

## BETHLEHEM AREA VOCATIONAL-TECHNICAL SCHOOL

3300 CHESTER AVENUE

BETHLEHEM PA 18020



### Culinary Arts

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## Culinary Arts

### Course Description:

Culinary Arts is a three-year program at Bethlehem Area Vocational Technical School. Instruction includes theory and hands on applications related to food preparation, food safety, menu and banquet planning, food and beverage purchasing, quality control, cost analysis, safety, and sanitation. Students learn the safe and proper use of hand tools and equipment in the food service industry.

Program components include Commercial Baking, Catering, Regional and International Foods, Meat Cutting, Cooking Methods, Nutrition, Safety, and Sanitation. Program completion qualifies students for entry level positions in the food service industry or advanced study at the post- secondary level.

**Average pay for in demand careers:** According to the Lehigh Valley Index, the average salary for jobs in the food service industry for level entry jobs our students can attain are:

- Busboy \$8.48 per hour
- Dishwasher \$9.79 per hour
- Prep Cook \$10.99 per hour
- Pantry Cook \$11.62 per hour
- Line Cook \$11.93 per hour
- Sous Chef \$43,835.00 annually
- Head Chef, 45,577.00 annually
- Executive Sous Chef \$53,652.00 annually
- Executive Chef \$60,046.00 annually
- Waiter/Waitress \$9.31
- Host/Hostess \$9.31 hr

**Post-Secondary Two-Year Degree:** Associate's in Culinary Arts

### Reference Materials:

Glencoe/McGraw Hill: Culinary Essentials Textbook

Glencoe/McGraw Hill: Culinary Essentials Supplemental Instructional Materials

ServSafe Online Employee Training (Level 1)

ServSafe Manager Certification Textbook & Exam (Seniors ONLY or Level 3)

ROUXBE: Online Cooking Class (Levels 1, 2 & 3)

Culinary Institute of America: Math for the professional Kitchen Levels

## Classroom Tools/Equipment:

3 Kitchen Model that includes:

- Restaurant style Kitchen and Dining room
- Industrial Commercial Kitchen
- Cold Production Kitchen

These various kitchen could include hand tools and knives, Work stations, convection ovens, conventional ovens, combi ovens, deck ovens, open burner ranges, induction ranges, butane burners, mixers (floor and stand), slicers, food processors, griddles, char broilers, deep fat fryers (Electric and Gas), reach in refrigerators and freezers, walk-in refrigerators and freezers, cash registers and POS systems.

## Course Syllabus Level 1 - (YEAR 1)

### First Semester (First Marking Period)

#### Career Exploration Rotation

#### Assignments and Assessments

Food Safety and Sanitation

Knife Safety

Team Recipe Projects

Career Presentation

Culinary Math Quizzes

Breakfast Foods

Terms Quizzes

#### Duty and Task Covered:

**Safety:** Identify, select and demonstrate proper knife safety to use for recipes

**Hand tools:** Identify and select and demonstrate how to use small hand tools associated with instructor's recipes.

**Recipe Projects:** Read and follow instructions according to recipe measurements and methods. Work in a team environment in order to produce the desired outcome and at the same time follow the time frame given.

**Career research:** Identify the various jobs associated in the hospitality and food industry and the requirements needed to attain a 2 year and 4 year degree.

**Terms communication:** Identify vocabulary used in the lab through reading and comprehension activities. All terms will be assessed in a quiz format.

**Career Exploration Outcomes:** Students can make an informed decision about the Culinary Arts class as a possible career choice.

## First Semester (Second Marking Period)

### Assignments and Assessments

Food safety Introduction

Kitchen safety overview

Knife Safety and Knife cuts identification

Kitchen Sanitation and use of chemicals

Food Preparation introduction

### Culinary Essentials (McGraw Hill)

#### Chapter 1 **Safety and Sanitation Principals**

Terms and definitions

Chapter Review Questions and Problems

Chapter 1 Test

#### Chapter 3 **Food Service Career Options**

Terms and definitions

Chapter Review Questions and Problems

Chapter 3 Test

#### Chapter 10 **Knives and Smallwares**

Terms and definitions

Chapter Review Questions and Problems

Chapter 10 Test

### Duty and task Covered:

**Food safety:** Identify the basic food safety hazards through Basic personal hygiene knowledge as well as understanding cross contamination of food and equipment. Identify the flow of food in from purchasing, to storing, to cooking, and serving food safely.

**Kitchen Safety:** Identify hazards associated with working in the kitchen as well as the equipment used to avert such hazards and the pre-preparation training needed to work in the kitchen.

**Knife Safety:** Identify the various knives and safety protocols needed to work with a knife. Identify the various knife cuts used in recipes as well execute them according to instructors assessments and on line course certification.

**Kitchen Sanitation:** Identify the difference between cleaning and sanitizing as well as the chemicals used in sanitizing. Also interpret Safety Data sheets (SDS)

**Food Preparation Intro:** Identify how to assemble and organize work stations as well as identify the Brigade system in the kitchen.

#### Chapter 2 **HACCP Applications**

Terms and definitions

Chapter Review Questions and Problems

Chapter 2 Test

#### Chapter 9 **Equipment and Technology**

Terms and definitions

Chapter Review Questions and Problems

Chapter 9 Test

**ROUXBE** (On line cooking tutorial)

**Knife skills Course certification**

**Servsafe** (on Line Food handlers course)

Introductory Food Handelrs certifications

## Second Semester (Third Marking Period)

### Assignments and Assessments

Understanding Standardized Recipes

Basic Measurements

Small Hand tools used in the kitchen

Large kitchen Equipment

Understand the skills needed to find and keep a job

Food Preparation basics

### Culinary Essentials (McGraw Hill)

#### Chapter 13 **Using Standardized Recipes**

Terms and definitions

Chapter Review Questions and Problems

Chapter 13 Test

Recipe Reading Practical

#### Chapter 4 **Employability Skills**

Terms and definitions

Chapter Review Questions and Problems

Chapter 4 Test

#### Chapter 10 **Knives and Smallwares**

Terms and definitions

Chapter Review Questions and Problems

Chapter 10 Test

Small Hand tools ID Practical

#### Chapter 9 **Equipment and technology**

Terms and definitions

Chapter Review Questions and problems

Chapter 9 Test

### Duty and task Covered:

**Standardized Recipes:** Understand how standardized recipes help to maintain product consistency through practical hands on activities that produce quality and consistent outcomes.

**Basic Measurements:** Identify equipment associated with measurement as well as understand the difference between weight and volume. Understand formulas that help with recipe conversions. This will be done through recipe experimentation in product production in a kitchen lab

**Small Hand tools:** Identify hand tools that bring about consistency as well as identify the right tool for the right job.

**Large Equipment:** Identify large kitchen equipment in the lab, their uses as well as how to maintain them.

**Employability Skills:** Identify the concept of teamwork through activities in the lab that require time management, individual responsibility as well how to get along with one another

### Food Preparation Basics

Prepare a variety of recipes while practicing proper weights and measures and following recipe directions Set up and operate the a la carte line, restaurant and school store for faculty, staff and guests.

## Second Semester (Fourth Marking Period)

### Assignments and Assessments

Vegetable and Fruit identification and Preparation

Understanding stocks soups and sauces

### Culinary Essentials (McGraw Hill)

Chapter 25 **Fruits and Vegetables**

Terms and definitions

Chapter Review Questions and Problems

Chapter 25 Test

**ROUXBE** (On line cooking tutorial)

Plant Based Cooking intro Course cert

How to make a short stock Lesson

How to make a broth lesson

How to make a roux lesson

How to make a veloute lesson

How to Make a butter sauce lesson

How to make a pan sauce lesson

Chapter 20 **Stocks, soups and sauces**

Terms and definitions

Chapter Review Questions and Problems

Chapter 20 Test

Cooking Vegetables Course certification

How to make stock fundamentals Lesson

How to make a Dark Stock lesson

How to make a veal and beef stock lesson

How to make a Bechamel lesson

How to make a Tomato sauce lesson

How to make a Hollandaise lesson

### Duty and Tasks Covered:

**Vegetable identification:** Identify the various forms of vegetables including the Squash Family, roots and tuber family, seeds and pods family, cabbage family, stems stalks and shoots family, onion family, fruit-vegetable family and leafy greens family. Also understand the proper storage in order to keep your inventory fresh.

**Vegetable cookery:** understand how to cook vegetables utilizing various cooking methods in order to keep them nutritionally intact as well understanding the role they play in plate presentation. Each student will utilize the instructors project based learning after lesson and demos.

**Fruit Identification:** Identify the various forms of fruit including citrus fruits, melons, berries, drupes, pomes, grapes, tropical fruits and exotic fruits. Also understand the grading of the above fruits and the various forms they come in.

**Stocks:** Understand and prepare the various stocks needed to make soups and sauces including Beef, veal, chicken, fish and vegetable stocks.

**Soups:** Understand and evaluate the different types of soups that include clear soups, cream soups and specialty soups. Also learn and prepare a roux used as a thickening agent.

**Sauces:** Understand and prepare the 5 mother sauces; Bechamel, Veloute, espagnol, tomato and hollandaise, as well as the many variations that come from them.

# Course Syllabus Level 2 - (YEAR 2)

## First Semester (First Marking Period)

### **Assignments and Assessments:**

Food Industry Trends  
Food Industry Entrepreneurship opportunities  
Purchasing, Receiving and Storage  
Nutrition and Nutritional cooking

### **Culinary Essentials (McGraw Hill)**

#### **Chapter 3.2 & 3.3 Foodservice Trends & Entrepreneurship opportunities**

Terms and definitions  
Chapter Review Questions and Problems  
Chapter 3.2 & 3.3 Test  
Recipe Reading Practical

#### **Chapter 11 Culinary Nutrition**

Terms and definitions  
Chapter Review Questions and Problems  
Chapter 11 Test

#### **Chapter 2.2 & 2.3 The HACCP System/ The Flow of Food**

Terms and definitions  
Chapter Review Questions and Problems  
Chapter 2.2 & 2.3 Test

### **Duty and Tasks Covered:**

**Food Industry Trends:** Each student will be able to identify professional organizations that will help promote the various career options available to them. They will also learn how to define hospitality and the importance of quality customer service.

**Food Industry Entrepreneurship opportunities:** Each student will be able to investigate the career options associated with owning their own business using a personal eatery project.

**Purchasing, Receiving and Storage:** Understand the proper procedures for purchasing, receiving and storage of food supplies as well as the methods to ensure food safety practices are a daily routine. The flow of food is also studied in detail

**Culinary Nutrition:** Investigate and understand the current dietary guidelines. Interpret food labels in terms of portion size, ingredients and nutritional value. Each student will also understand the various cooking methods associated with the retention of nutrients.

## First Semester (Second Marking Period)

### **Assignments and Assessments:**

Cooking Techniques

Breakfast Foods

Seasoning and Flavoring

### **Culinary Essentials (McGraw Hill)**

#### **Chapter 15 Cooking Techniques**

Terms and definitions

Chapter Review Questions and Problems

Chapter 15 Test

#### **Chapter 16 Seasoning and flavoring**

Terms and definitions

Chapter Review Questions and Problems

Chapter 16 Test

### **ROUXBE Video Lessons and Courses**

#### **Dry Heat Cooking Methods lessons include:**

How to Pan Fry

How to Sear

How to shallow fry and deep fry

Introduction to stir fry

How to stir fry

How to Saute

How to bread and batter foods

How to sweat ingredients

How to pan toss

### **ROUXBE Video Lessons and Courses**

#### **Seasoning lessons include:**

How to brine

How to season with salt

How to use and cook with herbs

How to marinate foods

### **Duty and Tasks Covered:**

**Cooking techniques:** an overview of the various cooking techniques from Dry-heat cooking to Moist-heat cooking methods are covered with the hands on application. ROUXBE course objectives are reinforced through video lesson and hands on practical application used in our labs

**Breakfast Foods:** students will be able to prepare eggs in various forms as well as prepare breakfast potatoes, meats, cereals and breakfast batter products.

#### **Chapter 17 Breakfast Cookery**

Terms and definitions

Chapter Review Questions and Problems

Chapter 17 Test

### **ROUXBE Video Lessons and Courses**

#### **Egg Basics Course includes:**

Eggs/ anatomy, boiling and scrambling

Eggs/Frying, basting and poaching

Eggs/How to make an Omelet

Eggs/How to make a Frittata

Eggs/ How to steam eggs

### **ROUXBE Video Lessons and Courses**

#### **Moist-heat cooking methods include:**

Submersion cooking methods

Combination cooking fundamentals

Braising/combination cooking

Stewing/ combination cooking

Pot roasting/combination cooking

Steaming basics

**\*Each Lesson and course include**

**Hands on practical applications**

**and recipes that support the lesson.**

**Seasonings and Flavoring:** Understand and use market forms of herbs and spices as well as proper seasoning and flavor balance.

**Projects:**

Set up and operate the a la carte line, restaurant and school store for faculty, staff and guests.

Practice tasks by preparing a variety of food items for the a la carte line, restaurant, school store and catered events (appetizers, salads, soups, sandwiches, entrees, sides, baked goods and desserts, etc...)

Prepare a variety of recipes while practicing proper weights and measures and following recipe directions

**Second Semester (Third Marking Period)**

**Assignments and Assessments:**

Meats, Poultry and Seafood fundamentals

**Culinary Essentials** (McGraw Hill)

Chapter 21 **Fish and Shell Fish**

Terms and definitions

Chapter Review Questions and Problems

Chapter 21 Test

Chapter 23 **Meat Cookery**

Terms and definitions

Chapter Review Questions and Problems

Chapter 23 Test

**ROUXBE Video Lessons and Courses**

Poultry lessons include:

Poultry fundamentals

How to roast a chicken

**\*Each Lesson and course include**

**Hands on practical applications**

**and recipes that support the lesson.**

Chapter 22 **Poultry Cookery**

Terms and definitions

Chapter Review Questions and Problems

Chapter 22 Test

**ROUXBE Video Lessons and Courses**

Fish Basics lessons includes:

How to buy and store fish

Cooking fish fundamentals

How to Pan fry fish

**ROUXBE Video Lessons and Courses**

Meat Basics lessons include:

Beef/Premium cuts of steaks

How to prep and cook premium steaks

How to roast prime rib

**Duty and Tasks Covered:**

**Meats:** Understand the anatomy of Beef and its retail cuts and sources as well as the sub-primal cuts that are used for various recipe preparations. Fabricate these meats and prepare them using dry, moist and combination cooking techniques.

**Poultry** Understand the anatomy of Poultry and its retail cuts and sources that are used for various recipe preparations. Fabricate these meats and prepare them using dry, moist and combination cooking techniques.



**Seafood** Understand the anatomy of Fish and Shell fish, its retail cuts and sources that are used for various recipe preparations. Fabricate these meats and prepare them using dry, moist and combination cooking techniques.

**Projects:**

Set up and operate the a la carte line, restaurant and school store for faculty, staff and guests.

Practice tasks by preparing a variety of food items for the a la carte line, restaurant, school store and catered events (appetizers, salads, soups, sandwiches, entrees, sides, baked goods and desserts, etc...)

Prepare a variety of recipes while practicing proper weights and measures and following recipe directions

**Second Semester (Fourth Marking Period)**

**Assignments and Assessments:**

Pasta Grains and Potatoes

Garde Manager (Cold Food Preparation)

**Culinary Essentials (McGraw Hill)**

Chapter 24 **Pasta and Grains**

Terms and definitions

Chapter Review Questions and Problems

Chapter 15 Test

Chapter 18 **Garde manager Basics**

Terms and definitions

Chapter Review Questions and Problems

Chapter 18 Test

**ROUXBE Video Lessons and Courses**

Pasta lessons include:

How to select pasta

How to cook pasta

How to make fresh pasta/laminated pasta

**ROUXBE Video Lessons and Courses**

How to make Salad & Salad Dressing include:

Salad Greens/Selecting & Preparing

Salad Dressing & Vinaigrette Basics

**\*Each Lesson and course includes**

**Hands on practical applications**

**and recipes that support the lesson.**

Chapter 25.2 **Vegetables**

Terms and definitions

Chapter Review Questions and Problems

Chapter 25.2 Test

Chapter 19 **Sandwiches and Appetizers**

Terms and definitions

Chapter Review Questions and Problems

Chapter 19 Test

**ROUXBE Video Lessons and Courses**

Rice and Grains lessons include:

Rice Basics

Cooking rice/steaming & boiling methods

Cooking rice/ pilaf method

How to make polenta

The Rissoto method

How to vary Rissoto

How to cook grains

**ROUXBE Video Lessons and Courses**

Legumes lesson include:

How to cook dried legumes

**Duty and Tasks Covered:**

**Pasta:** Prepare pasta using dry, moist and combination cooking methods following the quality for pasta dishes.

**Grains:** Prepare grains using dry, moist and combination cooking methods following the quality for grains dishes.

**Potatoes:** Prepare potatoes using dry, moist and combination cooking methods following the quality for potato dishes.

**Garde manager Cold Food Preparation:** Students will understand cold food preparation through identifying the pantry stations various categories and types of salads. They will also make various salad dressings. Other tasks will include setting up, maintaining and breaking down a salad bar. It will also include making cold sandwiches, hors d oeuvres, canapes, appetizers and the identification of various cheeses.

**Projects:**

Set up and operate the a la carte line, restaurant and school store for faculty, staff and guests.

Practice tasks by preparing a variety of food items for the a la carte line, restaurant, school store and catered events (appetizers, salads, soups, sandwiches, entrees, sides, baked goods and desserts, etc...)

Prepare a variety of recipes while practicing proper weights and measures and following recipe directions

## **Course Syllabus Level 3 - (YEAR 3)**

### **First Semester (First Marking Period)**

**Assignments and Assessments:**

Baking and Pastry Skills

**Culinary Essentials (McGraw Hill)**

Chapter 26 **Baking Basics**

Terms and definitions

Chapter Review Questions and Problems

Chapter 26 Test

Chapter 28 **Quick Breads**

Terms and definitions

Chapter Review Questions and Problems

Chapter 28 Test

**ROUXBE Video Lessons and Courses**

Breads, Doughs & Batter lessons include:

Wheat & Gluten

How to make Bread/basics

How to make Crepes

Chapter 27 **Yeast, Bread and Rolls**

Terms and definitions

Chapter Review Questions and Problems

Chapter 27 Test

Chapter 29 **Desserts**

Terms and definitions

Chapter Review Questions and Problems

Chapter 29 Test

**ROUXBE Video Lessons and Courses**

Chocolate Lessons include:

Basics of Quality Chocolate

**\*Each Lesson and course includes  
Hands on practical applications  
and recipes that support the lesson.**

## **Duty and Tasks Covered:**

**Bread making basics:** Identify the various flours associated with bread making. Understand gluten and its roll when making bread. Prepare a variety of yeast risen products.

Pastry.

**Quick Breads:** Understand and prepare various quick breads such as biscuits and muffins.

**Desserts and Pastries:** Identify and prepare various desserts that would include cookies, cakes, pies, tarts, custards, puddings and products made with pate choux.

## **Projects:**

Set up and operate the a la carte line, restaurant and school store for faculty, staff and guests.

Practice tasks by preparing a variety of food items for the a la carte line, restaurant, school store and catered events (appetizers, salads, soups, sandwiches, entrees, sides, baked goods and desserts, etc...)

Prepare a variety of recipes while practicing proper weights and measures and following recipe directions.

## **First Semester (Second Marking Period)**

### **Assignments and Assessments:**

Back of the House Operations

Front of the House Operations

Food Service Information and Technology

### **Culinary Essentials (McGraw Hill)**

#### **Chapter 5 Customer Service**

Terms and definitions

Chapter Review Questions and Problems

Chapter 5 Test

#### **Chapter 7 Food Service Management**

Terms and definitions

Chapter Review Questions and Problems

Chapter 7 Test

#### **Chapter 6 The Dining Experience**

Terms and definitions

Chapter Review Questions and Problems

Chapter 6 Test

## **Duty and Tasks Covered:**

**Back of the House Operations:** Understand and Identify How to set-up, clean and break down a ware washing station as well as hot lines and pantry stations.

**Front of the House Operations:** Understand the various types of service used in a restaurants. Identify the various roles and responsibilities of a host, beverage professional, cahier, server, food runner and bus person; and perform them. Understand the work flow between the kitchen and the dining room. Understand and provide customer service as well as process a guest check.

**Food Service Info and Technology:** Describe and use a food service POS system as well as use social media to promote the establishment.

## **Projects:**

Set up and operate the a la carte line, restaurant and school store for faculty, staff and guests.

Practice tasks by preparing a variety of food items for the a la carte line, restaurant, school store and catered events (appetizers, salads, soups, sandwiches, entrees, sides, baked goods and desserts, etc...)

Prepare a variety of recipes while practicing proper weights and measures and following recipe directions

## **Second Semester (Third Marking Period)**

### **Assignments and Assessments:**

Event Planning

Sales and Marketing

### **Culinary Essentials (McGraw Hill)**

#### **Chapter 5 Customer Service**

Terms and definitions

Chapter Review Questions and Problems

Chapter 5 Test

#### **Chapter 7 Food Service Management**

Terms and definitions

Chapter Review Questions and Problems

Chapter 7 Test

### **Duty and Tasks Covered:**

**Event Planning:** Identify the basic responsibilities of the event planning department that will include: following banquet event orders, performing banquet set-ups, performing banquet server duties as well as creating an atmosphere that relates to the function that meets or exceeds guest expectation.

**Sales and Marketing:** Identify target markets and market trends relating to the industry. Identify promotion and public relations techniques.

Projects associated with this quarter: Utilizing the new Food Truck and creating a function in the Bistro for specific events such as NTHS induction ceremony or SKILLS USA meetings.

## **Second Semester (Fourth Marking Period)**

### **Assignments and Assessments:**

NOCTI practical practice

NOCTI written practice

### **NOCTI Students Guide**

### **Duty and Tasks Covered:**

**NOCTI Practical:** Identify and Practice the various cooking techniques and presentation methods associated with producing a meal for final senior evaluation.

NOCTI Written: Identify and Review the areas according to the NOCTI guide that will be tested in written format

**Level 3 Outcomes:** Place competent or advanced on the NOCIT test using the knowledge learned over the past three(3) years of instruction, obtain a servsafe certification.

Be able to obtain an entry level cooking position in a restaurant, be prepared to begin post secondary school, or join a branch of the armed forces.

## Supplemental Learning Activities

Students who are in the Culinary Arts program will also have opportunities to participate in program and school-sponsored activities.

**Community Service:** Students will have several opportunities to participate in Culinary Arts related community service events such as the BAVTS Car & Bike Show, BAVTS Open House, NTHS Induction Ceremony, ArtsQuest Souper Bowl Event, the Bridges Foundation Night of Excellence, Lehigh Valley Autism Speaks event to name a few.

**SkillsUSA:** Three students will participate in the Culinary Arts competition. Three students can also participate in the Restaurant Service competition as well as opportunities to compete in several Leadership Competitions such as Action Skills, Customer Service, Extemporaneous Speaking, Job Interview, Job Skill Demo A, Job Skill Demo Open, Prepared Speech, and Related Technical Math.

**NTHS:** Level II and Level III students who have received an “A” in their career and technical program as well as a “B” average at their sending school are eligible to become a member of the BAVTS Chapter of the National Technical Honor Society.

**Cooperative Education:** Students who have attended six quarters in their career and technical programs are eligible to participate in a paid working experience during the PM session of BAVTS. Positions must be available and the students must be recommended by the CTE teacher to be eligible.

**Job Shadowing:** Students are eligible to visit business and industry partners for one or more days to view the day-to-day operations of this career area.

**Internships:** Students who have completed six or more quarters of their CTE program are eligible to work for a business and industry partners with the recommendation of the instructor and the availability of assignment.

**Field Trips:** Students in this program will go on a variety of field trips that expose them to educational experiences within the career field.

**College Credit:** The Culinary Arts students are eligible for advanced credit through a Statewide Articulation Agreement developed by the Pennsylvania Department of Education. There are also a variety of articulation agreements established for the Culinary Arts students between BAVTS and post-secondary institutions.