Competency: Use appropriate equipment and appliances for food preparation

Tasks: Operate and clean:
  a. a can opener
  b. a food processor
  c. a vegetable cutter
  d. a blender
  e. a toaster
  f. a waffle iron
  g. a coffee maker
  h. juice server
  i. a small mixer
j. a meat saw
k. a vertical mixer
l. a horizontal mixer
m. a food chopper
n. a food slicer
o. mixing equipment and attachments
p. soft-serve ice cream machine
q. a bread slicer
r. a bun slicer
s. a dough divider
t. a cookie machine
u. a bagger
v. an air gun

Competency: Operate and clean large cooking equipment & appliances

Tasks: Operate and clean:

a. a range
b. a grill/griddle
c. a broiler
d. a steamer
e. a convection steamer
f. a steam-jacketed kettle
g. a deep fat fryer
h. a conventional/conduction oven
i. a stack oven
j. a carousel oven
k. a convection oven
l. a hearth oven
m. a microwave oven
n. a tilt-braiser
o. a braising pan
p. a salamander

Competency: Operate and clean warm food holding equipment

Tasks: Operate and clean a steam table
Operate and clean a heat lamp
Operate and clean a heated cart
Use heated pellets
Assemble and use a chafing dish

Competency: Use and clean food cooling equipment

Tasks: Operate and clean:
  a. a walk-in refrigerator and freezer
  b. a reach-in refrigerator and freezer
  c. a roll-in refrigerator and freezer
  d. a pass-through refrigerator
Set up an ice table
General Food Preparation Techniques

Competency: Use standardized or quantity recipes for food preparation

Tasks: Define "standardized recipe"

Define "quantity recipe"

Use standard or quantity recipes for food preparation

Recognize functions and limitations of recipes

Select and use ingredients common to types of recipes

Use formulas based on baker's percentages

Competency: Use ingredients appropriate for cooking methods

Tasks: Explain factors that control the development of gluten in baked products

Explain the changes that take place in dough as it bakes

Prevent or retard the staling of baked goods

Explain the major ingredients and state their functions and characteristics

Select and use extracts, spices and herbs as needed

Competency: Weigh and measure foods accurately for standard and quantity recipes

Tasks: Explain the importance of weighing baking ingredients

Use a scale

Measure dry ingredients

Measure liquids

Write abbreviations for weights and measures

Use terminology for weights and measures
Competency: Convert and substitute ingredients accurately in recipes
Tasks: Convert standard recipes to quantity recipes
      List common substitutions

Competency: Use food service terminology
Tasks: Apply commonly used culinary terms (English/French)

Competency: Employ time management schedule for preparing and serving food
Tasks: Use mass production line techniques

Competency: Use food resources efficiently
Tasks: Use leftovers
      Use trimmings

Competency: Use proper holding techniques for prepared foods
Tasks: Hold food at proper temperatures
      Follow a time schedule for holding food
      Prevent food from discoloration

Competency: Use proper handling techniques when preparing foods
Tasks: Wash foods correctly
      Blanche foods
      Scald food
      Handle at proper temperatures
      Prevent fruit from tanning/browning
      Prevent vegetables from drying or loosing texture

Competency: Use appropriate tools to achieve portion control
Tasks: Use weights
      Use numbered scoops
      Use portion markers
      Use a cake cutter
The Pantry Station/
Garde Manger

Competency: Apply USDA standards for food selection
Tasks: Select and store dairy products
Identify quality points for fresh fruits
Identify quality points for fresh vegetables

Competency: Perform pre-preparation of fresh fruits and vegetables
Tasks: Wash fresh fruits and vegetables
Peel fresh fruits and vegetables
Pare fresh fruits and vegetables
Slice fresh fruits and vegetables
Dice fresh fruits and vegetables

Competency: Portion and assemble ingredients for salads
Tasks: Wash, dry and store greens
Show a variety of slicing techniques
Dissolve and use gelatin
Cut ingredients to proper size for use
Preserve flavor and texture of foods
Prepare:
a. a leafy green salad
b. a meat/cheese salad
c. a gelatin salad
d. a potato salad
e. a seafood salad
f. a vegetable salad
g. a fruit salad
h. an entree salad
i. a pasta salad

Competency: Portion and assemble ingredients for sandwiches

Tasks: Weigh meat and cheese on scale
       Use food service method for mass producing sandwiches
       Set up sandwich making tray
       Demonstrate creative use of ingredients
       Prepare:
       a. a french dip sandwich
       b. a hamburger
       c. a grilled cheese sandwich
       d. a cold, sliced meat sandwich
       e. a cold, spread filled sandwich
       f. a submarine-type sandwich
       g. an open-faced sandwich
       h. a decker sandwich
       i. a specialty sandwich

Competency: Prepare salad dressings

Tasks: Prepare a mayonnaise-based dressing
       Prepare a vinaigrette type dressing
       Prepare a cooked type dressing
       Prepare a creamy type dressing
       Prepare a fruit salad dressing
Competency: Garnish, arrange and present salads and sandwiches

Tasks: Choose a complimentary garnish
      Slice the sandwich
      Prepare a bed for the salad
      Prepare a relish tray

Competency: Prepare and garnish cold hors d'oeuvres and appetizers

Tasks: Prepare a variety of spreads
      Use techniques for cutting breads & bases in unique shapes
      Prepare complimentary garnishes
      Use toothpicks to hold food together
      Prepare:
      a. a cold canapé
      b. a butter-based spread
      c. a cold hors d'oeuvre
      d. a pâté
      e. a garnish to decorate a canapé
      f. a cheese-based dip
      g. an avocado dip
      h. a fish-based dip
      i. a fruit cocktail
      j. a seafood cocktail
Competency: Use USDA standards for selecting food
Tasks: Use the federal meat inspection and grading system
   Explain the significance of aging meats
   Check fish for freshness

Competency: Identify wholesale cuts of meat, fish and poultry
Tasks: Describe the composition and structure of meat
   Explain how meat composition and structure relates to selection and
   cooking methods
   Identify the primal cuts of beef, lamb, veal and pork
   Identify poultry by kind, class and style
   Recognize the basic market forms of fish
   Recognize the popular types of shellfish
   Recognize the most common types of finfish in food service

Competency: Prepare, cut and portion meat, fish and poultry
Tasks: Breakdown and portion poultry
   Breakdown and portion meat
   Fillet, skin and bone fish
   Tenderize meat
   Marinate meat, fish and poultry
   Truss poultry for cooking
   Open oysters and clams
   Split lobster
   Peel and devein shrimp
   Crack crab
Prepare breading and batter for cooking meat, fish and poultry

**Competency:** Cook meat, fish and poultry according to the appropriate method

**Tasks:**
- Cook meats, poultry, fish and shellfish by roasting & baking
- Cook meats, poultry, fish and shellfish by broiling & grilling
- Cook meats, poultry, fish and shellfish by simmering and poaching
- Cook meats, poultry, fish and shellfish by sauteing and pan frying
- Cook poultry, fish and shellfish by deep frying
- Determine doneness in cooked meat
- Determine doneness in cooked fish and shellfish
- Determine doneness in cooked poultry
- Apply techniques that help keep meat, poultry, fish and shellfish moist
- Prepare dressing and stuffings
- Explain how light and dark poultry meat affects cooking

**Competency:** Use compatible seasoning, herbs and spices

**Tasks:**
- List the most frequently used herbs and spices
- Explain how the most popular herbs and spices are used
- Prepare a bouquet garni

**Competency:** Prepare egg-based entrees

**Tasks:**
- Fry eggs
  - Soft-cook eggs
  - Hard-cook eggs
  - Scramble eggs
  - Prepare an omelet
  - Coddle an egg
  - Bake a quiche
  - Make deviled eggs
Poach an egg
Make a souffle
Make crepes

Competency: Prepare breakfast entrees

Tasks: Prepare hashbrown potatoes
Prepare homefried potatoes
Prepare breakfast meats
Prepare waffles
Prepare pancakes
Prepare french toast
Prepare fruit drinks
Prepare fresh fruit
Prepare hot cereal

Competency: Cook vegetables according to the principles of vegetable cookery

Tasks: Select firm, ripe, unbruised fresh vegetables
Steam vegetables
Boil vegetables
Bake vegetables
Grill vegetables
Deep fry vegetables
Broil vegetables
Cook vegetables in a microwave oven
Control texture, flavor, color and nutritional changes when cooking vegetables
Prepare and serve vegetables cooked to their proper doneness
Check quality of frozen, canned and dried vegetables
Store fresh and processed vegetables correctly
Competency: Apply the principles of starch cookery

Tasks: Boil rice
        Prepare fried rice
        Boil pasta
        Prepare fettucini

Competency: Plate and garnish entrees

Tasks: Select the proper serving dish
        Prepare a bed for the entree when appropriate
        Arrange food on the dish attractively
        Select a garnish which compliments the color, texture and flavor of the entree and is appropriate in size

Competency: Prepare convenience products

Tasks: Use pre-breaded products
        Cook pre-cut french fries
        Prepare instant mashed potatoes

Competency: Prepare hot hors d'oeuvres and appetizers

Tasks: Prepare meatballs
        Prepare eggrolls
        Prepare a cheese fondue
Stocks and Sauces

Competency: Apply the principles of thickening

Tasks:
- Thicken with flour
- Thicken with tapioca
- Thicken with cornstarch
- Thicken with arrowroot
- Prepare and use a roux (flour & butter)
- Prepare and use a beurre manie

Competency: Apply the principles of stock preparation

Tasks:
- Prepare brown stock
- Prepare white stock
- Prepare fish stock
- Prepare chicken stock
- Clarify a stock
- Degrease a stock
- Season a stock

Competency: Apply the principles of soup preparation

Tasks:
- Prepare a broth based soup
- Prepare a cream soup
- Prepare a puree
- Prepare a cold soup
- Prepare a specialty soup

Competency: Apply the principles of sauce making

Tasks:
- Prepare lead sauces
- Prepare a bechamel sauce
Prepare a veloute sauce (basic white sauce)
Prepare an espagnole sauce (brown sauce)
Prepare a hollandaise sauce
Prepare a tomato sauce
Prepare a dessert sauce
Prepare a tartar sauce
Prepare a basic mirepoix

Competency: Apply principles of proportion and use alternate ingredients when making sauces

Tasks: Use herbs, spices and flavoring
  Prepare secondary sauces
  Prepare a demiglaze
  Prepare pan gravy

Competency: Apply principles of reducing and enriching sauces and glazes

Tasks: Use a liaison of egg yolks
  Reduce by one-half
  Reduce by three-fourths
  Reduce au sec
  Deglaze a saute' pan
  Finish with butter (monter au beurre)
Competency: Apply the principles of baking with yeast

Tasks: Prepare sponge

- Prepare straight/conventional dough
- Prepare a batter bread
- Prepare dough using the short-time method
- Retard dough
- Proof dough
- Prepare dough using the cool rise method

Competency: Apply principles of standard mixing methods

Tasks: Use the one-bowl method

- Use the butter-cream method
- Use the foam method
- Use the blending method

Competency: Apply pastry principles

Tasks: Prepare standard sweet dough

- Prepare Danish dough
- Use the roll-in method
- Make a three-fold
- Prepare flaky pie dough
- Prepare mealy pie dough
- Prepare a choux paste
- Prepare a puff paste
- Use egg wash
Competency: Use prepared baking & dessert mixes and products

Tasks: Use a pie crust mix
       Use a batter mix
       Use a biscuit mix
       Use a cake mix
       Use prepared pie filling

Competency: Prepare egg foams

Tasks: Select proper equipment
       Select proper temperature for ingredients and equipment
       Use the folding technique
       Prepare meringue
       Prepare souffle
       Practice holding techniques
       Prepare foam candy

Competency: Apply techniques of sugar cookery

Tasks: Use the crystallization method
       Use the saturation method
       Use the super-saturation method
       Use the caramelization method
       Use the syrup method

Competency: Apply icings and garnishes

Tasks: Select proper equipment
       Use the wet-knife method
       Use the wax-paper method
       Check for color & flavor compatibility
Competency: Apply proper techniques for milk based fillings and desserts

Tasks: Use the water-bath technique
       Practice temperature control
       Use a double boiler
       Use the baking technique
       Use the steaming technique
       Cool puddings and custards rapidly

Competency: Prepare fresh fruit desserts

Tasks: Retain color
       Select proper preparation method
       Retain shape
       Use the baking method
       Use the flambe' method
       Arrange a fresh fruit tray

Competency: Apply preparation techniques for refrigerator and frozen desserts

Tasks: Prepare frozen desserts
       Prepare gelatin desserts
       Use techniques to avoid crystallization
Service and Dining

Competency: Set up serving areas & tables

Tasks: Set table for American Service

Set table for banquet service
Set table for cafeteria service
Arrange tables according to reservations
Place reservations on table
Set up high chair
Fold napkin
Select a table centerpiece
Set up a steam table
Set up a buffet table

Competency: Demonstrate good customer service techniques

Tasks: Receive reservations

Receive telephone orders
Greet and seat guests
Present menu to guests
Make suggestions from menu
Handle customer complaints
Fill display cases & vending machines
Advertise specials

Competency: Take orders and present them to the kitchen

Tasks: Take order from guest

Repeat order back to guest
Take order to kitchen
Insure order is prepared correctly

Competency: Prepare and serve beverages

Tasks:
- Brew and serve coffee
- Serve tea
- Pour water
- Prepare and serve milkshakes
- Prepare and serve fountain soft drinks
- Prepare and serve hot chocolate

Competency: Present and serve food

Tasks:
- Arrange food attractively
- Check food temperature
- Wrap or package portioned food items
- Garnish food
- Use exact portion sizes
- Set up serving tray
- Set up tray stand
- Prepare food at tableside
- Carve meat at table

Competency: Process customer tickets

Tasks:
- Tally menu items
- Operate cash register
- Total cost of meal
- Count change correctly
- Process a credit card payment
- Prepare receipt
- Acknowledge guest payment
Competency: Clean and maintain dining area

Tasks: Clean up spills
       Crumb tables
       Replenish condiments
       Clean ashtrays
       Remove dinnerware from table
       Return dinnerware to storage
       Return food from buffet to kitchen
Management

Competency: Manage inventory and supplies
Tasks: Rotate food
        Conduct inventory
        Order supplies & food as needed

Competency: Train, supervise and evaluate employees
Tasks: Train employees to use sanitation procedures
        Demonstrate leadership in dealing with employees
        Inform employees of policies and procedures
        Advise employees of guest complaints
        Acquaint employees with organization of operation
        Assess workers performance
        Implement organizational policies and procedures
        Provide first aid training
        Interview job candidates
        Seek potential employees
        Develop job descriptions
        Plan and conduct group leadership activities
        Demonstrate leadership in dealing with employees
        Conduct employee meetings according to rules of parliamentary procedures
        Identify characteristics and responsibilities of leaders

Competency: Organize the work area
Tasks: Demonstrate knowledge of food production procedures
        Instruct employees in preparation of foods
        Instruct employees in service of food
Organize for maximum efficiency
Set up individual work area
Direct and monitor operation of meal assembly lines
Organize areas on principles of time and motion
Devise organizational goals, policies and charts
Schedule meal service
Analyze facility layout and flow design for efficiency

Competency: Schedule workers
Tasks: Coordinate work schedules and job assignments
Coordinate service functions during peak hours
Adjust daily personnel schedules
Plan and supervise buffets, banquets and catered events
Schedule employees using bar charts

Competency: Schedule sanitation checks and equipment maintenance
Tasks: Conduct a sanitation check
Establish schedule for equipment maintenance
Supervise the use and care of equipment

Competency: Apply principles of marketing
Tasks: Attend classes, workshops and food exhibitions
Increase food sales
Use professional, trade and technical publications
Survey market for new products and equipment
Conduct taste panels
Prepare multi-media advertising
Practice market research
Competency: Manage cost and accounting records

Tasks: File daily receipts

Maintain financial records
Calculate beverage and food cost controls
Calculate labor cost controls
Determine the cost of food items
Analyze costs and sales in a food service operation
Define portion sizes
Determine menu prices

Competency: Apply the principles of menu planning and nutrition

Tasks: Plan a menu that shows variety

Plan a menu that includes the four basic food groups
Plan a menu that looks pleasing
Plan a menu that honestly represents the products & services offered
Plan a menu that reflects customer's acceptance & changing tastes
Plan a menu that reflects changing food prices
Develop special menus for salt-restricted diets
Develop special menus for fat-restricted diets
Develop special menus for calorie/carbohydrate controlled diets
Develop menus to accommodate kosher and meatless diets
Communicate menu changes to cooks
Develop menus to accommodate children
Careers in the Food Service Industry

Competency: Employ career decision making skills
Tasks: Assess values
    - Identify skills
    - Describe obstacles to employment
    - Describe current local labor market
    - Relate career choice to local labor market
    - Select an appropriate career goal
    - Explain how skills can be transferred to other jobs
    - Plan for career goal
    - Develop specific steps to reach career goal
    - Identify career clusters
    - Identify specific jobs within clusters

Competency: Identify levels of employment in the food service industry
Tasks: Evaluate career options and employment opportunities
    - List food service occupations
    - Locate geographic areas with a high demand for food service workers
    - Estimate the number of Alaskans working in food service
    - Compare salaries and benefits for food service occupations
    - Describe training requirements for food service occupations
    - List Alaskan schools which offer training in food service
    - Describe career ladders in food service occupations

Competency: Apply job seeking skills
Tasks: Identify job contacts
    - Prepare a job application
Prepare a resume
Compose a letter of application
Prepare for a job interview
Participate in a job interview
Follow-up a job interview
Contact employers by phone, letter or in person

Competency: Apply life/work management skills

Tasks: Provide for basic needs, transportation and day care
Use consumer skills
Manage money
Explain employer's expectations regarding substance abuse
Demonstrate problem solving skills
Demonstrate initiative on the job

Competency: Use payroll information

Tasks: Determine number of dependents
Fill out a tax withholding form
Read a check stub
Read a W-2 form

Competency: Recognize rights of employees and workers

Tasks: Identify employee benefits
List legal rights and responsibilities of the workplace
Explain how to handle unsafe working conditions
Identify OSHA employee rights and responsibilities
Compare union and non-union type work
Competency: Compare and contrast the food service industry

Tasks: Examine restaurants
- Examine franchises
- Examine short-order establishments
- Examine catering
- Examine home-based operations
- Examine institutional operations
- Examine industrial operations
- Examine fast food establishments
Course Descriptions

The brief course descriptions provide conceptual frameworks for educational planners that seek to design and implement a balanced program in food service. Teachers can use these descriptions to organize course offerings in food service education. These descriptions are examples of content organization and are too brief for purposes of program approval. Local schools will need to be much more definitive regarding the content of their courses than is reflected in these course descriptions.

Course: Food Service I
Length: One Semester
Grades: 9 - 12

This course is the first of a four-semester sequence in a secondary food service program. Designed to provide an introduction to the food service industry, this course will explore all the competency areas included in this handbook. This "broad brush" approach will allow students to examine the food service industry and determine their level of continued interest in the program. Special emphasis will be placed upon the following competency areas: 1) Job Relations & Communications, 2) Sanitation & Safety, 3) Care & Use of Equipment, and 4) General Food Preparation Techniques.

Course: Food Service II
Length: One Semester
Grades: 9 - 12
Prerequisite: Food Service I

A continuation of Food Service I, this course places more emphasis on food preparation techniques. Special emphasis is placed upon the following competency areas: 1) The Pantry Station (Garde Manger), 2) The Hot Station, 3) The Stock & Sauce Station, and 4) The Bakery & Dessert Station. Skill attainment is at the beginning level.

Course: Food Service III
Length: One Semester
Grades: 10 - 12
Prerequisite: Food Service I & II

This course will allow students to attain additional skills in food preparation techniques and at the same time integrate the competency areas "Sanitation & Safety" and "Care & Use of Equipment" into food preparation activities. Emphasis will also be placed upon the competency areas "Service & Dining" and "Management".
Course: Food Service IV  
Length: One Semester  
Grades: 10 - 12  
Prerequisite: Food Service I, II & III

The last of a four-semester sequence for a secondary food service program, this course will cover food preparation techniques at an advanced level for all four of the station areas. There will be an emphasis on the competency area "Careers in the Food Service Industry", which includes career decision making and job getting skills.
Curriculum Analysis Matrix
Curriculum Analysis Matrix

Identified Competencies by Course Offerings

This competency checklist should be used by teachers in identifying competencies to be included in specific classes in food service education. This checklist is a curriculum analysis tool for use by teachers in assigning responsibilities for the competencies of a total food service program.

All courses taught in the food service program are identified in the columns at the top of the matrix. The individual competencies can be allocated to specific courses. One method for analyzing the competency list is to assign letters where the competency will be introduced (I), taught (T), or mastered (M). Curriculum sequences can be organized through this approach.

To assist food service teachers to reinforce basic skills instruction, competencies have been cross-referenced with the following academic areas:

- Math (M)
- Social Studies (SS)
- Science (S)
- Language Arts (LA)

This will assist local school districts in awarding cross-credit (academic credit) for participation in vocational classes they deem appropriate.

The following checklists are also cross-referenced with the Job Training Partnership Act pre-employment competencies and student leadership competencies. The Job Training Partnership Act provides funds to train economically disadvantaged youth to enter and succeed in employment. Each Private Industry Council responsible for administering these funds adopted youth pre-employment competencies as one of the measures for positive termination for program participants. The other measures are attained through unsubsidized employment, or through another training program.

The following categories of work-related knowledge must be evaluated and measured in the course of a participant's enrollment in a JTPA program:

1. Pre-Employment Competencies, which require the participant to demonstrate the skills and knowledge necessary to identify career objectives, seek and obtain employment and understand job performance.

2. Work Maturity Competencies, which require the participant to demonstrate the ability to apply skills in a training position.

3. Educational Skills Competencies, which require the participant to demonstrate basic computation and communication skills necessary to enter the labor market.

4. Occupational Skills Competencies, which require that the participant demonstrate proficiency in those skills necessary to maintain employment in a specific occupation or occupational cluster.
The pre-employment and work maturity competencies have been specifically cross-referenced in this curriculum so that food service instructors could specify where these competencies are integrated into the curriculum.

These youth competencies were identified by the Vice Presidents of the Task Force on Youth Employment, Private Sector/Education Roundtables: Summary Report 1979 as critical elements for employability of the nation's youth.

Student leadership programs are designed to be an integral part of the curriculum. The competencies are reinforced by student participation in approved student organizations such as Home Economic Related Occupations (HERO). The student leadership competencies have been cross-referenced in this handbook to assist the food service instructor identify specifically where these competencies will be taught.

Future Homemakers of America, founded in 1945, is a national organization of some 500,000 young women and men seeking to improve personal, family and community living through home economics and related classes.

According to the FHA, it is the only youth organization with the family as its central focus.

A non-profit organization, it is supported by membership dues and by individual, corporate and foundation gifts.

The U.S. Office of Education’s Division of Vocational and Technical Education and the American Home Economics Association co-sponsor and lend technical assistance to FHA. National headquarters are in Washington, D.C.

There are two types of chapters, often combined:

* FHA chapters emphasize projects involving consumer education, homemaking and family life education. They also explore home economics related jobs and careers, with the realization that homemakers fill multiple roles as community leaders and wage earners.

* HERO chapters emphasize preparation for jobs and careers, recognizing that workers also fill multiple roles as homemakers. HERO stands for “home economics related occupations.”

Alaska FHA/HERO was organized in 1956. Today it consists of 25 chapters representing over 300 students involved in a variety of projects aimed at improving home and family life.

**KEY**

M Math
SS Social Studies
S Science
LA Language Arts
* Pre-Employment Competencies
+ Student Leadership Competencies
## Recommended Competencies by Course Offerings

### Competencies

<table>
<thead>
<tr>
<th>Course Offerings</th>
<th>Food Service I</th>
<th>Food Service II</th>
<th>Food Service III</th>
<th>Food Service IV</th>
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</table>

### Job Relations and Communication
- Maintain personal appearance and fitness appropriate for the food service industry
  - Demonstrate skills that contribute to a team effort
  - Demonstrate problem solving skills
  - Demonstrate initiative and productivity

### Sanitation and Safety
- Recognize foodborne illnesses
- Apply techniques to prevent food contamination
- Practice personal hygiene
- Maintain a sanitary food environment
- Apply regulations and principles of sanitation
- Prevent cuts, falls, fires, burns and injuries from machines and equipment
### Recommended Competencies by Course Offerings

<table>
<thead>
<tr>
<th>Competencies</th>
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<th>Food Service II</th>
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<tbody>
<tr>
<td>Prevent injuries and strains from lifting heavy objects</td>
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<tr>
<td>Obtain emergency first aid</td>
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<tr>
<td>Practice emergency fire control</td>
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<tr>
<td><strong>Care and Use of Equipment</strong></td>
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<tr>
<td>Use and care for knives safely</td>
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<tr>
<td>Use professional cooking tools</td>
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<tr>
<td>Use professional cooking utensils</td>
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<tr>
<td>Use professional cooking gadgets</td>
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<tr>
<td>Use cooking utensils appropriate to cooking methods</td>
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<tr>
<td>Use mixing bowls appropriate to the mixing method</td>
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<tr>
<td>Use specialized equipment appropriate to cooking or mixing method</td>
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<tr>
<td>Use appropriate equipment and appliances for food preparation</td>
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<tbody>
<tr>
<td>Operate and clean large cooking equipment and appliances</td>
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<tr>
<td>Operate and clean warm food holding equipment</td>
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<tr>
<td>Use and clean food cooling equipment</td>
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<tr>
<td><strong>General Food Preparation Techniques</strong></td>
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<tr>
<td>Use standardized or quantity recipes for food preparation</td>
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<tr>
<td>Use ingredients appropriate for cooking methods</td>
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<tr>
<td>Weigh and measure foods accurately for standard and quantity recipes</td>
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<tr>
<td>Convert and substitute ingredients accurately in recipes</td>
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<tr>
<td>Use food service terminology</td>
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<tr>
<td>Employ time management schedule for preparing and serving food</td>
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<td>Use proper holding techniques for prepared foods</td>
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<td>Use proper handling techniques when preparing foods</td>
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<tr>
<td>Use appropriate tools to achieve portion control</td>
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<tr>
<td><strong>The Pantry Station/Garde Manger</strong></td>
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<tr>
<td>Apply USDA standards for food selection</td>
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<tr>
<td>Perform pre-preparation of fresh fruits and vegetables</td>
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<tr>
<td>Portion and assemble ingredients for salads</td>
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<tr>
<td>Portion and assemble ingredients for sandwiches</td>
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<tr>
<td>Prepare salad dressings</td>
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<tr>
<td>Garnish, arrange and present salads and sandwiches</td>
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<tr>
<td>Prepare and garnish cold hors d'oeuvres and appetizers</td>
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<tr>
<td><strong>The Hot Station</strong></td>
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<tr>
<td>Use USDA standards for selecting food</td>
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<tr>
<td>Identify wholesale cuts of meat, fish and poultry</td>
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<td>Prepare, cut and portion meat, fish and poultry</td>
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<tr>
<td>Cook meat, fish and poultry according to the appropriate method</td>
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<tr>
<td>Use compatible seasoning, herbs and spices</td>
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<td>Prepare egg-based entrees</td>
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<td>Plate and garnish entrees</td>
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<tr>
<td>Prepare convenience products</td>
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<td>Prepare hot hors d'oeuvres and appetizers</td>
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<td><strong>Stocks and Sauces</strong></td>
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<td>Apply the principles of soup preparation</td>
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<tr>
<td>Apply the principles of sauce making</td>
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<tr>
<td>Apply principles of proportion and use alternate ingredients when making sauces</td>
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<tr>
<td>Apply principles of reducing and enriching sauces and glazes</td>
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<tr>
<td><strong>The Bakery and Dessert Station</strong></td>
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<tr>
<td>Apply the principles of baking with yeast</td>
<td></td>
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<tr>
<td>Apply principles of standard mixing methods</td>
<td></td>
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<tr>
<td>Apply pastry principles</td>
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<tr>
<td>Use prepared baking &amp; dessert mixes and products</td>
<td></td>
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<tr>
<td>Prepare egg foams</td>
<td></td>
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<tr>
<td>Apply techniques of sugar cookery</td>
<td></td>
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</tbody>
</table>
### Recommended Competencies by Course Offerings

#### Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Food Service I</th>
<th>Food Service II</th>
<th>Food Service III</th>
<th>Food Service IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply icings and garnishes</td>
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<tr>
<td>Apply proper techniques for milk based fillings and desserts</td>
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<tr>
<td>Prepare fresh fruit desserts</td>
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<tr>
<td>Apply preparation techniques for refrigerator and frozen desserts</td>
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<tr>
<td><strong>Service and Dining</strong></td>
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<td></td>
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<tr>
<td>Set up serving areas and tables</td>
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<tr>
<td>Demonstrate good customer service techniques</td>
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<tr>
<td>Take orders and present them to the kitchen</td>
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<tr>
<td>Prepare and serve beverages</td>
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<tr>
<td>Present and serve food</td>
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<tr>
<td>Process customer tickets</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Clean and maintain dining areas</td>
<td></td>
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</tr>
</tbody>
</table>
### Recommended Competencies by Course Offerings

#### Competencies

<table>
<thead>
<tr>
<th>Management</th>
<th>Food Service I</th>
<th>Food Service II</th>
<th>Food Service III</th>
<th>Food Service IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M</strong> Manage inventory and supplies</td>
<td></td>
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<tr>
<td><strong>+</strong> Train, supervise and evaluate employees</td>
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<tr>
<td><strong>SS</strong> Organize the work area</td>
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<tr>
<td><strong>M</strong> Schedule workers</td>
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<td></td>
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<tr>
<td><strong>S</strong> Schedule sanitation checks and equipment maintenance</td>
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<tr>
<td><strong>SS</strong> Apply principles of marketing</td>
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</tr>
<tr>
<td><strong>M</strong> Manage cost and accounting records</td>
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<tr>
<td><strong>S</strong> Apply the principles of menu planning and nutrition</td>
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</tbody>
</table>

#### Careers in the Food Service Industry

* Employ career decision making skills

* Identify levels of employment in the food service industry
Recommended Competencies by Course Offerings

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Food Service I</th>
<th>Food Service II</th>
<th>Food Service III</th>
<th>Food Service IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Apply job seeking skills</td>
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<tr>
<td>* Apply life/work management skills</td>
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<tr>
<td>* Use payroll information</td>
<td></td>
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<tr>
<td>* Recognize rights of employees and workers</td>
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<tr>
<td>Compare and contrast the food service industry</td>
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</tbody>
</table>
Sample Skills Card

This section of the guide provides teachers with an example format of an instrument for evaluating the effectiveness of instruction. The skills record allows teachers to assess competency at four levels of proficiency. Teachers are encouraged to construct their own skills performance record using the competency lists in the curriculum section of this guide.

Instructions for Use

The list of vocational skills/traits was developed from a task analysis of a food service competency.

LEVEL CODE KEY:

1 Introductory Level: Can do simple parts of task. Needs to be told/shown how to do most of the task. Needs extremely close supervision.

2 Minimum Level: Can do most parts of the task. Needs help only with most difficult parts. Needs close supervision.

3 Average Level: Can do all parts of task. Needs only spot-check of completed work. Meets local demands for speed and accuracy. Needs moderate job entry supervision.

4 Proficiency Level: Can complete task quickly and accurately. Can direct others in how to do the task. Needs little supervision.

DIRECTIONS: The instructor/employer may write, date and initial in appropriate square.

Knives

1 2 3 4

- Identify types of knives
- Sharpen knives
- Wash knives
- Select knives appropriate to the task
- Use knives efficiently and safely
- Store knives

COMMENTS:
Suggested Resources

This section identifies specific resources and sources for finding instructional materials and information for food service.

The following source lists have been characterized by media type to facilitate teacher use: resource libraries, publishers of texts and instructional materials, state resources, periodicals, associations, special books and pamphlets, and multi-media materials.

The Alaska Department of Education has not formally reviewed nor approved all the resources listed in this section. Teachers are encouraged to preview materials before using them in the classroom.
Resource Libraries

Alaska Vocational Materials Library
Office of Adult and Vocational Education
Alaska State Department of Education
Box F
Juneau, AK 99811
(907) 465-2980

Choices & Challenges: A Young Man's and Teen Woman's Journal for Self-Awareness and Personal Planning
Cooperative Education and On-The-Job Training Handbook
Home Economics Curriculum
Pre-Employment Competencies Resource Guide

The Library maintains curricula for all vocational areas. Resources are loaned for a two-month review period. There are also many materials which may be purchased from the Library's special collections. Some materials are available free of charge.

The Library's catalog is computerized and may be operated on an Apple Computer using Appleworks software. The catalog may be obtained by sending $10.00 (please make your check payable to the South East Regional Resource Center) or by sending five blank disks for duplication.

Alaska State Film Library
Juneau Center
Box G
Juneau, AK 99811
(907) 465-2916

The Community Bakery
Cooks and Chefs
Courtesy: Food Service is People Service
Dining Room Sanitation
The Enemy Around Us
Food Preparation
How to Survive in Your Kitchen
Kitchen Management and Principles
Preparing to Cook
Sandwich Preparation and Presentation

Alaska Career Information System
Office of Adult and Vocational Education
Alaska Department of Education
Box F
Juneau, AK 99811
(907) 465-2980

Comprehensive career guidance system developed by Alaskans and for Alaskans seeking occupational and educational opportunities in and out of Alaska.

Northwestern Vocational Curriculum Coordination Center
St. Martin's College
Lacey, WA 98503

10-State regional library of vocational materials. Can be accessed through the Alaska Vocational Materials Library.

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Vocational Education Curriculum Materials database of all 50 states. Can be accessed through the Alaska Vocational Materials Library.
Publishers

American Technical Publishers, Inc.
12235 South Laramie Avenue
Alsip, IL 60658

Bennett & McKnight
A Division of Glencoe Publishing Co.
17337 Ventura Blvd.
Encino, CA 91316

Bobbs-Merrill Company
Macmillan Publishing Company
866 Third Avenue
New York, NY 10022

Cahners Books International
221 Columbus Avenue
Boston, MA 02116

Delmar Publishers, Inc.
P.O. Box 15-015
Albany, NY 12212

EMC Publishing Company
Changing Times Education Service
300 York Avenue
St. Paul, MN 55101

Goodheart-Wilcox, Inc.
123 W. Taft Drive
South Holland, IL 60473

Harcourt Brace Jovanovich, Inc.
6277 Sea Harbor Drive
Orlando, FL 32821

Harper and Row
10 East 53rd Street
New York, NY 10022

Houghton Mifflin Company
777 California Avenue
Palo Alto, CA 94304

John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10016

McGraw-Hill Book Co./Gregg Division
8171 Redwood Highway
Novato, CA 94947

South Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
State Resources

Alaska Seafood Marketing Institute
526 Main Street
Juneau, AK 99801
(907) 586-2902

- A Food Service Guide to Seafood Quality
- "A Nutrition Catch" Education Kit
- Alaska Salmon: A Great Food From the Sea
- Alaska Salmon Breaks the Ice
- ASMI-GRAM Newsletter
- Challenge for Excellence (video)
- Competitive Edge (video)
- Fresh and Frozen Salmon - How to Sell It (video)
- Handle With Care: A Retail Seafood Quality Primer
- Procedures for Filleting Whole Alaska Salmon
- Recommended Whitefish Quality Guidelines for Fishing and Processing Operations
- Teacher's Seafood Guide
- The Seafood Quality Primer: Consumer Tips for Purchasing, Handling and Storing High Quality Seafood

Alaska Vocational Technical Center
Box 615
Seward, AK 99664
(907) 224-3322

- Orientation to Food Service
- Videos and Films

Arizona Center for Vocational Education
Box 15095
Flagstaff, AR 86011
(602) 523-5442

- Food Production/Food Service Curriculum

Curriculum Development Unit
Office of Vocational Education
Kentucky Department of Education
2024 Capital Plaza Tower
Frankfort, KY 40601
(502) 564-2890

- Food Preparation and Management
- Food Preparation Worker I & II
- Foods for Special Occasions

Curriculum and Instructional Materials Center (CIMC)
State Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074

- Food Production, Management and Services Competency Profile
- Food Production, Management and Services: Production Unit IV
- Food Production Worker
- Food Service Worker (Level 1)
- Keys to a Successful Food Service Sanitation Program
- Supervision in Food Service
Curriculum Materials Service
Vocational Education Building
Colorado State University
Fort Collins, CO 80523

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917

Extension Instruction and Materials Center (EIMC)
University of Texas at Austin
Division of Continuing Education
P.O. Box 7218
Austin, TX 78713
(512) 471-7716

Home Economics Curriculum Center
Texas Tech University
P.O. Box 4067
Lubbock, TX 79409
(806) 742-3028

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-2883

Instructional Materials Laboratory
The Ohio State University
154 W. 12th Avenue Room 139
Columbus, OH 43210
(614) 422-5001

Occupational Analyses of Food Service

Baker
Commercial Cook
Food Management, Production and Services
Food Marketing Manager/Supervisor

Building Produce Displays (video)
Food Service Management
Food Service Marketing
Pointers on Perishables
Preparation and Handling of Produce (video)
Produce Care (video)
Produce Safety and Sanitation (video)
Receiving a Shipment of Produce (video)

Food Service Employee

Baker
The Buying Guide for Fresh Fruits, Vegetables and Nuts
Chef
Food and Nutrition I, II
Food Service Series
Food Service: Special Needs Curriculum
Food Service Vocabulary Module
Identification of Retail Meat Cuts
Meatcutter
World Food Packets

Food Service Curriculum Guide
Michigan Career Education and Vocational Education Resource Center
133 Erickson Hall
Michigan State University
East Lansing, MI 48824

Mid-America Vocational Curriculum Consortium (MAYCC)
1500 West Seventh Avenue
Stillwater, OK 74074

New Jersey Vocational-Technical Curriculum Laboratory
Rutgers State University
4103 Kilmer Campus
New Brunswick, NJ 08903
(201) 932-3845

Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, TX 75428
(214) 886-5623

Oregon Career Development Consortium
Marion Education Service District
651 High Street NE Suite 4
Salem, OR 97301

Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310

Portland State University
Division of Continuing Education
P.O. Box 1394
Portland, OR 97207

. Food Production and Services
. Basic Foods
. Food Production, Management and Services Series
. Basic Cake Decorating
. Food Preparation and Service
. I Know: A Vocabulary Game-Food Trades
. Language Workbook for Food Service
. Let's Talk about Foods--Food Facts for the Commercial Kitchen
. Mathematics for Commercial Foods
. Menu Cycles
. Selected Bakery Formulas
. School Food Service Task Oriented Training
. What Every Baker Needs to Know
. Individualized Study Guides for Cafeteria Occupations, Commercial Restaurant Occupations, Fast Food Occupations and Food Distribution Occupations
. Basic Skills in Vocational Education: Computer Skills, Mathematics, Reading, Speaking/Listening and Writing
. Occupational Cluster Guide: Food Service
. Garde Manager Station
. General Employment Skills
. Food Service Terminology
. Safety
. Sanitation
. Tools and Equipment in Food Service
Periodicals

American Institute of Baking
1213 Bakers Way
Manhattan, KS 66502
(913) 537-4750

Association of Food and Drug
Officials
Box 3425
York, PA 17402
(717) 757-2888

Food Magazine
10 Bloomsbury Way
London, WC1A 2SP
England

Food and Nutrition Press, Inc.
155 Post Road
P.O. Box 913
Westport, CT 06880
(203) 227-6596

Gorman Publishing Company
5725 E. River Road
Chicago, IL 60631

Harcourt Brace Jovanovich, Inc.
7500 Old Oak Blvd
Cleveland, OH 44130
(216) 243-8100

International Food Service Executives
Association, Inc.
111 E. Wacker Drive
Chicago, IL 60601
(312) 644-6610

Institute of Food Technologists
221 N. LaSalle Street
Chicago, IL 60601

Profit Press
400 E. 89th Street
New York, NY 10128
(212) 534-0366

Technical Bulletin
Quarterly Bulletin
Food Magazine
Food, Nutrition and Health Newsletter
Bakery Production and Marketing
Food Management
Food Executives: Journal of Food Service Management
Food Technology
Food Industry Newsletter
### Associations

- **American Association for Vocational Instructional Materials**
  120 Driftmeir Engineering Center
  Athens, GA 30602
  - Performance-Based Teacher Modules: Category M: Assisting Students in Improving Their Basic Skills

- **American Institutions Food Service Association (AIFSA)**
  P.O. Box 155
  Midvale, UT 84047
  (801) 268-3000
  - Information on correspondence study programs and workshops

- **American Technical Society**
  12235 So. Laramie Avenue
  Alsip, IL 60658
  - Food preparation information for hotels, restaurants & cafeterias

- **American Vocational Association**
  1410 King Street
  Alexandria, VA 22314
  - Resource catalog of publications and products

- **Association of Food Industries**
  177 Main Street
  Matawan, NJ 07747
  (201) 583-8188
  - Newsletter

- **International Food Service Executives**
  111 E. Wacker Drive Suite 600
  Chicago, IL 60601
  (312) 644-6610
  - Promotes enforcement of pure food and sanitation laws and education

- **National Food Service Association (NFSA)**
  P.O. Box 1932
  Columbus, OH 43216
  (614) 263-3346
  - Information on careers in food service

- **National Institute for the Food Service Industry**
  20 N. Wacker Drive
  Chicago, IL 60601
  (312) 782-1703
  - Applied Food Service Sanitation
An Employee Safety Message for Food Service Operators
- Change on the Table
- Cold Facts About Food Preparation
- Courteous Service
- Efficient Service
- Fast Food Service
- Hot Facts About Food Preparation
- Safety Operations Manual
- Your Responsibility for Safety

Cookbooks and food-related volumes, cutlery kits, and small culinary utensils

Special Books and Pamphlets

Bennett & McKnight
A Division of Glencoe Publishing Company
17337 Ventura Blvd.
Encino, CA 91316
(818) 990-3080

Customer Service
- Fast Foods and Short-Order Cooking
- Menu Planning and Cost Control
- Professional Cooking and Baking
- Quantity Food Techniques
- Safety and Sanitation

Cooperative Extension Service
Statewide Office
University of Alaska
303 Tanana Drive
Fairbanks, AK 99701

- Alaska Food Choices-Buying Food
- Alaska Food Choices-Keep Food Safe
- Attractive and Safe Food
- Preservation Exhibits
- Feeding A Crowd? Do It Safely
- How to Buy Foods
- It's Good Food-Keep It Safe
- Mix, Make and Save
- Nutrition Labeling
- Selecting and Using the Microwave Oven

Corning Glass Works
Consumer Information Department
400 Creekside Drive
Tonawanda, NY 14150

Information on food and non-food storage, kitchen safety, warranties, microwave cooking and metrics.

Food and Drug Administration
Office of Consumer Affairs
5600 Fishers Lane
Rockville, MD 20857

Information on food hazards and safety, food labeling, nutrition, fraudulent and deceptive practices and products

John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10016

Professional Cooking