

Ganado Unified School District #20 (Culinary Arts I/10th)

PACING Guide SY 2022-2023

First Quarter				
Time Line & Resources <small>(Identify textbook, page number or website link & etc.)</small>	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Food Industry Safety www.icev.com</p> <p>U.S. Department of Labor: Occupational Safety and Health Administration http://www.osha.gov U.S. Department of Health & Human Services: Food and Drug Administration http://www.fda.gov</p>	<p>1.1 Define the concept of HACCP (Hazard Analysis Critical Control Point)</p> <p>1.2 Identify major reasons for and recognize signs of food spoilage and contamination</p> <p>1.3 Identify the most common foodborne illnesses</p> <p>1.4 Demonstrate good personal hygiene, proper dress code, and personal health practices</p> <p>1.5 Describe cross-contamination and use of acceptable procedures when preparing and storing foods that require time/temperature control for safety (TCS)</p> <p>1.6 Delineate the requirements for proper receiving and storage of raw and prepared foods</p> <p>1.10 Define temperature danger zone for food safety and sanitation</p> <p>1.11 Identify minimum internal cooking temperatures</p> <p>1.12 Define methods for the growth of microorganisms (FATTOM)</p> <p>1.13 Maintain appropriate temperature and placement of products in refrigeration equipment</p> <p>Math</p> <ul style="list-style-type: none"> • Real-life applications • Problem solving <p>Science Scientific Thinking and Investigating</p> <ul style="list-style-type: none"> •Analytical skills •Collecting data •Evaluating conclusions •Food safety and sanitation •Temperature 	<p>What is the danger posed in this situation? What is the appropriate response? Could the situation have been prevented? If so, how?</p> <p>How often are health inspections performed in your state or county?</p> <p>What are two specific standards involving facility cleanliness which are checked during a health inspection? What are two specific standards involving employee cleanliness which are checked during a health inspection? What are two specific standards involving cross contamination which are checked during a health inspection? What are two specific standards involving food storage which are checked during a health inspection? What are two specific standards involving insects, rodents and other pests which are checked during a health inspection?</p>	<p>Goal: To examine safety standards and practices in the food industry.</p> <p>Description: Without safe and healthful practices, the food industry can cause many injuries and illnesses. Therefore, it is extremely important for members of the food industry to understand food and workplace safety. This presentation will allow students to learn about and analyze regulations, systems and practices which promote safety in the food industry.</p> <p>Objectives: 1. To identify and understand regulations and guidelines pertaining to the food industry. 2. To discuss the methods used to enforce food industry standards and regulations. 3. To explore responsibilities of managers and employees to ensure workplace safety in the food industry.</p>	<p>Management the organizing and controlling of the affairs of a business or a particular sector of a business</p> <p>E. Coli microorganism that if consumed by humans can cause food poisoning</p> <p>Shock an unexpected, intense, and distressing experience that has a sudden and powerful effect on somebody's emotions or physical reactions</p> <p>HACCP Hazard Analysis Critical Control Points</p>

<p>Food Safety: Insects & Rodents</p> <p>www.icev.com</p> <p>U.S. Department of Labor: Occupational Safety and Health Administration http://www.osha.gov</p> <p>U.S. Department of Health & Human Services: Food and Drug Administration http://www.fda.gov</p> <p>OSHA • www.osha.gov Food Safety and Inspection Service - USDA • www.fsis.usda.gov State Public Health Agencies • http://www.foodsafety.gov/about/state/</p>	<p>control • Equation development and solution • Physical and chemical reactions</p> <p>Family, Career & Community Leaders of America • Culinary Arts • Food Innovations • Nutrition and Wellness</p> <p>1.7 Identify proper waste disposal methods and recycling of materials 1.8 Recognize, treat, and prevent signs of insect, rodent, and pest infiltration</p> <p>Math Logical Skills • Reasoning • Problem solving • Real-life applications</p> <p>Language Arts Application of Writing Skills • Editing/proofreading • Descriptive, informative, creative and persuasive writing • Utilizing reference materials • Vocabulary enhancement Analysis of Text & Information • Reading/content literacy • Critical thinking • Creative thinking • Expression of thoughts and ideas • Communication skills • Correlating text events with personal experiences • Developing listening and comprehension skills Technology Applications in Literature • Utilizing document processing software • Internet-based research Science Scientific Thinking & Investigating • Real-world investigations and applications • Analytical skills • Collecting data • Technology-based research Scientific Laws & Principles • Food safety and sanitation Skills USA • Culinary Arts FFA • Food Science and Technology</p>	 <p>Which of the following is NOT a suggested way in which chlorine cleaners should be used? Who must administer federally regulated chemicals? Which of the following means to be free of harmful microorganisms and other harmful substances? Which of the following is a characteristic of safe cleaners? Which cleaning compound has a foaming problem? Which of the following means of pest control are recommended by the FDA for insect prevention? Which method of controlling rodents is the safest but also the slowest in which of the following ways do flies NOT spread disease? Electronic fly killers are also known as which of the following? Which cleaning compound eliminates odor?</p>	<p>Goal: To explain standards for food sanitation concerning pest removal and control.</p> <p>Description: An effective sanitation program is the first step in ensuring safety and wholesomeness within the food industry. This presentation will identify food inspection standards, list procedures for insect and rodent control as well as describe the appropriate cleaning compounds for specific cleaning operations.</p> <p>Objectives: 1. To identify food sanitation inspection standards. 2. To recognize appropriate cleaning compounds for specific cleaning operations. 3. To show types of pests in the food industry. 4. To list procedures for insect and rodent control.</p>	<p>Clean absence of visible soil and food residue Sanitary free of harmful microorganisms Silent Control System method of pest control which utilizes an ultraviolet light attractant to capture flying insects on an adhesive or glue board Electronic Fly Killers method of pest control which utilizes ultraviolet light to attract flying insects into an electrocuting grid; also known as zappers Anticoagulant Rodenticide most common method of pest control which kills rodents by thinning their blood; should not be consumed by humans Rat Zapper method of pest control which utilizes electric shock, killing the rodent without suffering</p>
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<p>Food & Government</p> <p>www.icev.com</p> <p>U.S. Department of Health & Human Services: Food and Drug Administration http://www.fda.gov</p> <p>MedlinePlus Medical Encyclopedia • http://www.nlm.nih.gov/medlineplus U.S. Department of Agriculture • http://www.usda.gov</p>	<p>1.9 Identify regulatory agencies governing sanitation and safety in the food service operation</p> <p>2.1 Identify current types of and the proper use and storage for cleaners and sanitizers</p> <p>2.2 Define and explain the purpose of Safety Data Sheets (SDS)</p> <p>2.3 Identify appropriate emergency procedures for common kitchen and dining room injuries</p> <p>2.4 Define types and appropriate uses for fire extinguishers found in the food service area</p> <p>Math • Real-life applications • Problem solving</p> <p>Science Scientific Thinking and Investigating • Analytical skills • Collecting data • Evaluating conclusions • Food safety and sanitation • Temperature control • Equation development and solution • Physical and chemical reactions</p> <p>FCCLA • Environmental Ambassador • Illustrated Talk</p>	<p>What is the mailing address provided for the FDA? 2. For what is the FDA responsible? 3. If you are using an FDA regulated food and experience a problem which is not an emergency, with whom can you speak? 4. Look in the Dietary Supplements section of the website, what is the FDA's role in regulating dietary supplements? What does HACCP stand for? 6. Can cosmetics be labeled as "FDA Approved"? 7. What information must appear on a cosmetic product? 8. Find a current recall on the FDA website and summarize it. Include the full website address in your answer.</p>	<p>Goal: To learn the government's role in food safety by examining multiple agencies, laws and practices.</p> <p>Description: Regulation of quality and nutrition are highly monitored in the food service industry. This presentation explores the function of the government in this role, analyzes quality control standards and summarizes the local, state and federal laws, legislation and public policies affecting food safety and sanitation. The liabilities or responsibilities restaurants have to their customers and some of the laws and policies the United States government has implemented to protect the food supply are also presented.</p> <p>Objectives: 1. To identify the government agencies involved in food safety. 2. To summarize laws related to food production and safety. 3. To outline regulations and practices in restaurants pertaining to food and employees. 4. To define food and color additives.</p>	<p>Food & Drug Administration government run organization responsible for ensuring the safety of specific products; abbreviated FDA Food Safety the process of keeping the food supply safe for human consumption HACCP Hazard Analysis Critical Control Points Food Additive substance added to food during production, processing, treatment, packaging, transportation or storage of food Direct Food Additive substance added to a food for a specific purpose; will be listed on the ingredient list on food label Indirect Food Additive substance which becomes part of the food in trace amounts due to packaging, storage or handling of the food Color Additive dye, pigment or other substance used in food to add color to foods, drugs or cosmetics Enriched Foods foods which undergo a process to replace nutrients lost during processing Fortified Foods foods, food components or dietary supplements which have nutrients added which do not naturally exist in the product Fungible Goods goods in which one unit of the good is substantially equivalent to another unit of the same good of the same quality at the same time and place</p>
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Second Quarter

<p>HACCP (Hazard Analysis Critical Control Point)</p>	<p>1.1 Define the concept of HACCP (Hazard Analysis Critical Control Point)</p> <p>1.2 Identify major reasons for and recognize signs of food spoilage and contamination</p> <p>1.3 Identify the most common foodborne illnesses</p>	<p>HACCP stands for _____:</p> <p>_____.</p> <p>2. The HACCP system is designed to identify potential _____ and prevent them before they _____.</p>	<p>Goal: To teach the principles and practices of safe and sanitary food handling.</p> <p>Description: Explore applications for Hazard Analysis Critical Control Points (HACCP), a system of process controls required by federal and state governments for most areas of the food service industry.</p>	<p>Contamination exposure of food products to chemical, physical or biological hazards; at significant levels, can cause illness, disease or even death Critical Control Points points in the production process</p>
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<p>www.icev.com</p> <ul style="list-style-type: none"> • www.foodsafety.org • www.cfsan.fda.gov/~lrd/haccp.html • www.foodhaccp.com • www.haccpalliance.org <p>1.4 Demonstrate good personal hygiene, proper dress code, and personal health practices</p> <p>1.5 Describe cross-contamination and use of acceptable procedures when preparing and storing foods that require time/temperature control for safety (TCS)</p> <p>1.6 Delineate the requirements for proper receiving and storage of raw and prepared foods</p> <p>1.10 Define temperature danger zone for food safety and sanitation</p> <p>1.11 Identify minimum internal cooking temperatures</p> <p>1.12 Define methods for the growth of microorganisms (FATTOM)</p> <p>1.13 Maintain appropriate temperature and placement of products in refrigeration equipment</p> <p>Language Arts Application of Writing Skills informative writing; brainstorming; organizing logical arguments; vocabulary enhancement</p> <p>Analysis of Text , Literature and Information drawing inferences and generalizations; developing listening and comprehension skills; critical thinking; correlating information with personal experience</p> <p>Science Scientific Thinking and Investigating analytical skills; evaluating conclusions; real-world investigations; hypothesis development; classification/ organizational skills; scientific problem solving; compare/contrast findings</p> <p>Scientific Laws and Principles cycles, structures and processes, physical and chemical reactions; principles of biology; food safety and sanitation; cause/effect relationships; temperature analysis; physical elements of food</p> <p>CTSO FFA</p> <ul style="list-style-type: none"> • Meat Evaluation • Students will be able to evaluate beef carcasses for quality and yield grades, identify various cuts of meat, place beef, lamb and pork carcasses, and place wholesale and/or retail cuts 	<p>cause a problem. 3. A _____ is any identifiable cause of illness or injury; this can be physical, chemical or microbiological. 4. _____</p> <p>_____ are points in the process where hazards can occur and can be prevented or controlled. 5. _____ are an established range for each CCP, outside of which contamination is significant. 6. _____ is the process of checking all procedures, temperatures or other criteria for adherence to critical limits of the program. 7. _____ is the exposure of food products to hazards, which can cause illness, disease or even death. 8. _____ is the process of checking the HACCP plan to make sure it is working as designed. 9. HACCP takes into account all potential _____, establishes _____ for those hazards, provides corrective action and documents the _____ from start to finish. 10. The basis for the HACCP systems was developed in the _____ by Pillsbury. 11. HACCP is a program which is easy to _____, easy to _____ and is very _____. 12. The more _____ driven our society becomes, the more aware we are of food-borne illness. 13. _____ can occur in three forms: chemical, physical and microbiological.</p>	<p>Learn to minimize the risk of chemical, microbiological and physical food contamination while focusing on the seven principles of HACCP and the chain of responsibility. Important food-handling practices are illustrated, including storing, cooking, keeping food out of the temperature danger zone, preventing cross-contamination and practicing good personal hygiene.</p> <p>Objectives: 1. The student will identify and examine the seven principles of HACCP. 2. The student will demonstrate how HACCP relates to food safety. 3. The student will analyze the need for improving the food handling system.</p>	<p>where hazards could occur and can be prevented or controlled Critical Limits an established range for each critical control point, outside of which contamination is significant. For the HACCP program to work, all readings or procedures must remain within these critical limits. HACCP an acronym for Hazard Analysis Critical Control Points. It is a production control system that is used primarily in the food industry, but could be used in virtually any situation where quality and problem prevention are important. The HACCP system is designed to identify potential hazards and prevent them before they cause a problem. HACCP takes into account all potential hazards, establishes safe limits for these hazards, provides corrective action if critical limits are exceeded and documents the process from start to finish. Hazard any identifiable cause of illness or injury; hazards can be physical, chemical or microbiological Monitoring the process of checking procedures, temperatures or other criteria for adherence to the critical limits of the program Pathogen disease causing organism Standard Operating Procedure written plan that described in detail those procedures performed each day in order to maintain sanitary conditions and prevent contamination Verification the process of keeping records on the monitoring of all critical control points in order to show adherence to the critical limits of the HACCP program</p>
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<p>Kitchen Equipment</p> <p>www.icev.com</p> <p>1 4.1 American Culinary Federation 2 • http://www.acfchefs.org 3 4 Clemson University • 4 http://www.clemson.edu</p>	<p>4.1 Define common culinary recipe terminology 4.2 Identify the four major components of a recipe 4.3 Read, follow, and execute a recipe</p> <p>5.1 Describe the proper use and maintenance for different knives 5.2 Demonstrate proper and safe use of small wares 5.3 Identify and demonstrate the selection of equipment and small wares for specific applications 5.4 Describe procedures for the care and maintenance of commercial equipment and small wares 7.1 Identify and demonstrate standardized knife cuts 7.2 Define, implement, and practice Mise en Place</p> <p>Science Scientific Thinking and Investigating • Food safety and sanitation • Temperature control • Equation development and solution</p> <p>FCCLA • Culinary Arts</p>	 <p>Kitchen Basics Segment 1. Before Preparing Foods • _____ hair, remove jewelry and put on an apron to protect clothing • Wash hands with warm, soapy water for a minimum of 20 seconds • Review the _____ • Gather all ingredients and tools required 2. Kitchen Tools • Are divided into categories, including: - _____ tools - cutting tools - food preparation tools - _____ and baking tools 3. Kitchen Tools • Must be kept in good condition - _____ can be difficult to clean and fosters the growth of harmful bacteria • Can be produced from a variety of materials, including: - glass and _____ - metal - plastic - silicone - wood</p> <p>Measuring Tools • Are used to measure dry, _____ or liquid ingredients • Give measurements based on the _____ system or the customary system 2. The Metric System • Is based on units of _____ • Has base units of grams to measure mass and liter for volume • Usually seen in commercial kitchens in the United States - simplifies conversions enabling easy production of large quantities of a food Mass-</p>	<p>Goal: To introduce students to the various tools needed for food preparation.</p> <p>Description: This presentation introduces students to kitchen equipment and the materials used to create the various pieces of equipment. Students will be introduced to the tools used for measuring, and cutting tools as well as assorted food preparation techniques. Students will also learn about cooking and baking tools in addition to various small and major appliances found in the kitchen.</p> <p>Objectives: 1. To describe the advantages and disadvantages of the materials used in creating kitchen tools. 2. To identify various methods of measurement when preparing foods. 3. To show different food preparation tools. 4. To define various types of food preparation knives and their uses. 5. To describe the uses of various cooking and baking tools. 6. To describe the various small kitchen appliances available and their uses. 7. To identify major kitchen appliances and their uses in the home.</p>	<p>Chemical Contamination pesticide or herbicide residues on vegetables, hormone residues in animal products or accidental contamination of food with cleaning or sanitizing agents Physical Contamination foreign objects such as glass or metal fragments from broken dishes or machinery, dirt, insect parts, rodent feces Microbial Contamination accidental exposure of bacteria, viruses, parasites or fungi to foods</p> <p>Kitchen Tools items used in food preparation Metal Transfer small amounts of metal enter foods being prepared with metal kitchen equipment Measuring Tools items used to measure dry, solid and liquid ingredients during food preparation; includes scales, cups and spoons Metric Measurement System system of measurement which is based on units of ten Mass body of matter with no definite shape Volume quantity of three-dimensional space occupied by a liquid, solid or gas Customary Measurement System system of measurement used in the United States Cutting Utensils items used to effectively and efficiently cut food during kitchen prep; includes cutting boards, kitchen shears and knives Small Kitchen Appliances portable, electronic pieces of equipment used for food preparation Major Kitchen Appliances large, stationary pieces of equipment used for food preparation</p>
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<p>Food Math & Measurements</p> <p>www.icev.com</p> <p>Science of Cooking - Measurement Equivalents • https://www.exploratorium.edu/cooking/convert/conversion.html Pearson Square Calculator • http://www.dairyscience.info/newcalculators/pearson.asp Allrecipes • http://allrecipes.com/</p>	<p>Application of Mathematical Technology • Collecting data • Evaluating conclusions • Compare/contrast findings • Classification/organization skills</p> <p>Language Arts Analysis of Text & Information • Drawing inferences and generalizations • Reading/content literacy • Critical thinking • Creative thinking • Expression of thoughts and ideas • Communication skills • Developing listening and comprehension skills • Creating visual representations</p> <p>Science Scientific Thinking & Investigating • Field and laboratory investigations • Critical thinking and scientific problem solving • Real-world investigations and applications • Analytical skills • Collecting data • Conducting experiments • Technology-based research • Evaluating conclusions • Compare/contrast findings • Classification/organization skills Scientific Laws & Principles • Cycles, structures and processes • Food safety and sanitation • Temperature control • Equation development and solution • Physical and chemical reactions</p> <p>Family, Career and Community Leaders of America • Culinary Arts • Food Innovations FFA • Food Science and Technology Skills USA • Commercial Baking • Culinary Arts</p>	<p>Math Principles in Food Production & Cooking Segment 1. Mathematics</p> <ul style="list-style-type: none"> • Is the field of study concerned with numbers, quantity, shapes and the _____ among them • Is used on a _____ basis in several aspects of food production <p>2. Basic Math Functions in Food Production • Includes: – Addition (+) • _____ numbers – Subtraction (-) • deducting numbers – Multiplication (x) • increasing numbers through _____ addition – Division (/ or ÷) • splitting numbers into equal parts</p> <p>Solving Math Problems Requires five steps: 1. define and understand the _____ 2. identify the information needed to solve the problem 3. develop an _____ from the problem 4. solve the equation to answer the problem 5. check the answer 5. Defining the Problem • Requires thinking about the problem in its entirety, possibly from multiple _____ – recipes and their directions are rarely expressed as straightforward equations; they are most likely presented as _____ – write needed recipe information into an understandable word problem 6. Identifying Needed Information • Requires: – removing _____ information • cross it out or remove it completely from the written problem – organizing and labeling necessary information • highlight or underline important _____ – choosing variables for unknowns • variables are unknown quantities, typically expressed as letters such as x, y, a or b</p> <p>Mathematical Operations in Recipes • Include: – addition • in a large bowl, mix together flour, sugar, baking powder and salt – subtraction • _____ the heat</p>	<p>Goal: To understand and correctly apply measuring techniques related to food processing.</p> <p>Description: Students will apply data and measurement tools to solve a problem related to food processing as well as correctly use standard measuring techniques. Students will also learn to read food recipes. Objectives: 1. To apply data and measurements to solve a problem related to food processing. 2. To correctly use standard measuring techniques and equipment. 3. To read and comprehend standard recipes.</p>	<p>Mathematics field of study concerned with numbers, quantity, shapes and the relationships among them</p> <p>Addition combining numbers; expressed by '+' symbol</p> <p>Subtraction deducting numbers; expressed by '-' symbol</p> <p>Multiplication increasing numbers through repeated addition; expressed by 'x', '·' or '×' symbol</p> <p>Division splitting numbers into equal parts; expressed by '÷' or '/' symbol</p> <p>Fraction part of a whole number expressed as a numerator over a line or slash with a denominator below</p> <p>Numerator top number in a fraction; represents how many parts there are</p> <p>Denominator bottom number in a fraction; represents how many parts the whole is divided into</p> <p>Lowest Common Denominator (LCD) smallest number which is a multiple of all of a set of fractions' denominators</p> <p>Decimal part of a whole number expressed as digits placed to the right of a decimal point</p> <p>Percentage part of a whole number expressed in hundredths and followed by a percent symbol (%)</p> <p>Conversion process of changing from one form to another</p> <p>Ratio comparison of numbers; expression showing the relationship between two quantities</p> <p>Proportion expression stating two ratios are equal</p> <p>Formula equation used to understand the relationships between variables; rule for solving math problems</p> <p>Baker's Percentage formula used for baked goods when flour is the primary ingredient</p> <p>Pearson's Square method for solving a two variable simultaneous</p>
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Third Quarter

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Herbs & Spices
www.icev.com
 National Restaurant Association • <http://www.restaurant.org/Home>
 American Culinary Federation • <http://www.acfchefs.org/>
 USDA Food and Nutrition Information Center • <http://fnic.nal.usda.gov>

7.3 Identify common spices and herbs and guidelines for using them
 7.4 Identify oils and vinegars and their uses
 7.5 Identify various categories of dressings and salads
 7.6 Identify various marinades, brines, and rubs
 7.7 Identify dry heat, moist heat, and combination cooking methods

Math
 Math • Real-life applications • Problem solving

Science Scientific Thinking and Investigating
 •Analytical skills •Collecting data •Evaluating conclusions •Food safety and sanitation
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1. Herbs are the leaves, stems or _____ of an aromatic plant. 2. Spices are the bark, roots, seeds, _____ or berries of an aromatic plant. 3. _____ Several can be used together to create new and exciting flavor _____. 4. Optimal storage area would be _____, dark and away from air ducts. 5. A resinous herb is going to have almost a more _____ stem to it. 6. Fine herbs are going to have _____ of that stalky stem that resinous herbs have. 7. Dill is a great way to freshen up your _____. 8. With the lemon grass we do peel the outer _____ away. 9. I use it to simmer and _____ many of our soups and sauces

Goal: To explore the herbs and spices used in the culinary industry.
 Description: There are many herbs and spices students should be familiar with prior to working in a professional kitchen. This presentation introduces students to the different types of herbs and spices.
 Objectives: 1. To describe the different types of herbs. 2. To identify the different types of spices. 3. To demonstrate the proper use of herbs and spices.

Herbs leaves, stems or flowers of an aromatic plants Spices bark, root, seeds, buds or berries of an aromatic plant Resinous herbs tougher in texture and characteristics Fine herbs less of a stalky stem than resinous herbs

Introduction to Culinary Techniques & Methods

www.icev.com

National Restaurant Association • <http://www.restaurant.org/Home>
 American Culinary Federation • <http://www.acfchefs.org/>
 USDA Food and Nutrition Information Center • <http://fnic.nal.usda.gov>

1.4 Demonstrate good personal hygiene, proper dress code, and personal health practices
 1.5 Describe cross - contamination and use of acceptable procedures when preparing and storing foods that require time/temperature control for safety (TCS)
 1.6 Delineate the requirements for proper receiving and storage of raw and prepared foods
 5.1 Describe the proper use and maintenance for different knives
 5.2 Demonstrate proper and safe use of small wares
 5.3 Identify and demonstrate the selection of equipment and small wares for specific applications
 5.4 Describe procedures for the care and maintenance of commercial equipment and small wares
 7.1 Identify and demonstrate standardized knife cuts
 7.2 Define, implement, and practice Mise en Place
 7.7 Identify dry heat, moist heat, and combination cooking methods

Math
 Math • Real-life applications • Problem solving

Science Scientific Thinking and Investigating • Analytical skills • Collecting data • Evaluating conclusions • Food safety and sanitation • Temperature control • Equation development and solution • Physical and chemical reactions

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as well. 10. Fresh herbs should be added as close to the _____ of cooking time as possible.

Knife Care & Use 1. A knife has _____ main parts. 2. The _____ are pegs, which hold the handle to the tang. 3. You need to safely place your knife on your work area before you _____ away. 4. You always want to walk with the point down by your _____. 5. You don't want to wash them in a _____. Knife Sharpening 6. You are actually _____ away the edge that is no longer sharp. 7. If you choose one for water it has to _____ water and if you choose one for oil, it has to stay oil. 8. Start with the _____ side with the blade away from you. 9. We are just _____ the blade by using this tool. 10. This is also something that doesn't have to be _____. Cutting Techniques 11. I'm keeping my extra fingers _____ out of the way. 12. The finger that is helping me _____ the product is also helping me push it. 13. Two common _____ cuts are rondelle and diagonal. 14. A rondelle cut involves cutting a round food into round slices. The size of this cut varies based on the _____ being cut. 15. A diagonal cut involves cutting a food item at an angle to achieve _____ shape slices. 16. _____ and julienne are two types of cuts, which result in a stick shaped end product. 17. A julienne cut results in very thin slices, which are 1 1/2 to 2 and _____ of an inch by an 1/8 of an inch. Preparation of Tools & Ingredients 18. _____ refers to the preparation and assembly of ingredients, pans, utensils, equipment or serving pieces needed for a particular dish or

Goal: To learn the techniques and methods commonly used in culinary arts industry. Description: There are several terms, techniques and cooking methods students should be familiar with prior to working in a professional kitchen. This presentation introduces students to topics such as proper knife care and use, preparation and storage of ingredients and tools, and the different cooking methods which can be referenced in a recipe. Objectives: 1. To describe proper knife handling and use. 2. To identify common types of knife cuts. 3. To apply the concept of mise en place. 4. To examine the different cookery methods used in the professional kitchen.

Labels tool used for identifying food items within the kitchen according to date prepared or other important factors Use-by-Date regulated date for food safety; used to protect consumers and inform food preparers of freshness Ready-to-Eat Foods food which is ready for human consumption; generally handled with latex gloves for safety Refrigeration Requirements temperature levels used to keep food fresh; generally regulated by local entities Mis en Place term referencing preparation for food and tools used with a particular dish; French for "put in place" Portion Cups used to hold desired amounts of ingredients for food preparation Cheese Cloth kitchen tool used for many purposes, including moisture removal Pan-Frying cooking technique used to fry foods with oils in a frying pan Smoke Point temperature at which oil will begin to smoke Portion Control regulating the size of a serving Cutting Board solid surface made of plastic, wood or other materials used to safely cut food products Round Cuts cutting techniques which include the rondelle and diagonal methods Rondelle Cut cutting round foods into round slices Diagonal Cut cutting foods at angles to achieve oval shaped slices Stick Cuts cutting techniques that include batonnet and julienne Batonnet Cuts precise cutting method used to achieve slices

<p>Meat Cooking Techniques</p> <p>www.icev.com</p> <p>BEEFnutrition.org • http://www.beefnutrition.org National Beef Cook Off • http://www.beefcookoff.org</p>	<p>1.10 Define temperature danger zone for food safety and sanitation 1.11 Identify minimum internal cooking temperatures 1.12 Define methods for the growth of microorganisms (FATTOM) 1.13 Maintain appropriate temperature and placement of products in refrigeration equipment</p> <p>7.6 Identify various marinades, brines, and rubs 7.7 Identify dry heat, moist heat, and combination cooking methods</p> <p>8.1 Identify and prepare various meats, seafood, and poultry</p>	<p>service. 19. Some work must be done _____ of time. 20. Mise en place is a _____ statement which means to “Put in Place”. 21. Step 8 is to remember _____ and safety. 22. I used a _____ grater and grated my onion. 23. Things don’t have to work 100 percent the _____ time you try them. 24. This cooking technique is called _____. 25. _____ is the temperature at which a given oil will start to smoke. Storage 26. We focus on making sure to put the name of the item, we also put the date it was _____ out and also we like to put our _____ on it. 27. I am going to complete the whole process with label, date, _____. 28. Our local regulatory authority and the company who teaches our sanitation and safety tells us that 41°F (5°C) or lower is the temperature required for _____ storage. 29. Biologically, if you go from 41°F (5°C) to _____ (57°C) that is where _____ thrives. 30. The colder temperatures will slow it down and the hotter temperatures will _____ it.</p> <p>1. Red meats and poultry are important in our daily diet for many reasons, including _____, location, _____, personal taste and _____. 2. Meat and poultry are sources of high quality _____, which means they supply significant quantities of all the essential amino acids. 3. _____ is another personal consideration for deciding whether or not to consume meat. 4. Palatability is based on three sensory attributes:</p>	<p>Goal: To learn and master meat cooking techniques. Description: Do you think you can only get a tender steak at a restaurant? Should you roast or broil a bone-in chuck? If you are unsure about the best ways to cook your favorite meats, this presentation will help. Learn handling and cooking tips to help keep meats tender and juicy and cooked to optimized flavor. Cuts of meat, aging, tenderizing, marinades, dry and moist methods of cooking and food safety are also explained. Follow a visual explanation about how to carve turkey, leg of lamb, ham and beef blade roast so your meal will look as good as it tastes.</p>	<p>of a particular size, usually thicker cuts Julienne Cuts precise cutting method used to achieve slices of a particular size, usually thinner cuts Dice Cuts result in cube shaped slices, including larger, medium, small and brunoise Paysanne Cut thin, flat, round or square shape cut Chiffonade used to cut thin food products, such as herbs Cutting Stone tool for filing away the dull portion of knives Honing Steel tool used for sharpening or “straightening” knives Knife tool used for cutting, made of two main parts, the handle and blade Handle portion of knife containing the tang, scales and rivets Blade portion of knife containing the cutting edge, tip, spine, heel and bolster</p> <p>High Quality Protein high in essential amino acids Palatability how good something is to eat Tenderness soft enough for the teeth to go through easily without much chewing Aging process which increases tenderness by holding meat at 33-40 degrees Fahrenheit for at most ten days Mechanical Tenderization uses a series of blades or needles to break muscle fibers Cooking to make food safe and appetizing by heating it; to become ready to eat by</p>
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	<p>Math Logical Skills • Reasoning • Justification and proof</p> <p>Language Arts Application of Writing Skills • Brainstorming • Vocabulary enhancement Analysis of Text and Information • Developing listening and comprehension skills</p> <p>Science Scientific Thinking and Investigating • Analytical Skills • Hypothesis development • Collecting data • Compare/contrast findings • Classification/organization skills</p> <p>Technology Applications in Literature • Utilizing presentation processing software</p> <p>Family, Career & Community Leaders of America • Complete a related Culinary Arts event.</p>	<p>_____, _____ and _____, 5. _____ is dependent on two primary variables: the amount of connective tissue and the integrity of muscle proteins. 6. The most utilized method of increasing tenderness is _____. 7. _____ uses a series of blades or needles to tenderize meat. 8. Meat tenderness will also be influenced by certain ingredients in _____. 9. Acids and enzymes are present help to degrade muscle _____. 10. The largest influence on meat tenderness is the _____. 11. _____ causes muscle fibers to become tougher and connective tissue hydrolyzes or melts. 12. _____ is indirectly associated with tenderness; this is known as the lubrication effect of juiciness. 13. Flavor can be altered in several ways, including _____ handling, seasoning, _____ and post-cooking handling. There are six degrees of doneness for broiled steaks: very rare _____ F; rare _____ F; medium rare _____ F; medium _____ F; welldone _____ F; very well done _____ F. 29. The surface of a steak must read _____ Ft o kill any microorganisms present. 30. Ground beef should be cooked to an internal temperature of _____ F. 31. Pork products should be cooked to _____ degrees internally. 32. Poultry should be cooked to _____ F internally to ensure all pathogens are destroyed. 33. When carving a turkey, it can be difficult because of the complexity of the</p>	<p>Perfect for food related curriculum, food service professions and consumers. Objectives:</p> <ol style="list-style-type: none"> 1. To identify reasons for meat consumption. 2. To examine pre-cooking handling techniques. 3. To evaluate cooking methods. 4. To evaluate carving methods. 	<p>heating Conduction transfer of heat directly from the heat source to the meat Convection circulation of hot air or liquids around the meat Infrared Radiation transfer of heat energy by long electromagnetic waves Microwave Radiation transfer of heat energy by short electromagnetic waves Dry Heat Cookery solely relies on heat; examples: roasting, pan broiling, pan frying, stir-fry and grilling Moist Heat Cookery relies on the use of heat and water; examples: braising and cooking in liquid</p>
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_____ and
_____ structure.

Fourth Quarter

<p>Fruits & Vegetables www.icev.com</p> <p>National Restaurant Association • http://www.restaurant.org/Home American Culinary Federation • http://www.acfchefs.org/ USDA Food and Nutrition Information Center • http://fnic.nal.usda.gov</p> <p>Family, Career and Community Leaders of America • Culinary Arts • Food Innovations • Hospitality, Tourism and Recreation</p>	<p>8.3 Identify and prepare various fruits, vegetables, starches, and grains 9.1 Identify tools and equipment used in garde manger preparation 9.2 Demonstrate basic garnish techniques 9.4 Identify food presentation techniques for banquet events</p> <p>Science Scientific Thinking and Investigating •Analytical skills •Collecting data •Evaluating conclusions •Food safety and sanitation •Temperature control •Equation development and solution •Physical and chemical reactions</p>	<p>Fruits 1. They are great to work with both _____ as well as cooked. Summer Fruits 2. Always remember _____ are great for the summer. Tropical Fruits 3. _____ conditions are going to be detrimental to these fruits. 4. Plantains are going to be larger, a little starchier, and if you were to peel and eat this, it is going to be _____ and not as sweet as your regular banana. 5. Other tropical fruits you may see out there are pineapples and _____ in stores. Winter Fruits 6. They flourish the best in winter time and _____ within cold, winter conditions. 7. It is a common misconception that _____ fruits are summer fruits. Fruit/Vegetable Fruits 8. All fruits have seeds in them which vegetables do not have any _____ seeds. 9. Eggplants are very tricky to work with because they are going to be very high in water and _____ content. 10. Pablano peppers are great to be used in _____ or more commonly stuffed. 11. As you can see, these peppers pretty much go from larger size down to smaller size and that is an easy indication of what the _____ level will be on that pepper. Fruit/Vegetable Preparation 12. This skin is going to protect the interior or flesh of the fruit from _____. 13. We are forcing the ripening of the fruit and that is actually brining out the _____ and discoloring it. 14. The quality of the fruit _____ deteriorate. 15. Any type of acid will work; lemon, lime even _____ if you wanted to go with that. Vegetables 16. A vegetable is an edible, _____ plant. Onions & Bulbs 17. Onions will be found in any _____</p>	<p>Goal: To explore the fruits and vegetables used in the culinary industry. Description: There are many fruits and vegetables students should be familiar with prior to working in a professional kitchen. This presentation introduces students to the different types of fruits and vegetables, preparation and storage of ingredients and tools as well as the different cooking methods which can be referenced in a recipe. Objectives: 1. To describe the different types of fruits and types of preparation methods which are commonly used. 2. To identify the different types of vegetables and types of preparation methods which are commonly used. 3. To examine the different grades of fruits and vegetables. 4. To analyze the proper storage techniques for fruits and vegetables.</p>	<p>Fruits organs developed from the ovary of a flowering plant Fructose natural form of sugar found in fruit Summer Fruits flourish and ripen in the summer months Tropical Fruits grow in tropical conditions and can be harmed in frost conditions Winter Fruits flourish in the winter and ripen in winter conditions Fruit/Vegetable Fruits commonly mistaken for vegetables but have internal seeds Capsaicin enzyme in the seeds and flesh of peppers which are hot on the palate Enzymatic Browning effect when oxygen reacts with the flesh of certain fruits Vegetable edible, herblike plant Onions and Bulbs vegetable group which contains all variations of onions Sulfur element in onions which reacts with oxygen and causes the eyes to water Flowering Vegetables flower portion is consumed Gourds and Squashes product of a climbing or vine plant Summer Squashes have a very thin skin and can be consumed raw or cooked</p>
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<p>Food Services Styles www.icev.com</p> <p>Plating & Presentation • https://www.unileverfoodsolutions.com.ph/chefinspiration/chefmanship-academy/module-8-plating-and-presentation.html Plate Presentations • https://www.theculinarypro.com/platepresentations/</p>	<p>8.5 Demonstrate traditional and contemporary food presentation techniques 11.1 Demonstrate the general rules of table setting and dining room layout 11.2 Identify traditional and contemporary positions in food service 11.3 Practice professionalism and techniques in support of good customer relations</p> <p>Math Logical Skills reasoning; problem solving; real-life applications</p> <p>Language Arts Application of Writing Skills editing/proofreading; descriptive, informative and creative writing; organizing logical arguments; brainstorming; analyzing audiences; utilizing reference materials; vocabulary enhancement</p> <p>Analysis of Text, Literature and</p>	<p>throughout the world and any different culture cuisine you have out there. 18. This is a small _____ onion. 19. Within the garlic I have several different _____. 20. Leeks provide a nice, _____ onion style characteristic to our foods. Flowering Vegetables 21. That is the part of the vegetable we will consume are the flower or the _____. 22. Cabbages are great to use, they are available year round and are usually generally _____ and provide vitamins and minerals. 23. Brussels sprouts are part of the _____ family; just take on a smaller form of that. Gourds & Squashes 24. Summer squashes are easy to identify because they are going to have a very _____ skin. 25. These cannot be _____ raw; they must be cooked. Green, Leafy Vegetables 26. Green, leafy vegetables are usually consumed _____, but you can cook these as well.</p> <p>1. Common Food Service Practices • Include: – food _____ settings – server responsibilities</p> <p>2. Food Service Style • Is the type of service the _____ will offer its guests • Determines the kind of food and level of quality of the restaurant • Influences the menu, layout, _____, equipment and operating procedures of the restaurant</p> <p>3. Food Service Styles • Include: – contemporary or _____ • easy and fast way to dine • typically involves no servers and guests help themselves to</p>	<p>Goal: To introduce various food service styles. Description: Food service style is the type of service the food provider will offer its guests. This presentation identifies food service operations such as fast food, casual and fine dining, analyzes servers' duties in different types of food service operations, provides an overview of French, Russian and American service style used in modern day dining rooms and demonstrates various table settings according to different occasions. Objectives: 1. To identify food service operations such as fast food, casual, buffet and fine dining. 2. To analyze servers' duties in different types of food service operations.</p>	<p>Contemporary Service also known as quick service; typically involves no servers and guests help themselves to food set up in food bars or order at a counter Fast Food restaurants preparing and selling ready-to-eat food, typically with a limited menu Fast Casual restaurants offering higher quality food than fast food with fewer frozen or processed ingredients Buffet restaurants where guests serve themselves from a variety of dishes set out on</p>
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	<p>Information reading/content literacy; critical thinking; creative thinking; expression of thoughts and ideas; communication skills; developing listening and comprehension skills; creating visual representations</p> <p>Technology Applications in Literature utilizing document processing software; utilizing presentation processing software; internet-based research</p> <p>Science Scientific Thinking and Investigating field and laboratory investigations; critical thinking and scientific problem solving; real-world investigations and applications; analytical skills; collecting data; technology based research; evaluating conclusions; classification/ organization skills</p> <p>DECA • Restaurant and Food Service FCCLA • Culinary Arts • Food Innovations Skills USA • Culinary Arts</p>	<p>food set up in food bars or order at a counter</p> <ul style="list-style-type: none"> - traditional service • typically reflects four main influences: American, French, English or _____ • varies depending on the menu, theme and décor of the restaurant <p>4. Contemporary/Quick Service</p> <ul style="list-style-type: none"> • Examples include: <ul style="list-style-type: none"> - _____ • restaurants preparing and selling ready-to-eat food, typically with a limited menu and minimal table service – McDonalds®, Taco Bell®, In & Out Burger® - _____ • restaurants offering higher quality food than fast food with fewer frozen or processed ingredients and minimal table service – Panera Bread®, Pei Wei®, Five Guys®5. <p>Contemporary/Quick Service</p> <ul style="list-style-type: none"> • Examples include: <ul style="list-style-type: none"> - _____ • restaurants where guests serve themselves from a variety of dishes set out on a table or sideboard, food is typically purchased as “all you can eat”, with minimal table service – Golden Corral®, CiCi’s® - _____ • restaurants where customers are served at a counter by servers and take the food to tables to eat, with minimal table service – Luby’s® <p>6. American Service Style</p> <ul style="list-style-type: none"> • Is commonly followed at diners, _____ restaurants and coffee shops where casual tableware and placemats are considered as the standard • Involves the _____ plating the food in the kitchen and a 	<p>3. To provide an overview of French, Russian and American service styles used in modern day dining rooms.</p> <p>4. To demonstrate various table settings according to different occasions.</p>	<p>a table or sideboard and food is typically purchased using the “all you can eat” method</p> <p>Cafeteria Style restaurants where customers are served at a counter by servers and take food to tables to eat</p> <p>American Service Style service style in which the chef plates the food in the kitchen and a server delivers the dish to the guest</p> <p>French Service Style also known as cart service; service style in which servers present food in a tableside cart and the finishing touches are made to the food tableside prior to serving to the guest</p> <p>English Service Style also known as family-style dining; service style involving a table host or guests serving food from bowls and platters placed on the table</p> <p>Russian Service Style also known as platter service; service style where food preparation is completed in the kitchen and placed on large platters which the servers then use to serve each guest</p> <p>Table Setting manner in which a table is set with plates, cutlery, glasses, napkins, etc.</p>
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<p>Etiquette with Emily Post www.icev.com</p> <p>Emily Post Institute <input type="checkbox"/> http://www.emilypost.com Society of Certified Etiquette Trainers <input type="checkbox"/> http://www.societyofcertifiedetiqaueetrainers.com</p> <p>FCCLA <input type="checkbox"/> Interpersonal Communications <input type="checkbox"/> Teach and Train</p>	<p>11.3 Practice professionalism and techniques in support of good customer relations 11.6 Demonstrate fundamentals of acceptable dining etiquette</p> <p>Language Arts Application of Writing Skills editing/proofreading; descriptive, informative and creative writing; brainstorming; utilizing reference materials; vocabulary enhancement Analysis of Text, Literature and Information reading/content literacy; critical thinking; creative thinking; expression of thoughts and ideas; communication skills; developing listening and comprehension skills; creating visual representations Technology Applications in Literature utilizing document processing software; utilizing presentation processing software; internet-based research</p>	<p>server delivering the dish to the guest</p> <p>7. American Service Style</p> <ul style="list-style-type: none"> • Requires pre-plating and presetting of _____ • Requires _____ since most of the food for the meal is served and garnished on one plate <p>8. American Service Style</p> <ul style="list-style-type: none"> • Allows chefs to show their _____ by presenting and plating foods in an appealing way • Can be personalized according to the situations, such as breakfast, lunch or dinner service • Ensures the involvement of only _____ in one area (e.g. back server for picking up the food and the front server for fulfilling guests' requests) <p>1. Table Settings</p> <ul style="list-style-type: none"> • Consist of: <ul style="list-style-type: none"> - table setting - formal table setting <p>2. Informal Dining Occasion</p> <ul style="list-style-type: none"> • Examples include: <ul style="list-style-type: none"> - lunch in a restaurant - dinner party at a friend's house - at a park <p>Formal Dining Occasion</p> <ul style="list-style-type: none"> • Examples include: <ul style="list-style-type: none"> - dinner in a restaurant - special occasion, such as a , where the meal is formally served <p>6. Table Manners</p> <ul style="list-style-type: none"> • Include properly: <ul style="list-style-type: none"> - being . - using napkin - using utensils - , cutting and chewing <p>7. Table Manners</p> <ul style="list-style-type: none"> • Involve knowing: <ul style="list-style-type: none"> - basics of serving - beverage etiquette - etiquette 	<p>Goal: To become familiar with basic table settings and manners. Description: Proper table manners not only make eating a more pleasant activity, but they also help people to become more confident in various social occasions. The presentation illustrates basic table settings for formal and informal dining occasions, examines basic table manners and describes etiquette for dining in a restaurant.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To illustrate basic table settings. 2. To examine basic table manners. 3. To describe etiquette for dining in a restaurant. 	<p>Etiquette proper behavior among members of a culture or society</p> <p>Utensil instrument or container for cutting and carrying food</p> <p>Buffet serving style in which food is placed in a public area where diners serve themselves</p> <p>Family Style serving style which allows diners to share dishes and make choices in selecting foods and serving sizes</p> <p>Maitre d' wait staff who are responsible for welcoming guests, assigning tables and taking reservations</p>
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- cell phone etiquette
- end-of-meal etiquette
- 8. Manners of Being Seated
 - Involve:
 - sitting down after everyone is present at the table
 - letting the and the guest(s) of honor sit first
 - In a formal setting
 - allowing a man to hold the for a lady
- 9. Manners of Using Napkins
 - Involve:
 - putting the napkin in your lap as soon as sitting down
 - unfolding, not to open
 - using the napkin to pat, not to wipe, your lips
 - laying the napkin loosely in your chair when briefly leaving the table
 - leaving the napkin folded to the left of the place setting at the end of the meal
- 10. Manners of Using Utensils
 - Include:
 - using the from outside to inside
 - using smaller knives and for salads or appetizers and larger ones for the main course
 - Fingers or Fork? It is okay to use your fingers in an informal setting and the food is not easily handled with a fork, such as pizza, taco or sandwich. In a formal setting, such as an upscale restaurant, a fork should be used
- 11. Manners of Holding Utensils
 - Include:
 - American style
 - involves using your hand to cut the food, placing the knife along the upper edge of the plate, and then switching to the fork to eat the food
 - Continental style
 - does not involve utensils from one hand to the other

		<p>12. Manner of Resting Utensils</p> <ul style="list-style-type: none"> • When taking a break from eating <ul style="list-style-type: none"> - American style • placing the knife along the upper edge of the plate and the fork at the o'clock position - Continental style • placing the knife and in a "V" shape 		
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