



5th Edition

Program Summary and Sample Lessons



FS Prep Culinary Curriculum Program Summary and Sample Lessons

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Published by
The Texas Restaurant Association
Education Foundation

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FS Prep Culinary Curriculum

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Textbooks referenced in this program include:

ProStart® Program: *Foundations of Restaurant Management & Culinary Arts, Level One and Level Two* © 2011, Pearson Prentice Hall and the National Restaurant Association Educational Foundation.

ServSafe® *Manager*, © 2014, National Restaurant Association Educational Foundation.

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Professional Cooking, Eighth Edition, Wayne Gisslen, © 2015 John Wiley and Sons, Inc.

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- *Beef Facts for Foodservice*, © 2002 Beef Board and National Cattlemen's Beef Association.
- *Foodservice Cuts of Beef Chart*, © 1997 North American Meat Processors Association
- *Beef U: A Foodservice Guide to Beef*, ©2007, Texas Beef Council
- *Creating Crave... The Beef Factor: A Professional's Guide to Understanding Flavor*, ©2006, National Cattlemen's Beef Association.

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FS Prep Sponsored By:
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Program Summary

Program Overview

In the FS Prep, 5th Edition program, students will be able to establish a platform for a culinary career in foodservice. Designed as a broad introduction to the foodservice environment, the program's principle focus is the acquisition of job skills that will provide the participant the necessary tools to enter the commercial foodservice workplace successfully and to position him or her for advancement.

In addition, the course content and minimum competency requirements will complement and help fulfill **Texas Education Agency (TEA) Texas Essential Knowledge and Skills (TEKS) and Articulation requirements**. This will encourage the student and provide him or her with a foundation for continuing post-secondary foodservice education.

Course Description

For students interested in the foodservice industry, FS Prep will provide introduction and employment platform with culinary arts as its principle focus. Participants will be integrated into a working commercial kitchen environment and will learn through a combination of lectures, laboratory and practical workplace experiences that can lead to nationally recognized professional certifications and post-secondary credit.

Program Goals and Objectives

The goals and objectives of the program fall into three prioritized categories:

1. Service to the Student. FS Prep will deliver a two-year comprehensive culinary and foodservice curriculum that will enable the student to master the established learning standards and expectations set forth by:

- The Texas Restaurant Association Education Foundation (TRAEF)
- The Texas Chef's Association (TCA)
- The American Culinary Federation (ACF)
- The International Association of Culinary Professionals (IACP)
- National Restaurant Association Educational Foundation (NRAEF)

The student will be afforded the opportunity to work toward certifications that will provide post-secondary credit and apprenticeship programs.

2. Service to the Academic Community. FS Prep is designed to provide a turnkey course of instruction that will deliver a solid foundation of industry-driven skills while meeting core Texas academic requirements. The course will provide the school districts and the individual schools with a conduit to the foodservice industry and help in integrating their curriculum articulation with post-secondary culinary- and hospitality-related programs.

3. Service to the Foodservice Industry. Training and certifying students in skills relevant to the Texas foodservice industry is critical to the needs of the fastest-growing industry segment in the country. The industry has recognized deficiencies in existing efforts to recruit, train and retain employees on a Texas and nationwide scale. This course simulates a state-of-the-art working environment and pairs it with industry mentoring and internships. This creates a student candidate who is ready to enter the workplace (or post-secondary environment) better prepared, more aware and more motivated to succeed.

Activities, Resources and Materials

FS Prep is designed to meet its learning objectives through a combination of lectures, instructor demonstrations, interactive laboratories, suggested field trips and competitions, industry guests and online educational support. The curriculum is centered on three widely recognized texts and programs:

- **ProStart® Program: Foundations of Restaurant Management & Culinary Arts, Levels 1 & 2**, National Restaurant Association Educational Foundation*, © 2011 Pearson Prentice Hall
- **ServSafe® Essentials, 6th Edition**, © 2014 National Restaurant Association Educational Foundation
- **Professional Cooking, 8th Edition**, Wayne Gisslen, © 2015 John Wiley & Sons, Inc.

These texts are important to assure that the students receive the specialized instruction needed to prepare them not only for the ACF apprenticeship program, but also for additional ACF certifications and post-secondary articulation with most colleges.

Methods of Evaluation and Student Outcomes

Tests and Quizzes: Test and quiz questions that address the course objectives are provided. Structured quizzes and examinations are included in most of the course texts and materials.

Other Evaluative Tools: Practical exercises that test for minimum psychomotor skill competencies are encouraged. These must be developed and delivered by the program's instructional staff based on the individual needs and abilities of each student, the requirements of the Advisory Board, and the resources available to the program at the time.

Instructor Qualifications

It is recommended that the instructor of the FS Prep program should have a secondary teaching degree with a certification in either Family and Consumer Sciences or Trade and Industry with a specialization in culinary arts, hotel/restaurant management or food production. A minimum of two to five years of foodservice industry or hospitality operations experience is recommended. (See the Texas Education Agency's Teacher Requirements/Qualifications below.)

The instructor must also be a state-approved as a certified safety and sanitation instructor (ServSafe Food Manager Certification). See: Instructor Certification Requirements/Qualifications set forth by the Texas Education Agency, pg. 14.

Instructor Certification Requirements/Qualifications set forth by the Texas Education Agency

With Texas educators, parents, and business and community representatives, the State Board for Educator Certification (SBEC) has created new standards for beginning educators in an entry-level position. These standards are focused upon the Texas Essential Knowledge and Skills (TEKS), the required statewide public school curriculum.

Teacher certification requirements and qualifications vary from program to program. Requirements are listed for each of the following:

Family and Consumer Sciences Education Teacher

1. A bachelor's degree from an accredited college or university with a major in family and consumer sciences
2. Appropriate Texas classroom teaching certificate
 - a. Family and Consumer Sciences, Composite, grades 6-12
 - b. Hospitality, Nutrition, and Food Sciences, grades 8-12
 - c. Human Development & Family Studies, grades 8-12

Alternative Certification

Alternative certification is required for individuals who already have a college degree. These programs, which include accelerated routes into teaching, offer training on how to be an effective teacher, as well as additional courses you might need in the subject area you wish to teach. Many of these programs can be completed in a year, during which you may have a paid teaching position in a public school classroom.

1. A bachelor's degree from an accredited college or university
2. Successful completion of the appropriate prerequisite content and professional knowledge certification examination(s) for the area(s) sought.
 - a. Hospitality, Nutrition, and Food Sciences or
 - b. Family and Consumer Sciences, Composite

Trade and Industrial Education Teacher

Under Trade and Industrial Education, the following is required:

1. Statement of Qualifications
2. Bachelor's or associate's degree from an accredited institution with three years of full-time wage-earning experience within the last 8 years or high school diploma or GED with five years of full-time wage-earning experience within the last 8 years
3. Licensure or certification in occupation
4. Successful completion of teacher certification program and TExES exam for Trade and Industrial Education

All exams will be administered by Educational Testing Service (ETS) (<http://texes.ets.org>) with the exception of Family and Consumer Sciences (FCS) exams, which will be administered by The American Association of Family and Consumer Sciences (www.AAFCS.org).

Instructor's Guide

Program Overview

The FS Prep program is designed to deliver comprehensive foodservice education targeting entry-level skills for the following foodservice job descriptions:

- Banquet/Reception
- Purchasing and Receiving
- Food and Beverage Controller
- Chef in Training
- Bakery and Pastry Arts
- Entry Level Front of the House positions

Instructor's Guide cont.

The suggested course outline will deliver no less than 90 minutes of instructor contact, mentor contact or self-directed student activity per day over a two-year, 180-day program. The course schedule is provided to serve as a guideline for instructors. Instructional modules may also be customized to meet the needs of the instructor and his/her class schedule. (See Suggested Course Outline following this section.)

The instructional modules are designed to accomplish the following goals for the chef/instructor:

- Provide a solid foundation of core skills that will have the student contributing to a daily foodservice production schedule quickly
- Provide flexible lesson plans that are easily updated and adaptable to a dynamic teaching environment
- Provide flexible lesson plans that are adaptable to changes in available ingredients, equipment and time constraints
- Provide a core foundation of marketable skills that will help the student find employment, succeed and advance in a foodservice career or prepare the student for accelerated post-secondary culinary education
- Provide a curriculum that meets the Texas Education Agency (TEA) Texas Essential Knowledge and Skills (TEKS) and articulates to post-secondary Workforce Education Course Manual (WECM) requirements

These instructional modules include five learning domains:

Five Learning Domains

1. **Culinary:** Culinary content is designed to be a companion and enhancement to daily production needs. These modules focus on industry-based practical culinary skills and team dynamics that provide the student with operational and managerial understanding of the foodservice culinary environment.
2. **Business and Technology:** This material enhances the students' application, understanding, knowledge of business operations and planning associated with foodservice by providing them with skills and principles of business and technology essential to their success in a foodservice environment.
3. **Sanitation, Safety and Nutrition:** These lessons provide the program with a safe and sanitary product and working environment. The student will undergo a sanitation-training program: ServSafe®. Components for these lessons can also be applied toward a Texas Department of Health Food Protection Management certification. (See Student Certifications on page 47 of this guide.)
4. **Career Preparation:** This content prepares the student for the practical realities of finding employment and planning for career advancement, continuing education, specialization and future opportunities in the foodservice industry.
5. **Core Skills:** This material is designed to help the student master fundamental skills in reading, writing, math, effective verbal communications and food science.

Using the Modules

● **Timed Delivery:** Lab and Lecture Guides are step-by-step outlines for the recommended delivery of module contents. The guides are intended to be a turnkey starting place for the instructor and the program. It is expected and encouraged that the course content will be modified by the instructor, Culinary Advisory Board and TEA over time in order to meet the changing needs and resources of the school, the program and the foodservice industry and the skills and abilities of the student population, educational requirements and the availability of new information and technology. Lesson plans are designed with a variety of different delivery times so that the instructor can create a customized lesson plan to fit changing time and production constraints.

Career Preparation: **Overview of the Foodservice Industry**

Length of Class:	1 session
Class Duration:	90 minutes
Lecture:	70 minutes
Student Activity:	20 minutes
Optional Quiz:	10 minutes

Delivery time is completely dependent on the instructor and how extensive the instructor wishes to get when delivering the material. The timed delivery provided for each lesson plan is provided to serve as a general guideline and estimated delivery time.

● **Student Objectives:** Student objectives are provided for each module. These expectations are also reflected in the evaluation set forth by the instructor. The primary course objectives that are to be repeated and reinforced each day are listed in the course syllabus, but not repeated at the beginning of each lesson plan. (See Course Syllabus in the appendix of this guide.)

Career Preparation: **Overview of the Foodservice Industry**

Length of Class:	1 session
Class Duration:	90 minutes
Lecture:	70 minutes
Student Activity:	20 minutes
Optional Quiz:	10 minutes

Student Objectives:

- Accurately describe the traditional job positions and duties for the back of the house
- Accurately describe the traditional job positions for the beverage department and front of the house
- Accurately describe the job opportunities and scope of duties for administrative and support personnel
- List and describe at least four non-traditional foodservice-related careers
- Discuss the value of using a restaurant as a model business for developing universal business skills

The level of student mastery for each objective is designated by the action word at the beginning of each objective and the lesson plan time devoted to that objective. For example, when the student is required to "discuss" the contents of an objective, no more than cursory exposure and knowledge may be needed. If the student is required to "list" or "demonstrate," the objective is asking for minimum competencies and/or mastery of minimum skills to be demonstrated.

● **Texas Essential Knowledge & Skills (TEKS) Alignment:** Lesson Plans are aligned to the Texas Essential Knowledge & Skills state standards.

TEKS Alignment:

Culinary Arts:
(1)(A),(D); (11)(A)

Practicum in Culinary Arts:
(4)(A),(C),(D)

Restaurant Management:
(1)(A),(C),(D),(E),(F); (3)(C); (7)(A),(B)

Each lesson plan displays the TEKS alignment as it aligns to that particular lesson plan. FS Prep lessons are aligned to TEKS for Culinary Arts, Practicum in Culinary, and Restaurant Management.

- **Instructor’s Notes:** These notes will appear within modules to provide special directions, point out special features or make recommendations to the instructor about the delivery of course content.

Culinary Applications: Deep-Frying Techniques

Instructor’s Note: *This module is designed as a companion to “Poultry Purchasing and Identification.”*

- **Instructor’s Sidebars:** Sidebars will appear within the modules to point out opportunities for the instructor to reinforce learning or to explore a subtopic related to the module’s content.

Instructor Sidebar: *Discuss liquid and volume metric systems and metric conversions with class.*

- **Student Activities:** These activities are recommended ideas for the instructor to create structured opportunities for student interaction, team building and group learning and are provided throughout lessons in the FS Prep binders.
- **Reading Assignments:** This lists recommended reading for the student on the course content covered in each module.
- **Resources:** This lists recommended reading for the instructor on the course content being covered in each module.
- **Recommended Videos:** These recommendations are based on video materials currently available to the program. The instructor, prior to course use, should view each video to determine when, where and if the video is to be incorporated as a teaching tool in the day’s lesson plan.
- **Recommended Student Activities and Field Trips:** These activities and field trips are coordinated with selected lesson plans. In each case, they are elective suggestions and subject to instructor modification due to school policies, the instructor’s resources and time constraints.

Instructor Demonstration: *Setting up a deep-frying station and determining doneness by time, visual cues and touch.*

Instructor Demonstration: *How to place food into the deep-fat fryer. How to remove and drain food from deep-fat fryer.*

Instructor Demonstration: *Filtering and changing the oil in a deep-fat fryer.*

Student Activity: *Team-preparation of two or more instructor-selected recipes for deep-frying.*

Student Activity: *Calling and expediting orders (See Lesson Introduction to Dining Room, Unit - Operations).*

Reading Assignment: *Foundations of Restaurant Management & Culinary Arts, Level I, © 2011, National Restaurant Association and published by Pearson Education, Inc., Chapter 5, pp. 328-330. Professional Cooking, 7th Edition, Wayne Gisslen, Chapter 4, p. 75, Chapter 7, pp. 150-154, Chapter 28, pp. 927-928.*

Additional Resources: *Cooking Essentials for the New Professional Chef, Food and Beverage Institute, Chapters 9, 17 and 18.*

Resources are recommended as optional and additional course content the instructor may utilize as a reference.

A Note about the National Restaurant Association’s ProStart Program

* *The complete ProStart school-to-career program includes both classroom and workplace learning. The ProStart student textbooks, Foundations of Restaurant Management & Culinary Arts, Levels 1 & 2, are only the academic portion of the ProStart program. Since the complete ProStart program includes both academic and workplace learning, ProStart certificates are only awarded to students who have successfully completed both the academic and workplace portions of the program. The FS Prep curriculum incorporates both Foundations of Restaurant Management & Culinary Arts, Levels 1 & 2 as a reference to lessons. If you are interested in participating in the full ProStart program, please contact TRA Education Foundation at 800-395-2872.*



FS Prep Curriculum Lessons

The following lessons are listed in order of suggested delivery. In the FS Prep Lesson Plan notebook Volume I, lessons are also provided in order of suggested curriculum outline

UNITS:

1. **CAREER PREPARATION**
2. **SAFETY AND SANITATION**
3. **INTRO TO WORKPLACE**
4. **CULINARY APPLICATIONS**
5. **BUSINESS PRINCIPLES**
6. **OPERATIONS**

UNIT 1: Career Preparation

Introduction to Program
Overview of the Foodservice Industry
Developing Professionalism
The Kitchen and Customer Service
Becoming a Leader
Career Preparation, Unit Exam

UNIT 2: Safety and Sanitation

Food Safety, Part I
Food Safety, Part II
Food Safety Part III
Food Safety Part IV
Food Safety, Part V
Food Safety, Part VI
Food Safety, Part VII
Food Safety, Part VIII
Food Safety, Part IX
Food Safety, Part X
Food Safety, Unit Exam

UNIT 3: Intro to Workplace

Work Place Safety, Introduction
Work Place Safety, Part II
Work Place Safety, Part III
Workplace Diversity
Employee Training
Work Place Safety, Unit Exam

UNIT 4: Culinary

Foodservice Nutrition I
Foodservice Nutrition II
Weights and Measures
Standardized Recipes, Introduction
Equipment Identification and Operation, Part I
Equipment Identification and Operation, Part II
Mise en Place and Kitchen Skills*
Produce Purchasing and Identification
Pantry Prep Techniques I-Vegetable Preparations
Pantry Prep Techniques II- Salad and Sandwich Preparation
Stock Production
Soups
Sauces
Pasta and Starch Cookery
Poultry Purchasing and Identification
Deep-Frying Techniques
Braising and Steaming
Meat Purchasing and Identification I
Meat Purchasing and Identification II
Stewing
Grilling and Broiling Techniques
Roasting Techniques
Seafood Purchasing and Identification
Sautéing and Pan-Frying Techniques
Egg & Dairy Purchasing & ID
Breakfast Preparation Techniques

Baking, Introduction
Quick Breads and Cookies
Baking with Yeast I
Baking with Yeast II
Pies and Pastries

UNIT 5: Business Principles

Principles of Business
Customer Relations
Product Specification and Purchasing
Cost Control, Introduction
Food Cost, Introduction
Labor Cost, Introduction
Marketing and Menu Planning I
Marketing and Menu Planning II
Event Planning
Business Principles, Unit Exam

UNIT 6: Operations

Effective Communication, Introduction
Buffet Planning
Dining Room, Introduction
Dining Room Simulation
Operations, Unit Exam

Elective Lessons

Basics of Butter
Casseroles
A World of cheese
Chocolate
More Chocolate
Classic Italian
Composed Salads
Dining Like A Diplomat
Essence of Olive Oil
Everything Honey
Fin Fish Identification & Fabrication
Flavorings
Fondant Basics
Fresh Pasta
Garde Manger
Hors d'Oeuvres
Hot Line Simulation – Basics
Hot Line Simulation - Advanced
Rubs and Marinades
Tapas/Pinchos/Raciones*
A Taste of Thailand*



Suggested Curriculum Outline (Sample Page)

TEKS Alignment – FS Prep/ Culinary Arts, Culinary Arts Practicum, Restaurant Management

Lesson	Unit	Estimated Time	Actual Time	Page #	TEKS Align. For Culinary Arts	TEKS Align. For Culinary Arts Practicum	TEKS Align. For Restaurant Management
Introduction to Program	Career Prep	1.5 hr		1-2	-----	-----	-----
Overview of Foodservice Industry	Career Prep	1.5 hr		1-8	(3)(A),(B),(C),(D); (10)(B)	-----	(5)(A); (9)(A),(B); (11)(A)
Developing Professionalism	Career Prep	1.5 hr		1-13	(1)(G); (3)(A),(B),(C),(D); (5)(A); (8)(C); (10)(B)	-----	(5)(A),(B); (7)(A),(B),(C); (9)(A),(B); (11)(B)
The Kitchen & Customer Service	Career Prep	1.5 hr		1-18	(1)(G); (6) (E),(F); (8)(A),(B),(C)	(2)(G),(J),(K); (3)(A),(B); (4)(A); (8)(F)	(2)(B),(D) (E); (3)(A),(B); (5)(A),(B)
Becoming a Leader	Career Prep	1.5 hr		1-23	(4)(A),(B); (5)(A); (8)(A),(B),(C); (11)(B),(H)	-----	(5)(A); (7)(C); (10)(A),(B)
Career Prep Unit Exam	Career Prep	.75 hr		1-29	All TEKS covered in various lessons may be tested	All TEKS covered in various lessons may be tested	All TEKS covered in various lessons may be tested
Food Safety I	Safety & Sanitation	1.5 hr		2-2	(9)(A),(B),(C),(D),(E); (10)(A); (11)(E)	-----	(6)(A),(B),(D)
Food Safety II	Safety & Sanitation	1.5 hr		2-7	(6)(K); (9),(A),(B),(C),(D),(E); (10)(A); (11)(E)	(2)(F)	(6)(A),(B),(D),(E),(F)
Food Safety III	Safety & Sanitation	1.5 hr		2-12	(2)(A),(B),(C)	-----	(6)(B); (8)(B),(11)(H)



Suggested Curriculum Outline (Sample Page)

Lesson	Unit	Estimated Time	Actual Time	Page #	TEKS Align. For Culinary Arts	TEKS Align. For Culinary Arts Practicum	TEKS Align. For Restaurant Management
Food Safety IV	Safety & Sanitation	1.5 hr		2-21	(6)(K); (11)(D),(E)	(2)(F); (3)(F)	(1)(A); (3)(B); (5)(B); (6)(A),(D)
Food Safety V	Safety & Sanitation	1.5 hr		2-28	(6)(J); (9)(A),(B),(D); (11)(E)	(7)(A)	(6)(A),(D); (9)(E)
Food Safety VI	Safety & Sanitation	1.5 hr		2-34	(3)(D); (6)(K); (9)(A),(B),(C),(D)	(3)(F); (4)(C)(D); (7)(A)(B); (10)(E)	(1)(E); (5)(B),(E); (6)(A),(D),(E),(F)
Food Safety VII	Safety & Sanitation	1.5 hr		2-39	(1)(C) (D); (6)(E),(J); (9)(A),(B),(C),(D); (10)(A); (11)(E)	(2)(F); (7)(A)(B); (10)(E)(J)	(1)(C)(D)(E); (5)(B),(E); (6)(A)(D)(E); (12)(E)
Food Safety VIII	Safety & Sanitation	1.5 hr		2-44	(4)(B); (6)(E),(K); (9)(A),(C); (10)(A)	(2)(F); (10)(K)	(3)(A); (5)(B); (6)(A),(B),(D)
Food Safety IX	Safety & Sanitation	1.5 hr		2-51	(4)(B); (6)(J),(K); (8)(B); (9)(A),(B),(C),(D),(E); (10)(A); (11)(E)	(2)(F)(G)(K); (3)(F); (7)(A); (10)(J)(K)	(2)(E); (5)(B); (6)(A),(B),(C),(D),(E); (9)(E); (12)(A)
Food Safety X	Safety & Sanitation	1.5 hr		2-58	(9)(B),(C),(D),(E); (10)(A)	(2)(F)(J); (5)(E)	(3)(B); (5)(B); (6)(A),(D); (8)(A)(B); (9)(E)
Food Safety Unit Exam	Safety & Sanitation	1.0 hr		2-60	All TEKS covered in various lessons may be tested	All TEKS covered in various lessons may be tested	All TEKS covered in various lessons may be tested
Intro to Work Place Safety	Intro to Work Place Safety	1.5 hr		3-2	(1)(B); (3)(A)(C); (9)(A),(B)(E); (10)(A)	(2)(F)(J); (3)(F); (7)(A)(B)(C)(D)	(1)(D); (2)(E); (6)(A),(D); (8)(B); (9)(A)(E)
Work Place Safety II	Intro to Work Place Safety	1.5hr		3-9	(3)(A),(D); (4)(B); (9)(A),(B)	(7)(A),(B),(D)	(6)(A),(D); (9)(A),(B),(C),(E); (10)(B); (12)(E)



Suggested Curriculum Outline (Sample Page)

Lesson	Unit	Estimated Time	Actual Time	Page #	TEKS Align. For Culinary Arts	TEKS Align. For Culinary Arts Practicum	TEKS Align. For Restaurant Management
Work Place Safety III	Intro to Work Place Safety	1.5 hr		3-15	(1)(B); (3)(D); (8)(B); (9)(A),(B); (10)(A)	(2)(F); (7)(A),(B),(C)	(1)(A); (2)(E); (3)(A); (6)(A),(C),(D),(F); (9)(E); (11)(B)
Work Place Diversity	Intro to Work Place Safety	1.0 hr		3-20	(3)(B),(C); (8)(A),(B),(C); (10)(B)	(2)(C); (3)(A),(B),(C),(D),(E),(F); (6)(A); (8)(D)	(2)(D),(E); (3)(B); (7)(A),(B),(C),(D); (8)(A); (9)(B)
Employee Training	Intro to Work Place Safety	1.75 hr		3-25	(1)(B); (2)(A),(D); (8)(A),(B)	(2)(G); (4)(D); (5)(A)	(1)(A),(B); (2)(A),(E); (3)(A); (7)(A),(B); (8)(B)
Work Place Safety Unit Exam	Intro to Work Place Safety	.75 hr		3-31	All TEKS covered in various lessons may be tested	All TEKS covered in various lessons may be tested	All TEKS covered in various lessons may be tested
Foodservice Nutrition I	Culinary Applications	1.5 hr		4-3	(1)(A),(D); (11)(A)	-----	(1),(D),(E)
Foodservice Nutrition II	Culinary Applications	1.5 hr		4-9	(1)(A),(D); (3)(E); (11)(A)	(4)(C),(D); (10)(D)	(1)(A),(D),(E)
Weights & Measures	Culinary Applications	1.5 hr		4-16	(1)(C)	(4)(C),(D)	(1)(A),(C),(D),(E)



Career Preparation: **Introduction to Program**

Length of Class:	1 session
Class Duration:	90 minutes
Lecture:	30 minutes
Instructor Demo:	10 minutes
Student Activity:	10 - 50 minutes

Student Objectives:

- Correctly explain the goals of the program
- Complete and finalize paperwork for program admissions
- Participate in personal introductions
- Participate in co-establishment of program rules and regulations
- Sign agreement to abide by rules and regulations
- Tour of training facility
- Participate in issuance of personal uniforms, equipment and training materials
- View introductory safety video

Career Preparation: Introduction to Program

Lecture Guide

- I. Program overview
 - A. Program duration
 - B. Program structure
 - 1. Distribution and review of syllabus
 - 2. What a typical day will be like
 - 3. Physical requirements
 - 4. How learning will occur
 - 5. Program timeline

 - II. Program goals
 - A. Production as the priority
 - B. Cognitive goals
 - C. ServSafe® and TDH sanitation certifications
 - D. Minimum standards and competencies
 - E. Practice, repetition and speed
 - F. Setting personal goals
 - G. Teamwork
 - H. Preparing for the workplace

 - III. Personal introductions
 - A. Instructor's self-introduction
 - B. Instructor's introduction of other staff in attendance
 - C. Instructor lead participant self-introduction

 - IV. Co-establishment of rules and regulations
 - A. Measurable behaviors vs. attitudes
 - B. Laws and standards of human behavior
 - C. Group establishment of rules and regulations that provide:
 - 1. Safe environment
 - 2. Fair environment
 - 3. Productive environment
 - 4. Learning environment
 - D. Group establishment of rewards and consequences
 - E. Group establishment of grievance policies
 - F. Review of established rules and written, signed commitment to abide

 - V. Issuing equipment and material
 - A. Supplemental written materials: additional materials as required by the school/instructor
 - B. Uniforms
 - 1. Clothes
 - 2. Shoes
- Instructor Demonstration:** "How to wear the uniform"
- C. Thermometers (optional)
 - D. Student culinary tool kits (optional)
 - E. Text books

See: *Sample Syllabus*, pp. 1—5

See: *Sanitation and Accreditation; Getting Started Guide, FS Prep Teacher's Resource Kit, 4th Edition*

See: **Foundations of Restaurant Management & Culinary Arts, Level I, pp. 218-224*

See: *Sample Student Policies*, pp. 1—7

See: ***ServSafe Essentials, 5th Edition, p. 4.10*

See: *ServSafe Essentials, 5th Edition, p. 5.7*

VI. Completion of outstanding paperwork

VII. Instructor question and answer

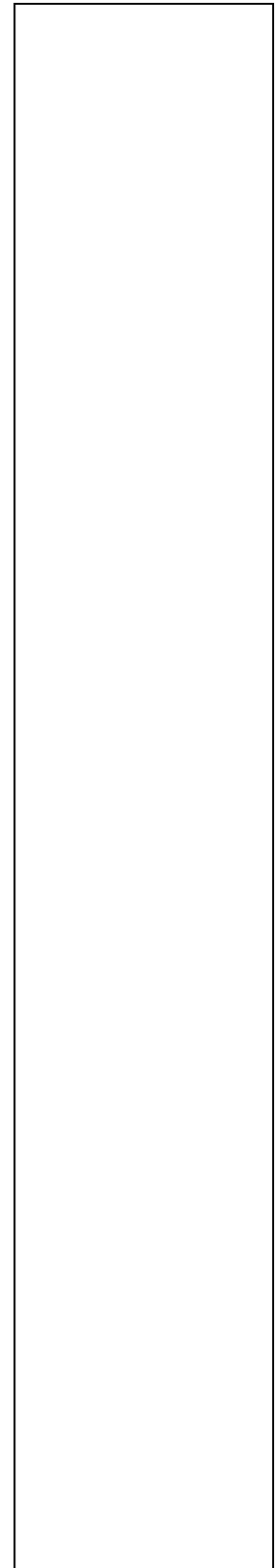
Student Activity: *Tour of training facility*

- A. Classroom
- B. Kitchen
- C. Office
- D. Storage
- E. Restrooms and changing facilities
- F. Lockers
- G. Laundry
- H. Designated break areas
- I. Emergency exits
- J. Fire and security
- K. First aid kit familiarization and emergency procedures
- L. Telephones and telephone regulations
- M. Visitor policy

Reading Assignment: *Foundations of Restaurant Management & Culinary Arts, Level I*, © 2011, National Restaurant Association and published by Pearson Education, Inc., pp. 218-224
ServSafe Essentials, 5th Edition, pp. 4.10 and 5.7, NRAEF.

* *Foundations of Restaurant Management & Culinary Arts, Level I*, © 2011, National Restaurant Association, published by Pearson Education, Inc.

***ServSafe Essentials, 5th Edition*, © 2010. National Restaurant Association Educational Foundation (NRAEF).





Career Preparation: **Overview of the Foodservice Industry**

Length of Class:	1 session
Class Duration:	90 minutes
Lecture:	70 minutes
Student Activity:	20 minutes
Optional Quiz:	10 minutes

Student Objectives:

- Accurately describe the traditional job positions and duties for the back of the house
- Accurately describe the traditional job positions for the beverage department and front of the house
- Accurately describe the job opportunities and scope of duties for administrative and support personnel
- List and describe at least four non-traditional foodservice-related careers
- Discuss the value of using a restaurant as a model business for developing universal business skills

TEKS Alignment:

Culinary Arts:

(3)(A),(B),(C),(D); (10)(B)

Restaurant Management:

(5)(A); (9)(A),(B); (11)(A)

Career Preparation: **Overview of the Foodservice Industry**

Lecture Guide:

- I. Introduction: Why a culinary class?
 - A. To create a culinary-focused learning program that will integrate portions of the existing secondary education with a realistic foodservice business laboratory
 - 1. All components of this program are designed to complement other departments and programs within the school and enhance the total learning experience.
 - 2. This program is designed to provide a culinary educational opportunity in which to apply what is learned to a real business environment.
 - B. To create a specialized culinary curriculum that will fit seamlessly with and complement the goals and objectives of local/state/federal secondary education requirements and guidelines
 - C. To prepare the student for a post-secondary foodservice education
 - D. To provide the student with the minimum knowledge, competencies and skill sets to start a successful culinary career in a rapidly growing industry

- II. Workplace guidelines: Year one
 - A. Attendance
 - B. Teamwork
 - C. Punctuality
 - D. Dependability
 - E. Fairness and honesty
 - F. Open and effective communication
 - G. Mutual respect and observance of protocol
 - H. Acceptance of personal responsibility and accountability
 - I. Commitment to meeting minimum standards

- III. Traditional career opportunities in foodservice (American)
 - A. Operations
 - 1. Back of the house (BOH)
 - a. Steward
 - b. Pantry/prep
 - c. Line cook
 - d. Roundsman
 - e. Sous chef
 - f. Executive chef/kitchen manager
 - g. Corporate executive chef
 - h. Independent chef/owner
 - 2. Front of the house (FOH)
 - a. Busperson
 - b. Runner/backwaiter
 - c. Waitstaff/frontwaiter
 - d. Cashier/greeter
 - e. Wine steward/sommelier
 - f. Dining room manager/maitre d'hôtel
 - g. Corporate service trainer

See: *Foundations of Restaurant Management & Culinary Arts, Level 1, pp. 221-224, 416-421*

See: *Professional Cooking, 7th Edition, pp. 11-14*

See: *Foundations of Restaurant Management & Culinary Arts, Level 1, pp. 46-49*

B. Administrative and support positions

1. Administrative
 - a. Office support/coordinator
 - b. Assistant manager
 - c. General/unit manager
 - d. District/regional manager
 - e. V.P. operations
 - f. Independent restaurant owner
2. Support
 - a. Accounting
 - b. Bookkeeping
 - c. Human resources
 - d. Sales
 - e. Catering

IV. Non-traditional opportunities

- A. Independent consulting
- B. Foodservice employment services
- C. Home economists
- D. Research and development chefs
- E. Food styling
- F. Teaching and professional training
- G. Personal chef
- H. Foodservice writing
- I. Quality assurance
- J. Foodservice marketing, advertising and sales
- K. Food science and retail product development
- L. Crossover opportunities to grocery, HMR, QSR, catering
- M. Cruise lines, hotels, country clubs and resorts

Reading Assignment: *Foundations of Restaurant Management & Culinary Arts, Level I*, © 2011, National Restaurant Association and published by Pearson Education, Inc., Chapter 1, pp. 46-49, Chapter 4, pp. 221-224, Chapter 7, pp. 416-421.

Professional Cooking, 7th Edition, Wayne Gisslen, Chapter 1, pp. 10-14.

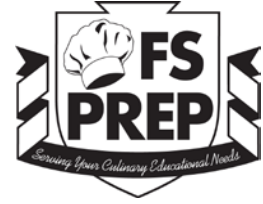
Jobs in the Foodservice Industry, Getting Started Guide, FS Prep Teacher's Resource Kit, 4th Edition, pp. 71-72 . Electronic version, FS Prep CD-ROM, Getting Started.

Recommended Video and Visual Aids: Instructor-provided restaurant organizational chart and overhead of classic Brigade system (Chapter 1, pp. 8-9, *Professional Cooking, 7th Edition*, Wayne Gisslen).

10 Good Reasons for a Career in Foodservice video, TRAEF.

See: *Professional Cooking, 7th Edition*, p. 10

See: *Jobs in the Foodservice Industry, Getting Started Guide, FS Prep Teacher's Resource Kit, 4th Edition*, pp. 71-72



Safety & Sanitation: **Food Safety, Part I**

Length of Class:	1 session
Class Duration:	90 minutes
Lecture:	30-60 minutes
Instructor Demo:	15 minutes
Optional Videos:	15-40 minutes
Optional Quiz:	10 minutes

Student Objectives:

- Identify different benefits of serving safe food
- Explain the different types of contamination
- Identify how foods become unsafe
- List TDH recommendations for demonstrated knowledge
- Demonstrate proper hand-washing procedures
- Identify the rules of a foodhandler's personal hygiene

TEKS Alignment:

Culinary Arts:

(9)(A),(B),(C),(D),(E); (10)(A); (11)(E)

Restaurant Management:

(6)(A),(B),(D)

Safety & Sanitation: Food Safety, Part I

Lecture Guide

Instructor's Note: *The National Restaurant Association Educational Foundation ServSafe Instructor CD-ROM-English-5th Edition features fixed and customizable Microsoft® PowerPoint presentations as well as transparency masters and talking points.*

- I. Benefits of serving safe food
 - A. Food quality
 - 1. The quality-safety relationship
 - 2. Nutrition
 - 3. Taste
 - B. Profitability
 - 1. Legal and medical expenses
 - 2. Lost wages
 - 3. Lost productivity
 - 4. Indirect costs (negative publicity, loss of income)
 - 5. Loss of inventory
 - 6. Being shut down
 - C. Liability
 - 1. Lawsuits
 - 2. Compensatory damages
 - 3. Punitive damages
 - D. Marketing opportunities
 - 1. Internal
 - 2. External
- II. FDA/Texas requirements for "person in charge"
 - A. Temperatures
 - B. Times
 - C. Diseases and symptoms
 - D. Personal hygiene and illness
 - E. Control points
 - F. Equipment
 - G. Cleaning and sanitizing
 - H. Observations and recordkeeping
 - I. Enforcing minimum standards
- III. How food becomes unsafe
 - A. Hazards
 - 1. Biological
 - 2. Chemical
 - 3. Physical
 - B. Risks
 - 1. Contamination
 - 2. Cross-contamination
 - 3. Pathogenic growth
 - 4. Pathogenic survival

See: *ServSafe Essentials, 5th Edition, pp. 1.1 – 1.10*

See: *Inspection Survival Guide, FS Prep 4th Edition Resource Kit*

See: *ServSafe Essentials, 5th Edition, pp. 1.5 – 1.7*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 77-85*

- C. Sanitation defined
 - 1. Clean
 - 2. Sterile
 - 3. Sanitary
- D. Common factors in foodborne outbreaks
 - 1. Cooling
 - 2. Reheating
 - 3. Improper cooking
 - 4. Infected employees
 - 5. Cross-contamination
 - 6. Improper handling and storage

- IV. The safe foodhandler
 - A. Proper hand washing
 - 1. Hand-washing stations and supplies

Instructor Demonstration

- 2. Proper hand washing technique

Instructor Demonstration

- 3. When to wash hands
- 4. Hand care (nails, artificial nails, nail polish)
- 5. Jewelry restrictions (rings, earrings, studs, necklaces)
- 6. Gloves, tongs, deli tissues with RTE foods
- 7. Open cuts and sores
- B. Other hygiene rules
 - 1. Bathing
 - 2. Hair
 - 3. Uniforms
 - 4. Shoes
 - 5. Restrictions and exclusions due to illness
 - 6. Tasting procedures
 - 7. Smoking
 - 8. Restrooms
 - 9. Incompatible job duties
 - a. Working with raw and cooked foods
 - b. Working with dirty, then clean dishes and equipment

Reading Assignments: *Foundations of Restaurant Management & Culinary Arts, Level I*, © 2011, National Restaurant Association and published by Pearson Education, Inc., Chapter 2, pp. 72-101.

ServSafe Essentials, 5th Edition, NRAEF, Sections 1, 4, 10, and 11.

Video Recommendations: ServSafe Steps to Food Safety: "Step 1: Starting Out with Food Safety", NRAEF, 12 minutes.

ServSafe Steps to Food Safety: "Step 2: Ensuring Proper Personal Hygiene", NRAEF, 10 minutes.

Foundations of Restaurant Management & Culinary Arts, Teacher's Resource CD, Level I, Chapter 2 videos.

Resources: *Texas Food Establishment Rules (TFER) Inspection Survival Guide*, TRAEF.

National Restaurant Association Educational Foundation ServSafe Instructor CD-ROM, PowerPoint presentations. The ServSafe Instructor CD-ROM-English-5th Edition features fixed and customizable Microsoft PowerPoint presentations as well as transparency masters and talking points.

ServSafe Instructor Toolkit, 5th Edition, NRAEF.

See: *ServSafe Essentials, 5th Edition*, pp. 11.1 – 11.16

See: *ServSafe Essentials, 5th Edition*, p. 1.6

See: *ServSafe Essentials, 5th Edition*, pp. 4.5, 10.7

See: *Foundations of Restaurant Management & Culinary Arts, Level I*, pp. 96-98

See: *ServSafe Essentials, 5th Edition*, pp. 4.5 – 4.15

See: *ServSafe Essentials, 5th Edition*, pp. 4.5 – 4.13



Safety & Sanitation: **Food Safety, Part II**

Length of Class:	1 session
Class Duration:	90 minutes Minimum
Lecture:	70-80 minutes
Optional Video:	10 minutes
Optional Student Activity:	10 minutes
Optional Quiz:	10 minutes

Student Objectives:

- Identify different types of foodborne illness, their sources and their symptoms
- Explain what is meant by potentially hazardous food
- Identify the conditions that promote rapid bacterial growth
- Define the temperature danger zone for food handlers

TEKS Alignment:

Culinary Arts:

(6)(K); (9),(A),(B),(C),(D),(E); (10)(A); (11)(E)

Practicum in Culinary Arts:

(2)(F)

Restaurant Management:

(6)(A),(B),(D),(E),(F)

Safety & Sanitation: Food Safety, Part II

Lecture Guide

Instructor's Note #1: The NRAEF ServSafe Instructor CD-ROM- English – 5th Edition features fixed and customizable Microsoft PowerPoint presentations as well as transparency masters and talking points.

Instructor's Note #2: This material is one of the most difficult segments for the students. Reinforce the importance of reading these chapters in advance of the lecture. If your schedule permits, it may be advisable to divide this segment into two classes instead of one.

I. Categories of contamination

- A. Chemical
 - 1. Pesticides
 - 2. Foodservice chemicals
 - 3. Additives and preservatives
 - 4. Toxic metals
- B. Physical
 - 1. Glass
 - 2. Metal
 - 3. Jewelry
- C. Biological
 - 1. Food intoxication
 - a. Staphylococcus
 - b. Botulism
 - c. Fish toxins
 - d. Plant toxins
 - 2. Food infections
 - a. Salmonellosis
 - b. E. coli 0157:H7
 - c. Campylobacteriosis
 - d. Hepatitis A
 - 3. Parasites
 - a. Trichinosis
 - b. Gastrointestinal worms
 - 4. Food allergies, molds and fungus

Instructor's Sidebar: Collect and provide students with current articles on foodborne illness outbreaks and encourage them to visit the Centers for Disease Control (CDC) official Web site at www.cdc.gov/ncidod/eid/index.htm.

II. Requirements for pathogenic growth

- A. Protein
- B. Water
- C. pH (acidity)
- D. Time and temperature (temperature danger zone)
- E. Atmosphere
- F. Definition of a P.H.F. (potentially hazardous food)

See: ServSafe Essentials, 5th Edition, pp. 12.7 – 12.8 and pp. 3.1 – 3.3

See: ServSafe Essentials, 5th Edition, p. 3.3

See: ServSafe Essentials, 5th Edition, pp. 2.16 – 2.17, 2.25 – 2.27, 2.30

See: ServSafe Essentials, 5th Edition, pp. 2.15 – 2.16

See: Foundations of Restaurant Management & Culinary Arts, Level I, pp. 19-23

See: ServSafe Essentials, 5th Edition, pp. 2.23, 3.6 – 3.8

See: ServSafe Essentials, 5th Edition, pp. 2.3 – 2.5

- III. Phases of bacterial growth
- A. Lag phase
 - B. Accelerated growth phase
 - C. Stationary phase
 - D. Decline phase

Optional Student Activity: *Arrange a collaboration with the Biology Department to provide petri dishes, agar, incubators and microscopes to allow culinary students to grow cultures taken from individuals' fingernails, hair and saliva.*

Reading Assignment: *ServSafe Essentials, 5th Edition, NRAEF, Section 2, pp. 2.1 –2.30, Section 3, pp. 3.1 – 3.8, and Section 12, pp. 12.7 – 12.8.*

Recommended Video: *ServSafe Steps to Food Safety: "Step 2: Ensuring Proper Personal Hygiene", NRAEF, 10 minutes.*

See: *ServSafe Essentials, 5th Edition, p. 2.11*



Introduction to the Work Place: **Introduction to Work Place Safety**

Length of Class: 1 session
Class Duration: 90-135 minutes

Lecture: 70 minutes
Optional Guest Speaker: 45 minutes
Optional Quiz: 10 minutes

Student Objectives:

- Identify two examples of employees' safety rights
- Identify two examples of employees' safety responsibilities
- Define the terms liability and worker's compensation
- Define the role and responsibilities of OSHA in workplace safety
- Describe the kinds of information found on a Material Safety Data Sheet
- Identify two contributors to electrical fires
- Identify two contributors to grease fires
- Name the four ways to put out a fire
- Identify the point where the individual should discontinue trying to control a fire, call 911, engage the alarm and initiate evacuation

TEKS Alignment:

Culinary Arts:

(1)(B); (3)(A)(C); (9)(A),(B)(E) ; (10)(A)

Practicum in Culinary Arts:

(2)(F)(J); (3)(F); (7)(A)(B)(C)(D)

Restaurant Management:

(1)(D); (2)(E);(6)(A),(D); (8)(B); (9)(A)(E)

Introduction to the Work Place: **Introduction to Work Place Safety**

Lecture Guide

- I. Legal responsibilities
 - A. Employee's rights
 1. That the business premise is safe and free of hazards to the employee
 2. That the responsibility for providing a safe working environment is the responsibility of the business
 3. That the business reasonably alerts and trains employees regarding potential hazards connected to their job
 4. That the business posts safety advisories and hazardous material information in a manner that is accessible to the employee and appropriate to the hazard
 - B. Employee's responsibilities
 1. That the employee exercises reasonable care and common sense in the performance of his/her job
 2. That the employee attends scheduled safety training and clearly understand prescribed procedures
 3. That the employee follows prescribed safety procedures
 4. That the employee (when possible) rectifies an unsafe condition and reports any unsafe conditions to management immediately
 5. That the employee reports his/her inability to comply with a safety standard to the management
 - C. Liability and government regulation
 1. Foodservice operators that knowingly (or, in most cases, unknowingly) operate an unsafe working environment can be held liable (legally responsible) for workers' injuries on the job
 2. Negligent foodservice operators in many states can be sued by an injured worker for damages
 3. Negligent foodservice operators can also be fined and/or have criminal action taken against them by state and federal agencies
 4. Workers injured on the job may be eligible for worker's compensation under a mandated state assistance program that provides payment for lost income, medical bills, rehabilitation and retraining
 5. This is why most states require businesses to carry worker's compensation insurance
 - D. OSHA (Occupational Safety and Health Administration)
 1. OSHA is a federal agency that creates and enforces regulations and rules that govern safety standards in the workplace

See: *Foundations of Restaurant Management & Culinary Arts, Level I*, pp. 156-158, 174-195
See: *Professional Cooking, 7th Edition*, p. 36

See: *Foundations of Restaurant Management & Culinary Arts, Level I*, pp. 174-195

See: *Foundations of Restaurant Management & Culinary Arts, Level I*, pp. 155-171

See: *Foundations of Restaurant Management & Culinary Arts, Level I*, pp. 156-157, 168
See: *Professional Cooking, 7th Edition*, pp. 36-38

2. Posted Advisories: OSHA requires foodservice operations to post an OSHA poster No. 2203 (see sample in Foundations of Restaurant Management & Culinary Arts, Level I, p. 159). This poster points out the provisions of the OSHA act. In addition to this, OSHA requires foodservice operations using hazardous chemicals (usually concentrated cleaning agents or pesticides) to post **Material Safety Data Sheets** (MSDSs). The manufacturer provides these sheets to the distributor and should be available to your business free of charge when you purchase the chemical. MSDSs should be posted in an area readily accessible to all employees and be maintained in sound condition. These sheets detail information on each chemical and the type of danger each chemical poses.
 - a. Manufacturer information
 - b. Product identification
 - c. Hazardous components
 - d. Physical data
 - e. Fire and explosion data
 - f. Reactivity data
 - g. Spill or leak procedures (safe cleanup)
 - h. Health hazard data
 - i. First aid
 - j. Special protection information
 - k. Additional information/precautions
3. Hazard communication programs:
(HAZCOM) Posting written information is not enough. OSHA also requires foodservice operations to develop a hazard communication training program for employees based on hazard communication standards. In addition to training, the operations HAZCOM program should include:
 - a. A written policy of compliance with OSHA standards
 - b. A regular inventory of hazardous chemicals
 - c. A designated storage area for chemicals
 - d. Easy-to-read labels on all containers used to store product
 - e. A written copy of the employee HAZCOM and HAZCOM training program

II. Fire and burn prevention

Instructor's Sidebar: Invite a representative from your local fire department to be a guest speaker for this class. Request and arrange for tips and demonstrations on operating a fire extinguisher, establishing an evacuation plan, escaping a burning building, applying first aid for burn victims and CPR.

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 161-162*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, p. 160*

See: *Professional Cooking, 7th Edition, p. 37*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 175-186*

A. Fire hazards—besides food, the one thing all foodservice operations have in common is plenty of heat, gas, electricity, open flames and flammable materials. Foodservice employees should always be aware of the threat of an uncontrolled fire, burn hazards and victim treatment and they should know how to respond.

1. Electrical fires are commonly due to worn or inappropriate plugs frayed wires and damaged outlets. Overloading a single electrical outlet can be a hazard, as can old wiring, faulty fuses and broken circuit breakers.
2. Grease fires are usually associated with improperly cleaned and maintained equipment. Poorly maintained ventilation systems, including hoods and filters are a common source of devastating fires. Improperly cleaned and operated fryers and neglected pots and pans of hot oil left on a range top are also fire hazards. Grease fires can spread quickly to other combustible materials.
3. Other fires may be caused by chemical soaked rags left piled together which can lead to spontaneous combustion. Flammable materials left close to water heaters or cooking equipment can be a bad idea. Keep all areas clean and uncluttered. Keep flammables in a segregated storage area away from heat and food.

B. Detecting and controlling fires

1. Fire detectors fall into two categories; smoke and heat.
2. While the dining and non-food prep areas may use smoke detectors, most of the cooking areas in the kitchen will be using heat detectors that are calibrated to different temperatures based on the maximum amount of heat generated by different equipment.
3. Ventilation hoods usually provide the support platform for automatic fire suppression systems that will discharge an all-purpose fire retardant from a baffle positioned directly over the equipment used. These baffles can be individually calibrated to detect dangerous levels of heat according to peak demand heat levels in that cooking area. These baffles are connected to pressurized tanks of fire retardant located in a remote but accessible area. Automatic sprinkler systems are also desirable. All-purpose hand-held fire extinguishers of the A-B-C classification should be mounted close to where fire hazards are greatest.
 - a. Class “A” fires consist of ordinary combustible materials, like paper or cloth.
 - b. Class “B” fires consist of flammable liquids and gases, like grease and butane.
 - c. Class “C” fires involve live wiring or electrical equipment.
4. Personal firefighting—

The best way to control a small fire before it gets out-of-hand is to remember the rules for extinguishing a fire;

 - a. Don’t panic
 - b. Alert others
 - c. Remove the fire’s fuel supply

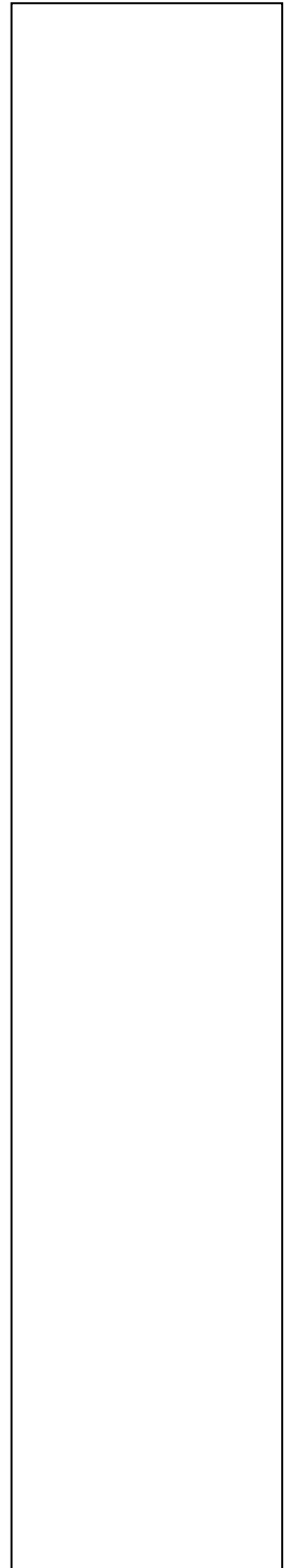
See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 175-182*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 181-182*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 182-183*

- d. Remove the fire's oxygen supply
 - 1) Cover the pan with a lid
 - 2) Place a sheet pan over the surface
 - 3) Simple cooking ingredients such as salt and baking soda can help to control small fires before they spread
- e. Reduce the fire's fuel supply below combustion levels
- f. Disrupt the flames' ability to spread with dry retardants
 - 1) Be familiar with how to operate fire suppression and extinguishing equipment
- h. Locate the nearest emergency exit before engaging the fire
- i. When in any doubt, or if the fire becomes too hot to stand close to, abandon your efforts and call 911
- j. Initiate the orderly evacuation of the premises
- k. Shut off the main gas valve
- l. Join others at a designated safe assembly point
- m. Inventory staff and inform fire/police department if someone is missing

Reading Assignment: *Foundations of Restaurant Management & Culinary Arts, Level I*, © 2011, National Restaurant Association and published by Pearson Education, Inc., Chapter 3, pp. 156-162, 175-186.
Professional Cooking, 7th Edition, Wayne Gisslen, Chapter 2, pp. 36-39.





Culinary Applications: **Stock Production**

Length of Class:	1-2 sessions
Class Duration:	90 minutes (<i>Divided, See Instructor's Note</i>)
Lecture:	15-20 minutes
Instructor Demo:	15 minutes
Student Activity:	90 minutes
Optional Quiz:	10 minutes

Student Objectives:

- Describe the difference between the production of brown and white stocks
- Prepare a brown beef stock and a white chicken stock
- Describe the preparation and use of fish and vegetable stocks
- Define and demonstrate the term "reduction"
- Describe the use of prepared bases to enhance or replace stock
- Demonstrate the procedure for chilling and storing finished stocks and sauces

TEKS Alignment:

Culinary Arts:

(1)(E); (6)(E),(F),(G),(H),(J),(K); (8)(A),(B); (9)(C); (11)(E)

Practicum in Culinary Arts:

(2)(G); (10)(E),(F),(G),(H),(J),(K)

Restaurant Management:

(7)(A),(B),(D),(E)

Culinary Applications: Stock Production

Instructor's Note: This segment is designed to be delivered in two sections, 90 minutes on the initial day and one hour at the beginning of the following day's class. This utilizes the long cooking times of the stocks (perhaps overnight for the brown stocks) to deliver the remainder of the lesson plan. Scheduling may require making special arrangements for the timing and delivery of the material and demonstrations to be covered. Plan well ahead for this class and provide periodic breaks to check products; allow adequate times at the end for cooling, storage and clean up.

Lab and Lecture Guide

(Day One)

I. Classification of stocks (fonds)

A. White stocks

1. Chicken
2. Fish
3. Meat
4. Vegetable
5. Cooking time
6. Ingredient preparation
 - a. Vegetable cuts
 - b. Selecting seasonings

B. Brown stocks

1. Beef
2. Veal
3. Combination
4. Poultry
5. Vegetable
6. Cooking time
7. Ingredient preparation
 - a. Vegetable cuts

Instructor Demonstration

- b. Handling tomato products
- c. The "Maillard" reaction (The "Maillard" reaction occurs when tomato products are caramelized, enhancing the savory flavor of brown stocks and brown stock sauces.)
- d. Browning
- e. Selecting seasonings

II. Basic stock production

A. Mise en place

Instructor Demonstration

B. Mirepoix

Instructor Demonstration

- C. White mirepoix
- D. Selecting bones
- E. Washing and cutting bones
- F. Blanching bones
- G. Sachets

See: *Professional Cooking, 7th Edition*, pp. 158-169

See: *Foundations of Restaurant Management & Culinary Arts, Level I*, pp. 371-372

See: *Professional Cooking, 7th Edition*, pp. 164-165

See: *Professional Cooking, 7th Edition*, pp. 158-168

See: *Foundations of Restaurant Management & Culinary Arts, Level I*, pp. 372-374

Instructor Demonstration

- H. Water levels and temperatures
- I. Brown vs. white stocks
- J. Cooking times
- K. Skimming

Instructor Demonstration

- L. Straining
- M. Reduction
- N. Clarification

III. Convenience bases

- A. Advantages
- B. Disadvantages

Student Activity: Team preparation of two instructor-selected stocks utilizing the ingredients from Lesson "Pantry Techniques I-Vegetable Preparations.

Basic vegetable cuts

- A. Work station setup
 - 1. Sanitizing
 - 2. Mise en place
 - 3. Equipment selection
 - 4. Stock production

(Day Two)

- 5. Straining and reduction

Instructor Demonstration

- 6. Chilling and storing

(Instructor's Sidebar: Make sure to tie the cooling procedures into the sanitation and safety curriculum)

Active lecture time: 15-20 minutes
Dedicated lab time: 120 minutes
Total dedicated instructor time: 150 minutes

Reading Assignment: *Foundations of Restaurant Management & Culinary Arts, Level I*, © 2011, National Restaurant Association and published by Pearson Education, Inc., Chapter 6, pp. 369-379.
Professional Cooking, 7th Edition, Wayne Gisslen, Chapter 8, pp. 157-168, 177-179, Chapter 9, p. 228.

Additional Resources: *Cooking Essentials for the New Professional Chef*, Food and Beverage Institute, Chapters 6 and 13.
On Cooking: A Textbook of Culinary Fundamentals, Labensky and Hause, Chapter 10.

See: *Professional Cooking, 7th Edition*, pp. 177-179, 228

See: *Professional Cooking, 7th Edition*, pp. 157-168

See: *Foundations of Restaurant Management & Culinary Arts, Level I*, pp. 375-377



Culinary Applications: **Pasta and Starch Cookery**

Length of Class:	1-2 sessions
Class Duration:	90 minutes each
Lecture:	75 minutes
Instructor Demo:	15-20 minutes
Optional Student Activity:	60-70 minutes
Optional Quiz:	10 minutes

Student Objectives:

- Identify basic varieties of potatoes, their types and best uses for each
- Distinguish the characteristics of potatoes and how to store them
- Identify basic potato handling and preparation methods
- Successfully team-prepare an instructor-selected potato recipe
- Identify the major varieties of rice and their cooking characteristics
- Identify basic rice handling and preparation methods
- Successfully team-prepare an instructor-selected rice recipe
- Identify at least twelve varieties (shapes) of commercial pasta and their intended use or type of companion sauce
- Successfully team-prepare an instructor-selected pasta recipe
- Identify at least three varieties of stuffed pasta

TEKS Alignment:

Culinary Arts:

(1)(E); (6)(E),(F),(G)(H),(J),(K); (8)(A),(B); (9)(C); (11)(E)

Practicum in Culinary Arts:

(2)(G); (10)(B),(E),(F),(G),(H),(J),(K)

Restaurant Management:

(7)(A),(B)

Culinary Applications: Pasta and Starch Cookery

Lecture Guide

- I. Potatoes
 - A. Varieties
 - 1. Chef's (all purpose)
 - 2. Russet (Idaho)
 - 3. Red potatoes
 - 4. Yellow potatoes (Yukon Gold, Yellow Finn)
 - 5. Fingerling potatoes
 - 6. New potatoes
 - 7. Red Bliss potatoes
 - 8. Purple potatoes
 - 9. Sweet potatoes
 - 10. Yams
 - B. Types
 - 1. Starchy (mature)
 - 2. Waxy (new)
 - C. Potato history
 - 1. South American origin
 - 2. Shunned by Europeans for many years
 - 3. Originally rumored to be poisonous
 - 4. Sweet potatoes and yams not related to other varieties
 - 5. African origins
 - 6. Tubers
 - D. Quality and storage
 - 1. Firm, unyielding to the touch
 - 2. Smooth, dry, crack- and bruise-free skin
 - 3. Shallow eyes with no sprouts
 - 4. No green color (toxic solanine)
 - 5. Cool (55°-60°), dry and dark storage
 - 6. Do not refrigerate (converts starches to sugars)
 - E. Market forms
 - 1. Fresh, unprocessed (superior)
 - 2. Peeled and processed to prevent enzymatic browning
 - 3. Frozen
 - a) Pre-blanched french fries
 - b) Other frozen
 - 4. Canned
 - 5. Dehydrated (instant)

See: *Professional Cooking, 7th Edition, pp. 605-606*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 677-682*

See: *Professional Cooking, 7th Edition, pp. 604-605*

See: *Professional Cooking, 7th Edition, p. 606*

See: *Professional Cooking, 7th Edition, pp. 606-607*

Instructor Demonstration: *Potato cuts.* The instructor will demonstrate several varieties of the potatoes discussed in lecture and show the proper method to peel, eye, and store the potatoes during preparation. The instructor will demonstrate the use of a mandoline to cut straight french fries, allumette (shoestring) potatoes, thin sliced Ana or chip-style potatoes and gaufrettes. The instructor should also demonstrate the use of a melon-baller in cutting parisienne potatoes and a tourne knife to demonstrate a pomme château style. Time permitting, it is suggested that the instructor use pre-prepared potato purée and a pastry bag to illustrate the proper use of the pastry when piping Duchesse potatoes.

F. Cooking methods

1. Boiling and steaming
2. Puréeing, whipping and mashing
3. Baking and roasting
4. Sautéing and pan-frying
5. Deep-frying
 - a. Oil blanching
 - b. Refrigeration

II. Rice

A. Processing rice

1. Enriched
2. Parboiled
3. Converted
4. Instant
5. Pre-cooked

B. Varieties of rice

1. Regular milled white rice
 - a. Short grain
 - b. Medium grain
 - c. Long grain
2. Brown rice
3. Wild rice
 - a. Not actually a rice
 - b. Native to North America
 - c. Uncultivated wild rice is expensive
4. Arborio rice
5. Basmati rice
6. Jasmine rice
7. Wehani red rice
8. Glutinous rice

Instructor's Note: *Have samples of different varieties of rice on hand for the students to look at.*

C. Storing rice

D. Cooking rice

1. When to wash and not to wash
2. Boiling, traditional
3. Steaming
4. The pasta method
5. The pilaf method
6. Range top cooking
7. Oven cooking
8. Steamer cooking
9. Risotto method

See: *Professional Cooking, 7th Edition, pp. 607-626*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 683-688*

See: *Professional Cooking, 7th Edition, pp. 639-642*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, p. 702*

See: *Professional Cooking, 7th Edition, pp. 642-656*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 702-707*

Optional Instructor Demonstration: Preparation of Risotto.

III. Pasta and noodles

Instructor's Note: As with the rice, have a large assortment of dried pasta shapes and varieties on hand to show the students and explain the characteristic application of each shape.

- A. Categories of pastas
 - 1. Macaroni
 - 2. Egg pasta
 - 3. Semolina flour (Durham wheat)
 - 4. Farina flour
- B. Market forms
 - 1. Commercially dried
 - 2. Commercially refrigerated
 - 3. Commercially frozen
- C. Commercial Italian pasta (pasta secca) shapes
 - 1. Spaghetti
 - 2. Spaghettini
 - 3. Vermicelli
 - 4. Capellini (angel hair)
 - 5. Conchiglie (shells)
 - 6. Egg noodles
 - 7. Elbow macaroni
 - 8. Macaroni
 - 9. Farfalle (butterflies)
 - 10. Fiochetti (bow ties)
 - 11. Fusilli (corkscrews)
 - 12. Canneloni
 - 13. Lasagna
 - 14. Fettuccini
 - 15. Manicotti
 - 16. Penne/mostaccioli
 - 17. Orzo
 - 18. Orecchiette (ears)
 - 19. Rigatoni
 - 20. Rottele/rotini
 - 21. Ziti
- D. Commercial Asian pastas
 - 1. Udon
 - 2. Somen
 - 3. Soba
 - 4. Arrowroot vermicelli
- E. Cooking pasta
 - 1. Basic technique
 - a. Bring salted water to a rolling boil
 - b. Add the pasta to the water and stir to separate the strands/shapes
 - c. Cook the pasta until just al dente (firm to the tooth)
 - d. Drain at once and serve as directed by the recipe
- F. Variety, nutritional benefits and customer appeal

See: *Professional Cooking, 7th Edition, pp. 646, 648-649*

See: *Professional Cooking, 7th Edition, pp. 657-660*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 711-720*

See: *Professional Cooking, 7th Edition, pp. 657-658*

See: *Professional Cooking, 7th Edition, pp. 661-675*

Instructor's Sidebar: *This is an opportunity to open a discussion on various schools of thought on pasta-cooking procedures, such as adding oil to the cooking water to retard sticking and rinsing with cold water and reheating vs. immediate service. Different cooking times for fresh egg pastas and dried commercial pastas should be compared. Pasta characteristics (such as the ridges on penne) can be discussed, and the kinds of sauces appropriate for different shapes. Stuffed pastas, such as ravioli and tortellini, and casseroles, such as lasagna, would also be prime topics for discussion.*

IV. Dumplings

- A. Definition of dumplings
- B. Examples of dumpling products
 - 1. Standard dumplings
 - 2. Potato dumplings
 - 3. Gnocchi
 - 4. Matzo balls
 - 5. Kreplach
 - 6. Spatzele

V. Other wheat and grain products

- A. Wheat berries
- B. Bulgur
- C. Farro
- D. Couscous
- E. Barley
- F. Polenta
- G. Hominy (pozole)
- H. Grits
- I. Kasha

Instructor Demonstration: *Setting up an al minute pasta preparation station.*

Instructor Demonstration: *Utilization of table-mounted pasta machine. Demonstrate the use of the machine in rolling and cutting of fresh egg pasta, including fettuccine, lasagna, and/or papardelle. If time permits, demonstrate the assembly and cutting of ravioli.*

Optional Student Activity: *Team preparation of four or more instructor-selected potato, rice and pasta recipes.*

Reading Assignment: *Professional Cooking, 7th Edition, Wayne Gisslen, Chapter 18, pp. 604-627; Chapter 19, pp. 639-679.*

Foundations of Restaurant Management & Culinary Arts, Level I, National Restaurant Association and published by Pearson Education, Inc., Chapter 11.

Additional Resources: *Cooking Essentials for the New Professional Chef, Food and Beverage Institute, Chapters 5 and 22.*

On Cooking: A Textbook of Culinary Fundamentals, Labensky and Hause, Chapter 22.

See: *Professional Cooking, 7th Edition, pp. 676-678*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 719-720*

See: *Professional Cooking, 7th Edition, pp. 641-642*



Business Principles: **Principles of Business**

Length of Class:	1 session
Class Duration:	90 minutes
Lecture:	75 minutes
Student Activity:	15 minutes
Optional Quiz:	10 minutes

Student Objectives:

- Correctly define forms of business organization
- Demonstrate understanding and discuss the laws of supply and demand in a free market economy
- Describe the American free enterprise system
- Describe the business cycle
- Demonstrate an understanding of and discuss the relationship between competition and product differentiation
- List at least three foodservice operation categories
- List at least four reasons businesses fail

TEKS Alignment:

Culinary Arts:

(3)(B),(E); (10)(A),(B)

Restaurant Management:

(1)(A),(B); (2)(B); (3)(C); (9)(A),(B),(D); (11)(A); (12)(A)

Business Principles: **Principles of Business**

Lecture Guide

- I. Forms of business organization
 - A. Sole proprietorship
 - B. General partnerships
 - C. Limited partnerships
 - D. Corporations
 - E. Sub chapter S corporations
 - F. Limited liability companies

- II. Types of foodservice operations
 - A. Independent
 - B. Multi-unit
 - C. Chain
 - D. Franchise

- III. Categories of foodservice operations
 - A. Quick-serve and counter service restaurants
 - B. Full-service restaurants
 - 1. Family
 - 2. Theme
 - 3. Café/coffee shop
 - 4. White tablecloth
 - C. Business and institutional dining
 - D. Cafeterias
 - E. Catering
 - F. Hotels

- IV. Risks and pitfalls of foodservice work
 - A. Working long hours
 - B. Working in a high-stress environment
 - C. Responsibility for yourself and your employees
 - D. Modest profit margins
 - E. Perishable inventory
 - F. Trend-driven industry
 - G. Extremely competitive

- V. Free market economy
 - A. Free enterprise system
 - B. Profit motive
 - C. Competition
 - 1. Defining competition
 - 2. Product differentiation
 - 3. Fair trade practices
 - 4. Anti-trust laws
 - D. The dynamic economy
 - E. Goods and services

See: * *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 35-36*

- F. The business cycle
 - 1. Raw materials
 - 2. Transportation
 - 3. Fabrication
 - 4. Manufacturing
 - 5. Distribution
 - 6. Production
 - 7. Sales and marketing
 - 8. Information management
- G. Supply and demand
 - 1. Scarcity and supply
 - 2. Fluctuations in demand
 - 3. Elastic and inelastic demands and pricing
 - 4. Commodities
 - 5. Surplus, shortage and equilibrium
- H. Environmental factors
 - 1. Internal
 - 2. External
- I. Recognizing opportunity
 - 1. Research
 - 2. Personal experience and qualifications
 - 3. Building a business plan
 - 4. Start-up resources
 - 5. Developing partnerships
 - a. Community involvement
 - b. Networking
 - c. Personal reputation
- J. Why businesses fail
 - 1. Poor products
 - 2. Poor customer service
 - 3. Poor financial planning and management
 - 4. Location
 - 5. Undercapitalization
 - 6. Inconsistency of products and services
 - 7. Inadequate equipment and facilities
 - 8. Untrained employees
 - 9. Inadequate marketing initiatives
 - 10. Lack of innovation and flexibility

Optional Student Activity: *Do you have the right stuff? 15 minutes*

Instructor's Note: *Break class into small discussion groups and have them fill out an entrepreneurial assessment provided in textbook Entrepreneurship and Small Business Management, Chapter 2, p. 29.*

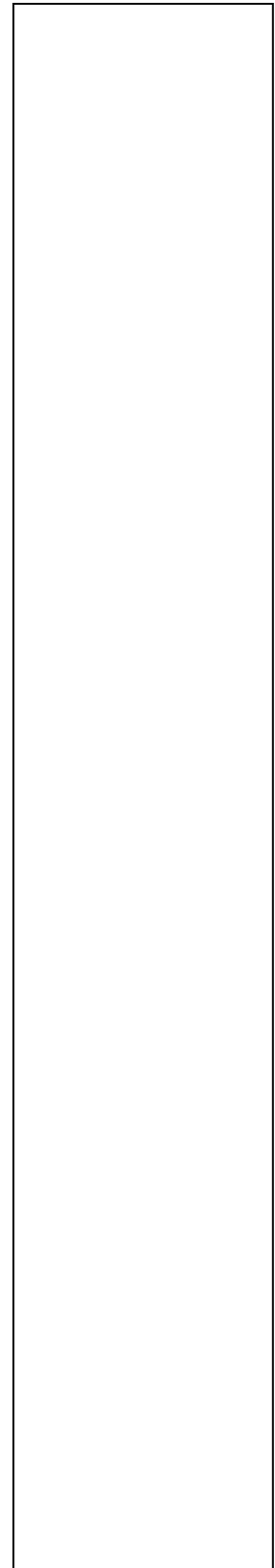
Reading Assignment: To be determined by instructor.

Additional Resources: *Entrepreneurship and Small Business Management, 2nd Edition*, Meyer and Allen, © 2000 Glencoe/McGraw Hill, Chapters 1-3.

Legal Aspects of Hospitality Management, 2nd Edition, John E.H. Sherry, © 2001 National Restaurant Association Educational Foundation, Chapter 12.

* *Foundations of Restaurant Management & Culinary Arts, Level II*, © 2011, National Restaurant Association and published by Pearson Education, Inc., Chapter 1, pp. 35-46.

The Restaurant; From Concept to Operation, Fifth Edition, John R. Walker, © 2008 John Wiley & Sons, Inc.





Operations: Introduction to Effective Communication

Length of Class:	1 session
Class Duration:	90 minutes
Lecture:	90 minutes
Optional Student Activity:	20 minutes
Optional Quiz:	10 minutes

Student Objectives:

- Discuss the model of human communication
- List four communication filters and how they impact interpersonal communication
- Discuss non-verbal communication and provide examples of non-verbal behavior
- Explain how the behavioral model of motivation is different from the other models presented
- Describe the process for effective listening

TEKS Alignment:

Culinary Arts:
(3)(C)

Practicum in Culinary Arts:
(2)(C),(J),(K); (3)(A),(B)

Restaurant Management:
(1)(A); (2)(D),(E)

Operations: Introduction to Effective Communication

Instructor's Note: This module is an effective companion lesson to "Customer Relations"

Instructor's Note: This module is designed to be delivered with the provided slide presentation "Effective Communication"

Lecture Guide

- I. The communication model
 - A. The idea
 - B. Translation into images and symbols (How does it appear mentally?)
 - 1. Visual images
 - 2. Words and language
 - 3. Other symbols or codes
 - 4. Sender filters
 - C. Selection of medium(s) for transmission (encoding)
 - 1. Verbal
 - 2. Non-verbal
 - a. Written language
 - b. Symbols and codes (mathematics, sign language)
 - c. Still and moving images
 - d. Body language
 - e. Environmental manipulation
 - D. Environmental factors and barriers
 - E. Reception of message by receiver
 - 1. Sensory reception of message
 - 2. Receiver filters
 - 3. Translation of symbols into mental images and concepts
 - 4. Rejection or understanding and acceptance
 - F. Response and feedback
- II. Filters and barriers to communication
 - A. Filters
 - 1. Education
 - 2. Ethnic background
 - 3. Age
 - 4. Gender
 - 5. Income level
 - 6. Nationality
 - 7. Other
 - B. Barriers to communication
 - 1. Personal and family attitudes
 - 2. Social and religious values
 - 3. Individual and group opinions
 - 4. Acquired prejudices

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 414-415*

See: *Foundations of Restaurant Management & Culinary Arts, Level I, pp. 416-420*

5. Preconceptions
 - a. Personal experience
 - b. Stereotyping
 6. Place (Does the environment allow a clear transmission?)
 7. Time (Is the timing right for the best reception?)
 8. Person (Are you sending the message to the correct person?)
 9. Behavioral inertia (Are you asking someone to change something that they have been doing for a long time? Smoking, for instance?)
 10. Medium (Have you picked the best way to deliver the message?)
 11. Competing messages (Are other sources delivering conflicting or competing information?)
 12. Feedback breakdown (Is something happening to confuse the sender about how the message was received?)
- C. Body language
1. Eye contact (based on personal filters)
 2. Personal space
 - a. Personal distance (under 3 feet)
 - b. Social distance
 - c. Public distance
 3. Touching (regional, cultural, gender)
 4. Gestures (regional, cultural)
 5. Symbols (and how they can confuse meanings)
 6. Environmental manipulation (physical barriers, height, distance)
- D. Effective (active) listening
1. Acknowledge speaker
 - a. Verbally
 - b. Non-verbally
 2. Clarify questions, even if you think you understand the first time
 3. Listen for the content of the message without passing judgment
 4. Place emotional response aside while listening, as it confuses the content
 5. Frequently go back and summarize what you have understood so far
 6. Do not interrupt; listen to complete message
- E. Sending a clear message
1. Describe what you want in detail
 2. Deliver the complete message
- F. Use behavioral terms
1. Is the action requested measurable?
 2. Is the action requested achievable and repeatable?
 3. Does the request relate only to the action desired?
 4. Are the consequences of the behavior (positive or negative) clear?
- G. Communicating with customers
- H. Communicating with the boss
- I. Communicating with co-workers

Reading Assignment: *Foundations of Restaurant Management & Culinary Arts, Level I*, © 2011, National Restaurant Association and published by Pearson Education, Inc., pp. 414-429.

Additional Resources: *Supervision in the Hospitality Industry, 5th Edition*, Miller, Porter and Drummond, © 2007 John Wiley & Sons, Inc., Chapters 4, 5, and 12.

See: *Foundations of Restaurant Management & Culinary Arts, Level I*, pp. 426-427

See: *Foundations of Restaurant Management & Culinary Arts, Level I*, pp. 428-429



Elective Lessons: **Hors d'Oeuvres**

Length of Class: 1 session
Class Duration: 90 minutes

Lecture: 90 minutes
Optional Instructor Demo: 15 minutes
Optional Student Activity: 135 minutes
Optional Quiz: 10 minutes

Student Objectives:

- Identify basic categories of hors d'oeuvres
- Differentiate between hors d'oeuvres and appetizers
- Define the steps of canapé production
- Demonstrate the ability to produce instructor-selected canapés, cocktails, tea sandwiches and crudités presentations
- Demonstrate the ability to select and execute appropriate dips and sauces for selected hors d'oeuvres
- Discuss the general principles of plate/platter presentation
- Demonstrate the ability to select and execute basic recipes appropriate for hot hors d'oeuvres

TEKS Alignment:

Restaurant Management:

(5)(C),(E); (7)(A),(B)

Culinary Arts:

(1)(E); (6)(D),(E),(F),(G),(H),(L); (8)(A),(B)

Practicum in Culinary Arts:

(2)(G),(H); (10)(E),(F),(G),(H),(L)

Elective Lessons: **Hors d'Oeuvres**

Instructor's Note: This module is designed as a stand-alone or as a part of a culinary practical examination to include a buffet and formal reception.

Lecture Guide

- I. Hors d'oeuvres vs. appetizers
 - A. Special foods encountered away from dining table, unlike appetizers that are designed to be part of the meal
 - B. Usually bite sized
 - C. "Finger foods"
 - D. Hors d'oeuvres are foods outside a main meal that may share some of the same characteristics as an appetizer. An appetizer recipe may be adapted to become an hors d'oeuvre, but serves a separate function.
- II. Categories of hors d'oeuvres
 - A. Canapés
 - 1. Bite-sized open-faced sandwiches
 - 2. Combinations are limited only by skill, imagination, availability and cost
 - 3. Basic components of the canapé
 - a. The base
 - 1) Toast points or croutons
 - 2) Bread cut-outs
 - 3) Crackers, lavosh, flatbreads
 - 4) Tiny pastry shells, such as vol au vents, tartlets and barquettes
 - 5) Small pâte a choux shapes, such as profiteroles
 - 6) Vegetable cut-outs, such as mushroom caps, grilled eggplant
 - 7) Rounds, hollowed cherry tomatoes, Belgian endive leaves etc.

Instructor's Note: The base must be firm enough to allow for easily handling by the guest.

Instructor's Sidebar: Discuss preparing canapés from toast points as illustrated in *Professional Cooking, 7th Edition, Chapter 23, p. 783.*

- b. The spread or filling
 - 1) Soft enough to spread evenly but thick enough to cling to toppings
 - 2) Butter
 - 3) Compound and flavored butters
 - 4) Cream cheese
 - 5) Cheese spreads and flavored cream cheese
 - 6) Meat or fish salads, forcemeats and mousses
 - c. The garnish
 - 1) The garnish may be the most important part of the canapé, such as a slice of smoked salmon dabbed with caviar, or, if the spread's flavor is the focus, a simple caper, sprig of chervil or a cornichon fan may add the right flavor and color contrast.

See: *Professional Cooking, 7th Edition, p. 782*

See: *Professional Cooking, 7th Edition, pp. 782-786*

See: *Professional Cooking, 7th Edition, p. 784*

See: *Professional Cooking, 7th Edition, pp. 782-786*

4. Assembling canapés
 - a) Assemble as close to serving time as possible to prevent sogginess or dehydration.
 - b) Use deep pre-preparation and assembly line production for large functions.
 - c) Make sure your flavor combinations work. The flavor of the canapé should be greater than the sum of its parts.

Instructor's Sidebar: *Discuss the difference between canapés and tea sandwiches*

- B. Cocktails
 1. Under the category of hors d'oeuvres, this usually refers to a combination of seafood or fruit mixed with a flavorful sauce.
 2. It may also refer to freshly-shucked bivalves such as clams and oysters served with accompaniments and/or condiments on the side.
 3. Fruit cocktails are usually served with sweetened citrus dressing and/or a complimentary liquor, such as melon balls with Grand Marnier.
- C. Relishes and relish trays
 1. Crudités
 - a. Raw vegetables
 - b. Cut into decorative, bite-sized shapes
 - c. Usually arranged on a platter, mirror or other common serving surface to emphasize color, shape and texture contrasts
 - d. Commonly served with a flavorful, complementary dip
 - e. Carrots, celery, radishes, broccoli florets, varied colors of bell pepper, cherry tomatoes, fluted cucumber slices and cauliflower are frequently used. Special garnishing tools may be utilized to make decorative cuts
 - f. Crudités should be served chilled.
 2. Pickles
 - a. Preserved fruits and vegetables
 - b. Can be served separately or incorporated into a crudité display
 - c. Pickled items offer a wide range of flavors and colors.
 - d. Examples might be a variety of olives, spiced baby beets, pickled mushrooms, spicy peppers, dilled and sweet cucumbers and pickled green beans.
 - e. Crudités and pickle trays can make elaborate centerpieces for hors d'oeuvres tables.
 - f. Like crudité, pickles should be served well chilled, but are not traditionally served with dips.
 - g. Cheeses and cheese displays are common with buffet appetizer service, but should share the same serving platter or display surface as crudité. Keep them separated.
- D. Hot hors d'oeuvres
 1. Most anything that can be served as a hot appetizer can be adapted to an hors d'oeuvres format.
 2. Pastry shells such as profiteroles, tartlets, bouchées and barquettes can be stuffed and baked, or pre-baked and stuffed with hot fillings.

See: *Professional Cooking, 7th Edition, p. 786*

See: *Professional Cooking, 7th Edition, pp. 786-787*

See: *Pantry Techniques, Part II Lesson, FS Prep*

3. Other pastries or starch coatings can be used; phyllo or strudel dough can be wrapped around various fillings. Miniature calzones and empanadas can be created. Chinese wontons and pot stickers can make outstanding hot hors d'oeuvres. Small crab cakes and miniature quiches are always showstoppers. The secret to producing successful pastry-wrapped hors d'oeuvres is progressive cooking. These items cannot be prepared too far in advance, or they will become soggy and lose palatability. Accompanying sauces may be required.
4. Brochettes are always popular items. They can range from Indonesian satays to grilled fruit skewers. In order to increase eye appeal, ingredients should be cut uniformly. Disposable bamboo brochettes or stainless steel are both fine choices, although bamboo is disposable, it is not nearly as elegant as stainless or silver plate. Most brochettes require an accompanying dipping sauce.
5. Small meatballs, whether skewered or served individually, are always popular items. They may be made with an assortment of ground meats. Some of the most recognizable mainstays are Swedish meatballs, barbecue meatballs and keflar. Wrapped meat and vegetable combinations can also add excitement and variety to an hors d'oeuvres menu, such as dolmades and rumakis.

E. Sushi

Although once an obscure trend, sushi has become an American mainstay and one of the most popular hors d'oeuvres. It is a frequent customer request; training the pantry staff in the making of simple Nigiri and Norimaki Sushi is a sound investment.

F. General guidelines

1. Natural shape enhanced, not overly "fabricated"
2. Consistent cuts
3. Visual textures
4. Surprise and variety
5. Overcrowding
6. Color combinations, variety and placements
7. Symmetry and spacing
8. Working within the theme

Optional Student Activity: *Student designed, prepared and served RSVP stand-up reception for faculty. Activity may also be utilized as a team-based practical examination.*

Reading Assignment: *Professional Cooking, 7th Edition, Wayne Gisslen, Chapter 15, pp. 517-519; Chapter 23, pp. 782-808.*

See: *Professional Cooking, 7th Edition, pp. 517-519*

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