



INTRO CULINARY ARTS SYLLABUS

Wallenpaupack Area High School

Intro to Culinary Arts

Wallenpaupack Area High School

Course Syllabus

COURSE TITLE	<u>INTRO TO CULINARY ARTS</u> <u>Basic Food Preparation</u>
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Catalog Description

A study of the fundamentals of food preparation and cookery to include the Brigade System, cooking techniques, material handling, heat transfer, sanitation, safety, nutrition and professionalism.

Pre/Corequisites

NA

Approved Textbooks

Culinary Essentials	J & W University	2010	Glencoe McGraw Hill
The Art and Craft of the Cold Kitchen	CIA	2012	Wiley
Math for the Professional Kitchen	Dressen, Nothuagel, Wysocki	2011	Wiley
The Professional Chef	CIA	2011	Wiley

Learning Outcomes

- 1.0 Demonstrate skills in knife, tool and equipment handling and operate equipment safely and correctly.
- 2.0 Demonstrate proficiency in dry and moist heat cooking methods.
- 3.0 Produce a variety of food products applying principles of food handling and preparation.
- 4.0 Implement professional standards in food production.

Intellectual Skills

1 5

SCANS Competencies

1.1 3.1 4.1 5.2 5.3 6.4 7A.1 7B.1 7C.1 7C.2 7E.1 7E.2

Exemplary Objectives

2.1 1.4

1.0 Demonstrate skills in knife, tool and equipment handling and operate equipment safely and correctly.

1.a Demonstrate the proper and safe handling of knives; including appropriate knife selection for the task.

1.1

1.b Understand the reasons for and demonstrate proper knife cuts	7c.1
1.c. Demonstrate correct and safe tool and equipment use	7E.1
1.d Demonstrate cleaning, sanitization and care of knives, tools and equipment	7E.2
1.e Demonstrate ability to interpret and convert standardized recipes	3.1
2.0 Demonstrate proficiency in dry and moist heat cooking method	7C.1
2.a Demonstrate the dry heat methods of cookery; sauté, broil, grill, deep fry, pan fry, pan broil, roast, bake	7A.1
2.b Demonstrate the moist heat methods of cookery; boil, simmer, braise, submerge poach, shallow poach, steam	7C.2
2.c Discuss how heat is transferred and how this process relates to dry and moist heat cooking methods	7E.1
3.0 Produce a variety of food products applying principles of food handling and preparation	7C.1
3.a Demonstrate the preparation of a variety of food items including: meats, seafood, poultry, vegetables, grains and starches	7A.1
3.b Demonstrate proper and safe storage and handling of food products	5.3
4.0 Implement professional standards in food production	7B.1
4.a Understand the Brigade System	7E.2
4.b Discuss team work in the food service industry	1.4
4.c Discuss standards of professionalism	7C.1
4.d Understand the quality standards of prepared foods	7B.1
4.e Understand the need for sanitation and food safety in the food service industry	7C.2
	4.1

Wallenpaupack Area School District Planned Course Curriculum Guide

Department Culinary Arts
Name of Course Intro to Culinary Arts

Course Description:

A study of the fundamentals of food preparation and cookery to include the Brigade System, cooking techniques, materials handling, heat transfer, sanitation, safety, nutrition and safety.

Revision Date: February, 2020

Page Break

Wallenpaupack Area School District Curriculum	
COURSE:	GRADE/S:
UNIT 1:	TIMEFRAME:

PA COMMON CORE/NATIONAL STANDARDS:

CC.2.1.HS.F.2 - Apply properties of rational and irrational numbers to solve real world or mathematical problems.

A1.1.1.1.1, A1.1.1.1.2, A1.1.1.3.1, A1.1.1.2.1

CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.

A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.3.1.1, A2.2.3.1.2

CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.

A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2

CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.2.3.1.1, A2.2.3.1.2

Locate various texts, media and traditional resources for assigned and independent projects before reading. 1.1.11.D

Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. 1.1.11.F

Understand the meaning of and apply key vocabulary across the various subject areas.

1.2.11.A Read and understand essential content of informational texts and documents in all academic areas. R11A2

Understand nonfiction text appropriate to grade level. 1.4.11.B Write

complex informational pieces. 1.5.11.A Write with sharp, distinct focus. **1.5.11.B**

Write using well-developed content appropriate for the topic. 1.5.11.C Write with controlled and/or subtle organization. **1.5.11.F**

Contribute to discussions. 1.6.11.E

Math: 2.2.11.A

Develop and use computation concepts, operations and procedures with real numbers in problem-solving situations. M11A2

Science and Technology: 3.6.12.B

Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding. 3.7.12.A

Apply advanced tools, materials and techniques to answer complex questions. 3.7.12.B

Evaluate appropriate instruments and apparatus to accurately measure materials and processes. 3.7.12.C

UNIT OBJECTIVES (SWBATS):

1.0 Discuss in detail basic foodservice safety and sanitation.

1.1 Describe the basis of kitchen organization.

1.2 Define and explain the brigade system.

1.2 Be able to exhibit the Standards of Professionalism.

1.3 Identify, disassemble, clean and reassemble various tools and kitchen equipment.

1.4	Discuss and demonstrate proper food storage, handling and preparation.
1.5	Understand and describe Mise en Place.
1.6	Demonstrate proper consistent knife skills utilizing various cuts.
1.7	Understand and demonstrate different types of heat transfer and cooking techniques.
1.8	Define the structure of the recipe.
1.9	Discuss and prepare clear, cream and puree soups.
1.10	Discuss and prepare vegetable, potato and other starch cookery.
1.11	Discuss and prepare basic stocks, mother sauces and butter sauces.
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Lecture, guided practice, apprenticeship	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Teacher created rubrics for each competency area.	
EVIDENCE OF MASTERY: Performance Levels: (4) Student can perform skill without supervision and has a depth of knowledge that allows him/her to solve problems and adapt to situations. (3) Student can perform skill satisfactorily without assistance or supervision. (2) Student can perform skill satisfactorily with assistance or supervision (1) Student can perform parts of the task, but not without considerable assistance and supervision. (0) No attempt was made to meet the criterion. * To obtain competency, criterion must be met at 3 or above (proficient level). * Accommodation – Students are able to perform task at level 2 – with assistance from chef and with extra time, if needed.	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) * Accommodation – Students are able to perform task at level 2 – with assistance from chef and with extra time, if needed.	

Course Requirements: Participate in class, complete all assignments and projects.

Method of Evaluation:

10%	Quarterly Sauce and Knife Cuts Practical
15%	Midterm Practical and Exam
15%	Final Practical and Exam
60%	<u>Class participation and assignments</u>
100%	

You must select a classmate to collect materials for you on any days you are late or absent. Do not ask the instructor for materials that you have missed.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else's work for the assignments as if it were one's own, or any other dishonest means of attempting to fulfill the requirements of a course.

Culinary Arts Classroom Protocol and Grading Rubric

**** The Culinary Arts Department at Wallenpaupack High School fosters an atmosphere of inclusion, dedication to learning and respect for the art and craft of food service. We are ladies and gentlemen serving ladies and gentlemen. We are citizens of our kitchen lab, not tourists.**

The following rules are non-negotiable. Every rule has purpose:

- Your personal safety and the safety of those around you
- Respect for the kitchen and for the Chef
- Respect for the traditions of the Hospitality Industry
- Sanitary practices for the safety of those we serve
- Preparation for the workforce
- Enjoyment of the art and craft of cooking and food service

**** Failure to follow the rules below will result in an automatic “0” for the day and possible removal from the classroom.**

- Any kind of horseplay in the kitchen, including towel popping, running, chasing each other, etc.
- Verbal attacks, fighting, personal “put downs”
- “Opting Out” – a refusal to participate fully in class, therefore distracting others
- Anything that puts your safety or the safety of the people in the classroom in jeopardy
- Refusal to comply with dress code. You will not be allowed in the kitchen lab with **open toe** shoes. You will not be allowed in the kitchen if your hair is not under a hat. Shorts above the knee are not allowed.
- No backpacks are allowed in room, and all purses cell phones can be kept in office.
- Any misuse of knives and other utensils
- There is no glass in the kitchen during production.

Cell phone and electronic device policy:

- Cell phones and therefore handling cell phones is not sanitary. They are prohibited in the classroom/lab. They must be secured in lockers.
- Cell phone use is not allowed anywhere in kitchen lab or Lakeside.
- If you choose to bring your cell phone into the classroom/lab for any reason, discipline will keep it safe until the end of the school day.

• General classroom/lab rules:

* Only students in the Culinary Arts class are allowed in the classroom/lab during production and service time. It is off limits to all others. This is a safety issue, and the Chef will decide exceptions only.

* All kitchen areas must be cleaned and inspected before anyone assigned to that area may leave the room. Clean as you go. Think ahead.

* Maintain a positive attitude and be courteous. Courtesy is required. We are the class that represents the hospitality industry.

* Do not interrupt teaching or learning.

* Respect school property and the property of others.

*** Students are no longer allowed to use disposable “to go” wear from the storeroom. Students can use only Styrofoam cups for water, tasting spoons and paper plates if appropriate.**

*** A class snack is up to the discretion of the Chef only. Students must receive permission from Chef to prepare anything not on their production list.**

* Students are to get in uniforms without being told to do so.

* Students are to stay active until the end of class – no exceptions.

* You are responsible for obtaining make-up work for excused absences. In some cases, it is not possible to make up work that requires student presence and participation.

* You have as many days to make up assignments, as you are absent. You may not interrupt class time to obtain make-up work. See Chef either before or after class/school.

* Culinary Arts is a competency-based program. If you are to make up work because of an excused absence, you must perform the competency missed.

* In this class, attitude is vitally important. Much of your grade for any given assignment will be based on your attitude and professionalism.

* Each student is graded daily on the five following categories: Use of tools, knives, equipment; Mise-en-place; Presentation of finished product; Sanitation; Class participation/responsibility/professionalism. **If you are not in class, you will not receive a grade!**

Rubric for Lab Practical – Product Score

Proper Technique: Tools and Equipment <ul style="list-style-type: none"> • Properly receive knife from Chef. • Tools are properly sanitized before use. • Equipment is used properly and with safety in mind. • Equipment and tools are washed and sanitized immediately after use. 	0-20	
Mise en Place: <ul style="list-style-type: none"> • Workstation is set up and maintained throughout class time. • Food to be prepped is stored correctly at workstation. • Prep assignment is completed in a timely fashion. • Station is cleaned without being told to do so. 	0-20	
Presentation of Finished Assignment: <ul style="list-style-type: none"> • Food is in proper container, ready to be served or stored. • Food is prepared as assigned. 	0-20	
Sanitation and Safety: <ul style="list-style-type: none"> • Station is set up with detergent and sanitation buckets – with 1 clean towel in each. • Student participates throughout class in dish washing and general kitchen cleaning. • Student participates fully in clean up. • Student works safely and is concerned with the safety of others. 	0-20	
Class Participation/Responsibility/Professionalism: <ul style="list-style-type: none"> • Student is engaged throughout class period. • Student works as a full member of his/her team. • Proper use of language in class – no exceptions. • Student shows respect to Chef and fellow classmates. 	0-20	
Total Score	100 max	

10. No food shall leave the facility. All food prepared during class time must be consumed during class time.

11. No personal effects in the kitchen, purses, coats etc. Lockers are provided; students will need to bring their own locks for their lockers. Lockers must be vacated daily.

12. Attendance is extremely important for all classes. Most classes will build off the previous class to develop skills and cooking methodologies. This is the time to start building a strong work ethic, which will aid in your success as a professional chef. If you are late for class, it is at the discretion of the instructor whether or not you will be admitted to class and credited with attendance for that day. 15% total (per class) absences could equal an automatic failure.

A Preface to the Recipes

Cooking is a matter of trusting your own sensibilities. It is observing, tasting, touching, smelling, and experiencing the ingredients for you, and noticing what happens to them as they are cooked. When we give extensive directions, our intention is to explain how the recipe works, not to dictate an exact, right way. You decide what you like, how to cook it, and how much time and energy you are willing to commit. Though you may refer to various clues and reference points, you will sense for your self, finally, when something is tender, when something is chewy. There is no secret outside trusting your own sensibilities.

It is important to work closely with the ingredients you have in front of you. You must understand the equipment and the stove you are working with; to know, for example, whether your oven is fast or slow. You are not cooking carrots in general, but specifically these carrots, in this pot, on this stove. Cooking times vary according to the ingredients, their freshness, their size, how they are cut, the kind of pot, the heat from the stove, and your own taste. So although the directions give a general guide, the cook must observe what is happening in this particular instance, right now, and then respond accordingly by, for example, letting something cook longer or taking it off the stove.

Similarly, seasoning is essentially a matter of personal taste, whether it is salt, pepper, chili pepper, vinegar, herbs, spices, or sugar. Be careful not to get caught up in comparing how something tastes with an imaginary, arbitrary standard. Instead, simply observe how each seasoning affects the flavor and choose the level of seasonings you like. When seasoning is prudent or cautious, as heavy-handed seasoning cannot be undone. Especially if you are not familiar with the effects of a particular seasoning, be patient and add just a little at a time. Keep in mind that freshly ground peppers and spices will be stronger than those over a period of months. The basic guideline for seasoning is to make it light enough that the overall flavors are heightened. Generally speaking, if you can taste the seasoning as a separate element, you have put in too much. Whether it is salt in a soup, sugar, or vinegar in a sauce or nutmeg in custard.

Most of the individual steps in cooking, washing, cutting, cooking, seasoning, and cleaning up, are simple and straightforward. Yet the thoroughness with which the activity is done can make a world of difference to the dish, grit left in the spinach or a stone hidden in the beans will ruin the most delicious meal. Even for the unfamiliar task of making pasta, there is no help for it but to plunge in and learn from the doing. Skill and confidence come through practice.

The fundamentals of fine cooking anywhere, selecting ingredients seasonally, seeking out and encouraging local sources of produce, building flavors with stocks, using fresh herbs and freshly ground dried herbs and spices, choosing good quality oils and other staples, adapting recipes and ideas to one's own circumstances, and harmonizing tastes, textures, and colors. A cook's mind is supple and flexible enough to do justice to the beauty and particularity of fruits and vegetables and is always ready to warm to the task. There is a lot to think about and a lot to get done, but to be efficient does not mean to be hurried, and to be unhurried does not mean to sit in a lawn chair. Take the time to

give each task its due, it comes out in the food: a generosity of spirit. Call it rejoicing, tenderness, graciousness, or simple attention to detail, the quality of caring is an ingredient everyone can taste.

Standard Weights and Measures

Volume Measurements							
	t.	T.	OZ.	C.	PT.	QT.	GAL.
TEASPOON (t)	1	1/3	1/6	1/48	1/96	1/192	1/768
TABLESPOON (T)	3	1	1/2	1/16	1/32	1/64	1/256
OUNCE (OZ)	6	2	1	1/8	1/16	1/32	1/128
CUP (C)	48	16	8	1	1/2	1/4	1/16
PINT (PT)	96	32	16	2	1	1/2	1/8
QUART (QT)	192	64	32	4	2	1	1/4
GALLON (GAL)	768	256	128	16	8	4	1

$$3 \text{ t.} = 1 \text{ T.}$$

$$2 \text{ T.} = 1 \text{ FLUID OZ.} = 6 \text{ t.}$$

$$8 \text{ FL. OZ.} = 1 \text{ C.} = 16 \text{ T.} = 32 \text{ t.}$$

$$2 \text{ C.} = 1 \text{ PT.} = 16 \text{ FL. OZ.} = 32 \text{ T.} = 96 \text{ t.}$$

$$2 \text{ PT.} = 1 \text{ QT.} = 4 \text{ C.} = 32 \text{ FL. OZ.} = 64 \text{ T.} = 192 \text{ t.}$$

$$4 \text{ QT.} = 1 \text{ GAL.} = 16 \text{ C.} = 128 \text{ FL. OZ.} = 256 \text{ T.} = 768 \text{ t.}$$

MEASUREMENT BY WEIGHT

$$16 \text{ OUNCES} = 1 \text{ POUND (\#)}$$

$$1 \text{ pint} = 1 \text{ pound}$$

“A pint’s a pound, the world is round”

Week 1

Greetings & Introductions / Questions and Expectations

Mise en Place accountability
 Academic expectations
 Chef assignment
 What is formative practice/assessment?
 Practical exams / rubrics
 Compare and contrast
 Reflection paper

Introduction to Gastronomy

- Define classical cuisine
- Resources
- Industry bellwethers
- Experiences in dining

Sanitation and Safety – Power Point presentations

- Personal hygiene
- Food safety
- Using a 3-compartment sink
- Video: Kitchen Safety

Introduction to chemical usage

- Chemicals in kitchen lab
- Chemical room

General Kitchen Setup and Tour – *Opening and Closing Duties* *handout*

- Station set-up - cutting board, appropriate utensils, etc.
 - Use of sanitation and detergent buckets
 - How to mop kitchen floor
 - Use of stone and steel
 - Labeling and dating
 - Storage
 - Cooling hot items for storage
 - Washing Equipment: 3-compartment sink, ware washing machine
 - Exact equipment return
- Lecture:
- Chapter 1 – Standards of Professionalism - answer “questions for discussion” on page 13.
 - Chapter 3 – Knives, Hand Tools, and Small Equipment
 - Chapter 7 – Mise en Place – page 137 - 142

- DVD – Caring for knives

Week Two

Lecture

- Mise en place defined
- Standardized mise en place preparations
- Standardized recipes / standardized recipe writing
- Measuring and methods
- Product yields
- Portion control
- Recipe conversion

Lab – Chef demo and group participation:

Students set up stations in groups and perform opening duties.

- Clarified butter
- Tomato concasser
- Garlic puree
- Chopped parsley
- Onion piqué
- Onion brulée
- Sachet d'épice
- Bouquet garni

Students perform closing duties.

Practical Quiz - Tomato concasser, garlic puree, sachet d'épice, chopped parsley

- Lecture:
 - Menus, Recipes, and Cost Management
 - ✓ Menu Forms and Functions
 - ✓ The Written Recipe
 - ✓ Measurement

Week Three

Lecture:

Review knife cuts in textbook - *Professional Chef*

Knife Cuts:

- Pont Neuf – $\frac{3}{4} \times \frac{3}{4} \times 2 \frac{1}{2}$ “
- Batonnet – $\frac{1}{4} \times \frac{1}{4} \times 1 \frac{1}{2} - 2 \frac{1}{2}$ “
- Julienne – $\frac{1}{8} \times \frac{1}{8} \times 1 \frac{1}{2} - 2 \frac{1}{2}$ “
- Fine Julienne – $\frac{1}{16} \times \frac{1}{16} \times 1 \frac{1}{2} - 2 \frac{1}{2}$ “
- Large Dice – $\frac{3}{4} \times \frac{3}{4} \times \frac{3}{4}$ “
- Medium Dice – $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2}$ “
- Small Dice – $\frac{1}{4} \times \frac{1}{4} \times \frac{1}{4}$ “
- Brunoise – $\frac{1}{8} \times \frac{1}{8} \times \frac{1}{8}$ “
- Fine Brunoise – $\frac{1}{16} \times \frac{1}{16} \times \frac{1}{16}$ ”
- Oblique – diagonal, roll cut
- Paysanne – $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{8}$ «
- Tourné – 7-sided « football » shape

Lab: Chef demo and team participation

Teams perform opening duties.

- Pont Neuf – $\frac{3}{4} \times \frac{3}{4} \times 2 \frac{1}{2}$ “
- Batonnet – $\frac{1}{4} \times \frac{1}{4} \times 1 \frac{1}{2} - 2 \frac{1}{2}$ “
- Julienne – $\frac{1}{8} \times \frac{1}{8} \times 1 \frac{1}{2} - 2 \frac{1}{2}$ “
- Fine Julienne – $\frac{1}{16} \times \frac{1}{16} \times 1 \frac{1}{2} - 2 \frac{1}{2}$ “
- Large Dice – $\frac{3}{4} \times \frac{3}{4} \times \frac{3}{4}$ “
- Medium Dice – $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2}$ “
- Small Dice – $\frac{1}{4} \times \frac{1}{4} \times \frac{1}{4}$ “
- Brunoise – $\frac{1}{8} \times \frac{1}{8} \times \frac{1}{8}$ “
- Fine Brunoise – $\frac{1}{16} \times \frac{1}{16} \times \frac{1}{16}$ ”
- Oblique – diagonal, roll cut
- Paysanne – $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{8}$ «
- Tourné – 7-sided « football » shape

Teams perform closing duties

- Formative Practice Learning Progression

Knife Cuts Practical

Knife Cuts Practical Score Sheet

Knife-cuts Practical Score Sheet – Produce 4 oz. each cut; 3 ea. Extra Credit

Performance Levels:

(4) Student can perform skill without supervision and has a depth of knowledge that allows him/her to solve problems and adapt to situations.

(3) Student can perform skill satisfactorily without assistance or supervision.

(2) Student can perform skill satisfactorily with assistance or supervision

(1) Student can perform parts of the task, but not without considerable assistance and supervision.

(0) No attempt was made to meet the criterion.

* To obtain competency, criterion must be met at 3 or above (proficient level).

* Accommodation – As necessary.

Learning Outcomes – Oblique and Julienne Cuts

	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
<p>Station Set-Up / Food Safety</p> <ul style="list-style-type: none"> • Work area and equipment are washed and sanitized before and after task. • 3-compartment sink is set up • Ingredients are held properly • Detergent and sanitation buckets are in place • Station is organized and clean throughout process. 	—	—	—	—	—
<p>Knife Cuts</p> <ul style="list-style-type: none"> • Pont Neuf – 3/4” x 3/4” x 2 “. Ends are square and size is consistent. • Batonnet – 1/4 “ x 1/4” x 2”. Ends are square and size is consistent. • Julienne - 1/8” x 1/8” x 2 “. Ends are square and size is consistent. • Fine Julienne – 1/16 “ x 1/16” x 2”. Ends are square and size is consistent. • Large Dice – 3/4 “ x 3/4 “ x 3/4 X. Ends are square and size is consistent. • Medium Dice – 1/2" x 1/2" x 1/2”. Ends are square and size is consistent. • Small Dice – 1/4 “ x 1/4 “ x 1/4 x - Ends are square and size is consistent. • Brunoise – 1/8 “ x 1/8 “ x 1/8 “. Ends are square and size is consistent. 	—	—	—	—	—

	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
<ul style="list-style-type: none"> • Oblique – 3/4 “. Sizes are consistent • Paysanne – 1/8 “ x 1/8 “ x 1/2 “. Sizes are consistent. • Extra Credit – Potato Tournée (5 pts. possible) • Extra Credit –Mushroom Flute (5 pts. possible) 	—	—	—	—	—
	—	—	—	—	—
	—	—	—	—	—
	—	—	—	—	—
Professionalism <ul style="list-style-type: none"> • Plan of action is posted at work area • Equipment is gathered and organized before food comes out. • Student shows respect as both leader and team player. 	—	—	—	—	—
	—	—	—	—	—
	—	—	—	—	—

Score : _____

Comments :

Week Four

Lecture:

Preliminary cooking and flavoring

- Blanching and par cooking vegetables
- Vegetable stock
- Standard breading station
- Standards of deep-frying

Lab – Chef demo and team participation:

Students perform opening duties.

Knife Cuts:

- Suprême – orange, lemon
- Chiffonade – basil
- Zesting – citrus fruit
- Mirepoix - batonnets for Vegetable Soup
- Zucchini ribbons

Mise en Place:

- Blanch vegetables for soup
- Vegetable Stock
- Standard breading station

- Clear Vegetable Soup
- Deep-fried zucchini ribbons
- Marinate vegetables for grilling
- Strain stocks/soups; chill; store

Menu:

- ✓ Clear Vegetable Soup
- ✓ Deep-Fried Zucchini Ribbons

*Product evaluation - rubric

Teams perform closing duties.

Lecture: Stocks

Stock Terms

Stock –

Broth –

Mirepoix –

Sachet d'Epices –

Bouquet Garni –

Venting –

Remouillage –

Reduction –

Glaze –

Glace de viande

Glace de volaille

Glace de poisson –

Week Five

Knife cuts practical (during lab)

Lecture – Stocks

- Ingredients
 - ✓ Bones
 - ✓ Meat
 - ✓ Mirepoix – standard and white
 - ✓ Acid products
 - ✓ Seasonings and spices
 - ✓ Onion – brûlé and piqué
 - ✓ Remouillage

- Preparing white stocks
 - ✓ Chicken
 - ✓ Veal
 - ✓ Fish (and fumet)
 - ✓ Vegetable
 - ✓ Broths

- Review Stock Terms

Lab - Chef demo and team participation:
Student teams perform opening duties

- ✓ Chicken stock
- ✓ Veal stock
- ✓ Mushroom Essence
- ✓ Chicken broth

- Product evaluation - rubric
- Stocks are cooled and delivered to Volume Kitchen

Teams perform closing duties

- Assignment:
 - Read Chapter 8 – Stocks and Sauces
 - ✓ Pages 165 - 166
 - Continue Chapter 7 – knife cuts
 - Chapter 9 – Soups
 - ✓ Pages 227 – 231 - Consommé

Final Knife Skills Final

Classical Cuts

This is a timed event. You will have 1 hour to complete all projects, plus 15 min set up plus 15 min breakdown. 1.5 hours total

Choosing 5 of the following classical cuts random, each cut will be graded on the sanitation, mise en place, knife skills, cutting techniques, timing, accuracy and consistency

CUTS	REQUIRED SIZES	REQUIRED AMOUNTS
Fine Julienne	$1/16^{\text{th}}$ x $1/16^{\text{th}}$ x 2"	2 oz.
Julienne	$1/8^{\text{th}}$ x $1/8^{\text{th}}$ x 2"	2 oz.
Batonnet	$1/4^{\text{th}}$ x $1/4^{\text{th}}$ x 2"	4 oz.
Small Dice	$1/4^{\text{th}}$ x $1/4^{\text{th}}$ x $1/4^{\text{th}}$	2 oz.
Medium Dice	$1/2^{\text{th}}$ x $1/2^{\text{th}}$ x $1/2^{\text{th}}$	2 oz.
Large Dice	$3/4^{\text{th}}$ x $3/4^{\text{th}}$ x $3/4^{\text{th}}$	4 oz.
Brunoise	$1/8^{\text{th}}$ x $1/8^{\text{th}}$ x $1/8^{\text{th}}$	2 oz.
Fine Brunoise	$1/16^{\text{th}}$ x $1/16^{\text{th}}$ x $1/16^{\text{th}}$	1 oz.

The student will have a size diagram and definition available for this test

Week Six

Lecture:

- Preparation of Consommé
 - How clarification works
 - Ingredients
 - Broth
 - Clear meat
 - Mirepoix engineering
 - Double Consommé
 - Video – Consommé Clarification

Recipe review: Chicken Consommé with Garnishes

Lab – Chef demo and team participation:

Teams perform opening duties

Chicken broth

- ✓ Truss a bird
- ✓ Appropriate mirepoix for cooking time

Preparation of Chicken Consommé – page 231

Group A – Consommé Brunoise

Group B – Consommé Julienne

Group C – Consommé Printanière

Group D – Consommé Paysanne

*Product evaluation

Soups are cooled and packaged for Volume Kitchen

➤ Assignment:

- Read Chapter 8 – Stocks and Sauces
 - ✓ Basic Brown Stock – page 166
- Continue Chapter 7 – knife cuts
- Chapter 9 – Soups
 - ✓ Pages 232 – 237 and page 241– Clear Soups
 - Clear Vegetable Soup
 - French Onion Soup Gratinée

Week Seven

Lecture :

- Brown Stock
 - Basic procedure
 - Gelatin
 - Pincer
 - Caramelized mirepoix
 - Onion Brulé
 - Varieties
 - Beef stock
 - Veal stock
 - Duck stock
 - Roasted Chicken stock
 - Roasted Mushroom Essence
 - Video : Brown Stock
- Clear Soups
- Recipe review :
 - Clear Vegetable Soup
 - French Onion Soup Gratinée

Lab – Chef demo and team participation:

Teams perform opening duties.

- Brown Veal Stock
 - Each team roasts 12½ # veal bones
 - Each team prepares appropriate amount of roasted mirepoix and 1 sachet d'épices
- Clear Vegetable Soup
 - ✓ Each group prepares 2 quarts
- French Onion Soup Gratinée
 - ✓ Each team prepares 2 quarts
- Evaluation of Product
- Teams cool soups to transfer to Volume Kitchen
- Assignment:
 - Chapter 8 – Stocks and Sauces
 - ✓ Basic Brown Stock – page 166
 - Pages 172 – 175 – Roux
 - Page 238 – 243 – Cream Soups
 - Cream of Chicken Soup w/ Mirepoix Garnish

Week Eight

Lecture :

- Brown Stock continued :
 - Finish Brown Veal Stock
- Cream Soups
 - Velouté
 - Liaisons
 - Roux
 - Video : Cream Soups
- Viscosity
- Broth review
 - Fabricating a poached chicken for soup
- Recipe review – Cream of Chicken Soup with Mirepoix Garnish (bâtonnet) (240)
- Review for quiz : Stocks

Lab – Chef demo and team participation :

Teams perform opening duties

- Brown Veal Stock
- Roux
- Velouté
- Cream of Chicken Soup with Mirepoix Garnish (bâtonnet) (240)
 - Each team prepares 2 quarts
- Evaluation of product
- Teams cool soups and transfer to Volume Kitchen
- Teams perform closing duties
- **Assignment:**
 - ✓ Chapter 8 – Stocks and Sauces
 - Teams A and C – 10 gallons chicken stock
 - Teams B and D – 10 gallons brown veal stock
 - Page 246 – 252 – Puree Soups
 - ✓ Purée of Split Pea Soup (248)
 - ✓ Purée of Potato and Leek Soup (Soupe Bonne Femme)
 - ✓ Red Lentil and Apricot Soup (266)
 - ✓ Spicy Black Bean Soup (251)

Week Nine

Quiz – Stocks

Lecture :

- Purée Soups
 - ✓ Vegetable purées
 - ✓ Legume purées
 - ✓ Potato purées
- Recipe review :
 - ✓ Purée of Split Pea Soup (248)
 - ✓ Purée of Potato and Leek Soup (Soupe Bonne Femme)
 - ✓ Cream of corn soup
- Review for quiz – Clear, Cream, Purée Soups

Lab - Chef demo and team participation :

Teams perform opening duties.

- Purée of Split Pea Soup (248)
- Purée of Potato and Leek Soup (Soupe Bonne Femme)
- Cream of Corn Soup

Each team prepares 2 purée soups, assigned during lecture.

- Product evaluation - rubric
- Soups cooled according to safe practices
- **Assignment:**
 - ✓ Chapter 9 – pages 253 – 256 – Bisques and Chowders
 - ✓ Review handout on bisques
 - ✓ Shrimp Bisque (253)
 - ✓ Corn and Crab Chowder with Basil (255)
 - ✓ Chapter 8 – pages 171 – 182 – Understanding Sauces
 - ✓ Complete “sauce terms” worksheet

Sauce Terms

Sauce –

Leading Sauce –

Nappé –

Roux –

Blond Roux –

Beurre Manié-

Liason –

Au sec –

Deglaze –

Monter au Beurre –

Demi-glaçe –

Bêchamel –

Velouté –

Espagnole –

Gastrique –

Coulis –

Beurre Noisette –

Compound Butter –

Emulsion –

Integral Sauce –

Pan Gravy –

Jus –

Au Jus –

Salsa –

Relish –

Chutney –

Week Ten

Lecture:

- Begin Sauce lecture:
 - ✓ Purpose of sauce
 - ✓ Mother sauces
 - White sauces
 - Brown sauces
 - ✓ Small sauces

- Review Sauce Terms (homework)

Lab – (Chef demo and team participation):

- Blonde roux
 - ✓ Each team produces 1 # blond roux

- **Lecture:**
 - ✓ Chapter 8 – pages 182 - 221 – Understanding Sauces
 - ✓ Complete “Questions for Discussion”, page 221
 - ✓ Béchamel with small sauces – pages 182 – 184
 - ✓ Velouté with small sauces – pages 184 – 186

Week Eleven

Lecture:

Sauces – creating viscosity:

- How liaisons thicken
- Gelatin
- Starches (flour)
 - ✓ Roux
 - ✓ Beurre manié
 - ✓ Flouring ingredients for a stew
 - ✓ Gravy
- Starches (modified)
 - ✓ Arrowroot
 - ✓ Cornstarch
 - ✓ Potato starch

- Egg yolks
- Cream
- Double cream
- Butter
- Foie gras
- Blood
- Yogurt and fresh cheese
- Coral
- Bread

White Leading Sauces and Their Small Sauces:

- Béchamel (182)
 - ✓ Mornay (183)
- Velouté (184)
 - ✓ Suprême Sauce (185)
- Compound Butters (192)
 - ✓ Maitre d' Butter (194)

* Lab continues on next page ----

Lab: Chef demo and team participation:

- Béchamel (182) – each team prepares 2 quarts
 - ✓ Mornay (183) – each team prepares 1 quart

- Velouté (184) –
 - ✓ Each team prepares 1 quart each: Chicken Velouté, Fish Velouté, and Veal Velouté – to use for:
 - Suprême Sauce (185) - each team prepares 1 quart
- Compound Butters
 - ✓ Maitre d' Butter (194)

- **Assignment:**
 - ✓ Chapter 8 – pages 191 – 197 – Butter Sauces
 - ✓ Hollandaise Sauce I – page 196
 - ✓ Beurre Blanc – page 194

Week Twelve

Lecture: Hot Emulsified Sauces

- Precautions for making hot emulsified egg yolk sauces
- Repairing broken sauces
- Storage
- Serving
- Contemporary variations

- Using Eggs as a Liaison – Emulsification Technique
 - ✓ Hollandaise Sauce (195 – 196)

- Using Butter as a Liaison (193)
 - ✓ Sauce Beurre Blanc (194)

- Broken Butter Sauces (191)
 - ✓ Melted butter sauces
 - Sauce Meunière

- Recipe review

Lab – Chef demo and team participation:

- Sauce Hollandaise
 - ✓ Each student prepares 2/yolk Hollandaise which will be combined to prepare as a group:
- Sauce Beurre Blanc
 - ✓ Each student prepares 1 pint
- Beurre Meunière
 - ✓ Each student prepares ½ #

- **Assignment:**
 - ✓ Chapter 8 – pages 187 – 189 – Sauce Espagnole, Demi-Glace, and their small sauces.
 - ✓ Review techniques for white leading sauces
 - ✓ Recipe – Sauce Espagnole – page 187
 - ✓ Recipe – Demi-Glace – page 189
 - ✓ Sauces – Marchand du Vin; Robert; Chasseur; Port Wine; Diable; Gastrique

Week Thirteen

Lecture:

- Brown sauce thickened through reduction
- Naming brown sauces
- Integral vs. stock-based brown sauces
- White wine-based derivative brown sauces
 - ✓ Sauce Chasseur
 - ✓ Sauce Diable
 - ✓ Sauce Robert
- Red wine-based derivative brown sauces
 - ✓ Sauce Bordelaise
 - ✓ Port Sauce
 - ✓ Gastrique

Lab – Chef demo and team participation:

- Sauce Espagnole – each team prepares 1 quart.
- Sauce Demi-glace – each team prepares 1 quart.
- Small sauces – each team prepares 1 quart each:
 - ✓ Sauce Robert
 - ✓ Gastrique

- **Lecture: Tomato Sauces**
 - ✓ Chapter 8 – pages 190 – 191 – Tomato Sauce
 - ✓ Recipe – Tomato Sauce I – page 190
 - ✓ Recipe – Sauce Creole – page 191
 - ✓ Fresh Tomato Coulis with Garlic – page 191

Week Fourteen

Lecture:

Tomato Sauces: Pureed Sauce Technique

- Classic Tomato Sauce
 - ✓ Portugaise
 - ✓ Spanish
 - ✓ Creole
- Fresh tomato Coulis with Garlic
- **Review for Mise en Place Practical and Written Exam**

Lab – Chef demo and team participation:

- Classic Tomato Sauce – each team prepares ½ gallon
- Fresh tomato Coulis with Garlic – each team prepares 1 quart.
- **Assignment:**
 - ✓ **Prepare for Mise en Place Practical and Written Exam**

Week Fifteen

Mise en Place Practical:

- ✓ Blond Roux
- ✓ Chopped Parsley
- ✓ Garlic Purée
- ✓ Sachet d'épice (2)
- ✓ Tomato Concasser
- ✓ Minced Shallots

Sauce Practical: (1 quart each team)

- ✓ Velouté
- ✓ Béchamel
- ✓ Tomato Sauce
- ✓ Hollandaise (3 yolks)

Kitchen cleanup and breakdown

Grade Assessment – Practical Exam

- ✓ 25% - Reflection Paper
- ✓ 25% - Mise en Place/ Organization Plan*
- ✓ 25% - Quality of Product (refer to score sheet)
- ✓ 25% - Sanitation/Stewarding

* Before practical, student will turn in organizational plan along with their reflection paper.