

Culinary Arts 1 and 2 COURSE SYLLABUS

Kelli Valencia, Culinary Instructor

General Information

VVHS Culinary Arts Building Room 70

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Course Description

This course involves both theory and actual hands on lab ,and work experience with strong emphasis on Customer Service . VVHS culinary courses use the ProStart® program. The program includes an industry-driven curriculum to teach, test and award industry-recognized certificates to students meeting high standards in foodservice and restaurant education. ProStart® is a two-year curriculum for 11th and 12th grade students developed by the National Restaurant Association Educational Foundation. This state-driven and industry-backed curriculum is based on the knowledge high school students need to be successful in the restaurant industry. Coupled with relevant work-based experiences, this curriculum enriches, enhances, and reinforces what students learn in the classroom and provides students with opportunities to develop and practice skills critical to their future success. By integrating classroom learning with job experiences, ProStart® provides students with opportunities to learn and practice important skills related to leadership and responsibility. These skill sets serve as a foundation to professional, trained, and educated employees. It is a school-to-career path for high school students interested in the restaurant and foodservice industry. For additional information on ProStart visit the state and national websites.

http://associationdatabase.com/aws/ORAEF/pt/sp/home_page or <http://prostart.restaurant.org/>.

Textbooks

Foundations of Restaurant Management & Culinary Arts Level 1

National Restaurant Association Educational Foundation, Pearson 2011

Students will be provided a student activity book which accompanies the text book.

ServSafe: Essentials, by Educational Foundation, 6th Edition

National Restaurant Association Educational Foundation, 2008

Materials

The student will need the following items:

1. 3 ring notebook
2. 3/5 index cards
3. Paper, pen, pencil

Grading

Each assignment will be given a point value. Your grade will be determined by dividing the points you earn on each assignment by the total point value of the assignment.

Kitchen participation: 50% of your grade

Classroom work: 25% of your grade

Test: 25% of your grade

Labs will be set up on a team system. Teams will be assigned to a production area and required to perform various task. Labs evaluate uniforms, mise en place, sanitation, teamwork / participation and product results. Team members not performing their job duties will have point deductions from their lab participation grade. Keep in mind that what you do as an individual effects the product that your entire team will be graded on. In addition, each student will be given leadership roles throughout the course and be evaluated on their performance.

Quizzes:

Quizzes will be assigned as hands on demonstration or as written quizzes relating to current units of study.

Tests:

Tests will be given as skill demonstration or as written tests relating to current and previous topics. ProStart Testing for certification will be given at the end of the school year.

Semester and Final Exams: Exams will be made up of two parts: Written and Practical. Written and practical exams will be given on different days. The written exam will consist of multiple choice, matching, fill in the blank questions short answer and essay questions. The practical exam is a demonstration of your kitchen lab skills.

Attendance

Attendance is crucial for lab days, as they cannot be made up. However, due to school activities, general illness and appointments, students will have to be out of class. Because of this, periodically through the grading period, 'Supplemental assignments have been incorporated into the schedule to give students an opportunity to supplement points they have missed in the lab. All work to be made up is the responsibility of the student.

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CLASSROOM EXPECTATIONS:

1. Have **RESPECT** for yourselves, each other, the teacher, and guests. This means paying attention to those who are speaking, and being polite to anyone in our classroom.

- I respect each of you as a young adult. You should feel free to come to me with questions or concerns about the material without expecting to be ridiculed or criticized.

2. **Make an EFFORT** to do your best on every assignment. Completing assignments, participating in classroom discussions, and studying hard show me that you care about your education. Coming to class prepared each day is a step in the right direction. You will be amazed at what this can do for your grades.

- I will not give you work beneath your abilities and I will help you reach new levels of achievement. I will keep in mind your needs, abilities, and interests when developing lessons and activities for the class.

3. **Be HERE, Be ON TIME and TURN IN ALL GRADED ASSIGNMENTS (That includes Homework!).** Students who attend class regularly and arrive on time tend to do better work and understand more. Poor attendance causes students to miss lab work that is hard to or impossible to recreate.

- I will be on time to class and to any meetings we have with each other. In cases of absences, you need to ask me for your make-up work and I will review the missed materials with you. I do not like to see 0 in my grade book. I will bug you to turn in all work. There is no excuse for not turning in work

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Culinary Uniform. You will be required to wear your culinary uniform every day in class. It is your responsibility to make sure that uniform is clean. At the start of class you should be dressed and have your personal items locked in your locker.

4. **IN THE LAB YOU WILL FOLLOW ALL SAFETY PROCEEDURES AND INSTRUCTIONS:** You will be given safety and sanitation instructions for the lab. You will be required to pass a safety test.

- This is one area in which I will not tolerate any goofing off or nonsense. We are working with equipment that can burn you, cut you or with careless food handling we could make you sick and it is my responsibility to keep all of you safe in that lab. When I speak or blow a whistle in that lab I expect you to listen and immediately do what you are told to do.
- Report safety or sanitation violations that you observe.

Illness or Injury

Notify the instructor immediately so appropriate arrangements can be made. If you are unable to perform lab work for more than 3 days a doctor's note will be required. Any illness that impacts food safety will require a doctor's release to return to food handling.

General Expectations

If you need help, ASK FOR IT!

Think before you act.

TEAMWORK IS A MUST!

Make eye contact. When someone is speaking, keep your eyes on him or her at all times.

Always be willing to help those around you.

Clean your area everyday. Take responsibility for your own actions.

While you are with a substitute teacher, you will follow the rules that you follow when I am here.

Always behave in a professional manner inside and outside of the classroom

No roughhousing. You never see Chefs punching or slamming each other into the wall.

When you have a question, feel free to call my name when you raise your hand.

Please do not talk while I am talking.

Hats are only to be worn in the kitchen lab. Please remove your hat at the door of the classroom

Act as if you are on the job. I do not want to hear 'I'm not getting paid for this.' You are earning a valuable skill that many people pay to learn and many college credits which will save you thousands of dollars.

Have pride in your work.

No opened food or drink allowed in the kitchen

Food prepared in class will usually be eaten in class. Do not take food on the bus without permission from me and approved packaging.

Dress code: You will dress in uniform daily. You should be dressed and around the Island within 5 minutes of the bell ringing.

1. Chef coats should be clean and unwrinkled. Students are issued a chef coat, hat and apron and are responsible for laundering their own. This may be done at school.
2. Hair must be neat and under control at all times. Any student whose hair touches the bottom of the collar must use a hair restraint in addition to their chef hat.
3. Leather or plastic close toed shoes with non skid soles are required. Students are responsible for furnishing his/ her own shoes. Cloth, high heeled and open-toed shoes are not permitted.
4. No nail polish, false nails, or long nails are permitted.
5. Students must avoid excessive use of cosmetics.
6. No jewelry with the exception of watches and wedding rings are acceptable.
7. The only approved headwear is a chef's hat or hair net. Headwear is for lab only.

VVHS Culinary Arts 1: Level 1 ProStart Course Objectives

Chapter 1: Overview of the Restaurant and Foodservice Industry

Section 1.1

- 1.1 Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them.
- 1.2 Categorize the types of businesses that make up the travel and tourism industry.
- 1.3 Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States.
- 1.4 List chefs who have made significant culinary contributions, and note their major accomplishments.
- 1.5 List entrepreneurs who have influenced foodservice in the United States.

Section 1.2

- 1.6 Identify foodservice opportunities provided by the travel and tourism industry.

- 1.7 Identify career opportunities offered by the travel and tourism industry.
- 1.8 Identify the two major categories of jobs in the restaurant and foodservice industry.

Section 1.3

- 1.9 Name reasons why people travel.
- 1.10 Describe the differences between leisure and business travelers.
- 1.11 Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments.
- 1.12 List and describe the characteristic types of lodging operations.
- 1.13 List and describe activities associated with front-desk operations.

Chapter 2: Keeping Food Safe

Section 2.1

- 2.1 Define what a foodborne-illness outbreak is, and list the costs associated with one
- 2.2 Recognize risks associated with high-risk populations.
- 2.3 Identify factors that affect the growth of pathogens (FAT TOM).
- 2.4 Identify characteristics of TCS food and list examples.
- 2.5 Identify methods for preventing biological contamination.
- 2.6 List guidelines for storing chemicals safely.
- 2.7 Recognize the need for food defense systems.
- 2.8 Identify the most common allergens and methods for preventing allergic reactions.
- 2.9 Identify government agencies that regulate the restaurant and foodservice industry.

Section 2.2

- 2.10 List personal behaviors that can contaminate food.
- 2.11 List the steps to proper hand washing, and identify when hands should be washed.
- 2.12 Identify proper personal cleanliness practices and appropriate work attire.
- 2.13 Identify ways to handle ready-to-eat food safely.
- 2.14 Identify when food handlers should be prevented from working around food or from working in the operation.

Section 2.3

- 2.15 Identify ways to prevent cross-contamination.
- 2.16 Identify ways to prevent time-temperature abuse.
- 2.17 List different temperature-measuring devices and their uses.
- 2.18 Identify characteristics of an approved food source.
- 2.19 Identify criteria for accepting or rejecting food during receiving.
- 2.20 Outline proper procedures for storing food.
- 2.21 Identify the minimum internal temperature requirements for cooking various TCS food.
- 2.22 Outline proper procedures for holding, cooling, and reheating TCS food.
- 2.23 Identify ways to handle food ready for service.
- 2.24 Outline proper procedures for preparing and serving food for off-site service.

Section 2.4

- 2.25 List the HACCP principles and explain their importance to food safety.

Section 2.5

- 2.26 Explain the difference between cleaning and sanitizing.
- 2.27 Outline proper procedures for cleaning and sanitizing tools and equipment.

- 2.28 Identify factors that affect the effectiveness of sanitizers.
- 2.29 List the elements of a master cleaning schedule.
- 2.30 Identify organizations that certify that equipment meets sanitation standards.
- 2.31 Outline proper procedures for managing pests.

Chapter 3: Workplace Safety

Section 3.1

- 3.1 State who is legally responsible for providing a safe environment and ensuring safe practices.
- 3.2 Define the role of Occupational Safety and Health Administration regulations.
- 3.3 State the Hazard Communication Standard requirements for employers.
- 3.4 List the requirements for storing hazardous chemicals in an operation.
- 3.5 Explain the importance of general safety audits and safety training.
- 3.6 Explain the importance of completing accident reports.
- 3.7 Describe the purpose of an emergency plan.
- 3.8 List ways to use protective clothing and equipment to prevent injuries.

Section 3.2

- 3.9 Identify electrical hazards that contribute to accidental fires.
- 3.10 Classify different types of fires and fire extinguishers.
- 3.11 Identify the cleaning frequency for equipment as a way to prevent fires.
- 3.12 Outline the actions to take in the event of a fire at a restaurant or foodservice operation.
- 3.13 Identify procedures for preventing slips, trips, and fall in a foodservice operation.
- 3.14 Outline the procedure for cleaning up spills on floors.
- 3.15 Demonstrate how to use ladders safely.
- 3.16 Demonstrate proper lifting and carrying procedures to avoid injury.
- 3.17 Demonstrate correct and safe use of knives.

Section 3.3

- 3.18 Outline basic first aid concepts and procedures.
- 3.19 Recognize the importance of locking doors.

Chapter 4: Kitchen Essentials 1

Section 4.1

- 4.1 Define professionalism, and explain what it means to culinary professionals.
- 4.2 List the stations and positions in the kitchen brigade and the dining brigade.

Section 4.2

- 4.3 Perform basic math calculations using numbers or fractions.
- 4.4 Identify the components and functions of a standardized recipe.
- 4.5 Convert recipes to yield smaller and larger quantities based on operational needs.
- 4.6 Explain the difference between customary and metric measurement units, and convert units between the two systems.
- 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils.
- 4.8 Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.
- 4.9 Calculate the total cost and portion costs of a standardized recipe.

Chapter 5: Kitchen Essentials 2

Section 5.1

- 5.1 Identify the equipment needed for receiving and storing food and supplies.
- 5.2 Identify the equipment needed for pre-preparation.
- 5.3 List the different types of knives used in the foodservice kitchen and give examples of their uses.
- 5.4 Identify basic types of pots and pans and their common uses.
- 5.5 List the different types of preparation equipment used in the foodservice kitchen and give examples of their uses.
- 5.6 Identify the kitchen equipment needed for holding and serving food and beverages.

Section 5.2

- 5.7 Apply effective mise en place through practice.
- 5.8 Explain how to care for knives properly.
- 5.9 Demonstrate the proper use of knives.
- 5.10 Explain the difference between seasoning and flavoring.
- 5.11 Describe and demonstrate basic pre-preparation techniques.

Section 5.3

- 5.12 List and explain how the three types of cooking work.
- 5.13 Describe dry-heat cooking methods and list the foods to which they are suited.
- 5.14 Describe moist-heat cooking methods and list the foods to which they are suited.
- 5.15 Describe combination-heat cooking methods and list the foods to which they are suited.
- 5.16 Identify ways to determine if a food is done cooking.
- 5.17 List guidelines for plating or storing food that has finished cooking.

Section 5.4

- 5.18 Describe a healthy diet.
- 5.19 Use the Dietary Guidelines for Americans and MyPlate to plan meals.
- 5.20 Interpret information on a nutrition label.
- 5.21 Define obesity and explain how it can be prevented.

Chapter 6: Stocks, Sauces and Soups

Section 6.1

- 6.1 Identify the four essential parts of stock and the proper ingredients for each.
- 6.2 List and explain the various types of stock and their ingredients.
- 6.3 Demonstrate three methods for preparing bones for stock.
- 6.4 Prepare the ingredients for and cook several kinds of stocks.
- 6.5 Explain how and why to degrease stock.
- 6.6 List the ways to cool stock properly.

Section 6.2

- 6.7 Identify the grand sauces and describe other sauces made from them.
- 6.8 List the proper ingredients for sauces.
- 6.9 Prepare several kinds of sauces.
- 6.10 Match sauces to appropriate food.

Section 6.3

- 6.11 Identify the two basic kinds of soups and give examples of each.
- 6.12 Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups.

- 6.13 Prepare several kinds of soups.

Chapter 7: Communication

Section 7.1

- 7.1 Describe the communication process.
7.2 Identify obstacles to effective communication and explain how to prevent them.

Section 7.2

- 7.3 Explain how personal characteristics can affect communication.
7.4 List and demonstrate effective listening skills.
7.5 List and demonstrate effective speaking skills.
7.6 Identify and use business-appropriate telephone skills.
7.7 List and demonstrate effective writing skills.

Section 7.3

- 7.8 Define organizational communication and give examples of when it might be used.
7.9 Describe interpersonal communication.
7.10 List ways to build relationships through interpersonal communication.

Chapter 8: Management Essentials

Section 8.1

- 8.1 State the difference between school and workplace environments.
8.2 Explain how stereotypes and prejudices can negatively affect working together.
8.3 Identify the benefits of diversity to a workplace.
8.4 List ways to promote diversity in the workplace.
8.5 Describe what a harassment-free environment and mutually respectful workplace is.
8.6 List guidelines for handling harassment claims.
8.7 Explain the concept of teamwork.

Section 8.2

- 8.8 Describe ethics, and explain their importance to the restaurant and foodservice industry.
8.9 Identify the behaviors of a leader.
8.10 Identify common expectations that employees have about managers.
8.11 Define motivation, and explain a leader's responsibility to motivate employees.
8.12 Define organizational goal, and explain why this type of goal should be SMART.
8.13 Explain the purpose of vision statements and mission statements.
8.14 Identify how employees' roles and jobs impact a mission and goals.
8.15 List the steps for solving a problem and explain how each step contributes to finding a solution.
8.16 Explain the importance of individual development to your restaurant or foodservice career.

Section 8.3

- 8.17 Explain what is included in a job description and explain the importance of these documents to a business.
8.18 Identify the difference between exempt and non-exempt employees.
8.19 Explain a manager's responsibility for maintaining labor law knowledge.
8.20 Identify discriminatory language and practices in the hiring process.
8.21 Identify methods for ensuring a fair and consistent hiring process.
8.22 Describe the typical phases of onboarding and explain its importance to a business.
8.23 Explain what employees can expect during orientation.
8.24 List items that employees receive during orientation.
8.25 Identify the typical topics addressed in orientation sessions and employee manuals.

Section 8.4

- 8.26 Identify the benefits of training.
- 8.27 List skills that a trainer should have.
- 8.28 Identify the key points of effective employee training.
- 8.29 List the benefits of cross-training.
- 8.30 Summarize and discuss effective group training and on-the-job training.
- 8.31 Describe the employee evaluation process.

Chapter 9: Fruits and Vegetables

Section 9.1

- 9.1 Identify and describe different types of fruit.
- 9.2 List and explain the USDA quality grades for produce.
- 9.3 List factors that affect produce purchasing decisions.
- 9.4 Identify procedures for storing fruit.
- 9.5 Explain how to prevent enzymatic browning of fruit.
- 9.6 Match and cook fruit to appropriate methods.

Section 9.2

- 9.7 Identify and describe different types of vegetables.
- 9.8 Describe hydroponic farming.
- 9.9 Identify procedures for storing vegetables.
- 9.10 Match and cook vegetables to appropriate methods.
- 9.11 List ways to hold vegetables that maintain their quality.

Chapter 10: Serving Your Guests

Section 10.1

- 10.1 Explain the importance of customer service to the restaurant and foodservice industry.
- 10.2 List the reasons for making a good first impression and give examples of how to make one.
- 10.3 Describe the types of customers that may have special needs.
- 10.4 Identify ways to identify customer needs.

Section 10.2

- 10.5 Outline the process for receiving and recording reservations and special requests.
- 10.6 Outline the process for taking orders at the table, beginning with the greeting.
- 10.7 Define suggestive selling, and give examples of how to do it.
- 10.8 Identify basic guidelines for serving alcohol to guests.
- 10.9 List methods for processing payment.
- 10.10 List ways to obtain feedback from guests and determine their satisfaction.
- 10.11 Explain how customer complaints should be resolved.

Section 10.3

- 10.12 Describe the four traditional styles of service: American, French, English, and Russian.
- 10.13 Identify contemporary styles of service.
- 10.14 Demonstrate setting and clearing items properly.
- 10.15 Describe traditional service staff roles, and list the duties and responsibilities of each.
- 10.16 Identify various server tools and the correct way to stock a service station.

Chapter 11: Potatoes and Grains

Section 11.1

- 11.1 Identify and describe different types of potatoes.
- 11.2 Outline methods to select, receive, and store potatoes.
- 11.3 Using a variety of recipes and cooking methods, prepare potatoes.

Section 11.2

- 11.4 Identify and describe different types of grains and legumes.
- 11.5 Using a variety of recipes and cooking methods, prepare grains and legumes.
- 11.6 Outline methods to select, receive, and store grains.

Section 11.3

- 11.7 Identify and describe different types of pasta.
- 11.8 Using a variety of recipes and cooking methods, prepare pasta.
- 11.9 Describe and prepare dumplings.

Chapter 12: Building a Career in the Industry

Section 12.1

- 12.1 Identify skills needed by foodservice professionals.
- 12.2 Outline a plan for an effective job search.
- 12.3 Write a resume that lists your experience, skills, and achievements.
- 12.4 Write an effective cover letter.
- 12.5 Compile the best examples of your work into a portfolio.

Section 12.2

- 12.6 Read and complete a job application form.
- 12.7 Outline the steps to choosing a college or trade school and identify resources for answering those questions.
- 12.8 Read and complete college and scholarship application forms.
- 12.9 List ways to find and apply for scholarships.

Section 12.3

- 12.10 List the steps to an effective job interview.
- 12.11 Identify the differences between closed- and open-ended questions in interviews.
- 12.12 Explain the follow-up steps for a job interview.

Section 12.4

- 12.13 List factors for maintaining health and wellness throughout a restaurant or foodservice career.
- 12.14 Describe the relationship between time and stress.
- 12.15 List ways to manage time and stress.
- 12.16 Outline the steps to resigning a job
- 12.17 Explain the importance of professional development and list ways to achieve it.

PARENT AND STUDENT SYLLABUS ACKNOWLEDGMENT FORM

Please remove this sheet from your packet and return it to Mrs. Valencia.

Please list any food allergies or food restrictions. It will be the student's responsibility to refrain from consuming the foods in class and to advise Mrs. Valencia's of foods they cannot consume or handle when we are using the products in lab. It is not always possible to provide an alternate product but I will always try to be sensitive to the needs of everyone in the class. Student's grades will not be penalized in any way due to a restriction. They will be either be asked to simply observe their team working with the product or given an alternate task or assignment.

List food allergies or food restrictions:

- 1.
- 2.
- 3.
- 4

Please list any other restrictions or information I should be aware of that would relate to performance or safety in a commercial kitchen. An example would be lifting restrictions or any problems with exposure to cleaning chemicals or other materials used in a kitchen operation.

- 1.
- 2.
- 3.

I have read and understand the information in the forms given to me by my instructor. I understand that failure to comply with the rules set forth in this syllabus and all additional paperwork provided by my instructor shall be subject to action VVHS Student Discipline Policy and Student Code of Contact.

Student Name (please print)

Student signature:

I have read and reviewed the enclosed paperwork and forms with my student and understand that if my student chooses to violate rules set forth in this syllabus and all additional paperwork provided by the instructor he/she shall be subject to action under the VVHS Student Discipline Policy and Student Code of Conduct.

Parent/Guardian Name (please print): _____

Daytime Phone: _____

E-mail: _____

Parent Signature:

Date:
