

FIRST COURSE NYC CURRICULUM FRAMEWORK

This is the framework for a 2-week course presented in 2017. Service provider is expected to expand this curriculum for an 8 week course, include cooking lessons and a path for all students to graduate with a NYC Food Handling Certificate.

Kitchen Training: Introduction to the Professional Kitchen and Knife Skills

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Understand the general rules of hygiene, safety, and basic first aid in the kitchen
- Understand workstation set-up and sanitation
- Understand how to wash and peel basic vegetables
- Identify the knives and tools in their knife kit
- Properly handle their professional knives
- Identify and practice basic knife cuts

Content:

- Throughout the lesson, the Chef instructor will reinforce the topics covered in DOH training including personal hygiene, food safety, cleaning, sanitation, basic first aid. (*see handout appendix for supporting materials*)
- Introduce the professional kitchen and explain the general rules of hygiene (*see handout appendix*)
 - Neatness, cleanliness, and maintaining hygiene of the space is expected of every hospitality establishment
- Chef will explain that cleaning and sanitizing are often confused as one and the same, however; these are two separate and distinct processes.
 - **Cleaning** is the process of removing visible contamination – soil, grease, food particles, dirt, etc., from any equipment or utensil.
 - **Sanitation** refers to the creation and maintenance of conditions that will prevent food contamination or food-borne illness
- The instructor will demonstrate effective hand washing
 - (*see handout appendix*)
- Students will then demonstrate their comprehension by washing their own hands at a handwashing station under the guidance of their instructor, who will provide feedback as needed to ensure proper technique.
- The instructor will demonstrate proper station setup: sanitation bucket, Sani solution and when to refresh. (*see handout appendix*)
 - When prepping food, workstations, cutting boards, and utensils must be clean and sanitized.
 - Show properly set-up prep workstation including clean, dry towels, properly mixed sanitizing solution, readily available garbage receptacle, properly stabilized cutting board, and proper placement of knives, bowls and ingredients.
 - Soiled towels must be replaced frequently, utensils must be washed between tasks, the workspace must be sanitized between tasks, raw meats and seafood must be handled separately to prevent cross contamination
- Instructor will introduce the students to and then demonstrate how to wash and peel these vegetables: carrots, onions, celery, potatoes, and tomatoes.
- Instructor will explain all of the items in the students' Knife kit
- Instructor will introduce professional knives and introduce knife skills
 - (*see handout appendix*)
 - Review the main knives used in the professional kitchen and their purpose
 - Review the knives and other equipment in the students' knife kits

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- Explain the parts of a knife, proper technique for holding the knife, clawing the other hand, and stabilizing the cutting board
- Review knife safety measures including how to hold, carry, wash, and store knives
- Explain the difference between sharpening and honing a knife and then demonstrate how to sharpen and hone a knife with whetstone and honing steel (*see handout appendix*)
- Students will practice holding and sharpening a knife and demonstrate comprehension by sharpening and honing one knife under the direct supervision of the instructor, who will provide feedback as needed to ensure proper technique.
- Instructor will demonstrate basic slicing, chopping and mincing techniques for cutting vegetables on carrots, onions, celery, potatoes, tomatoes
- Instructor will introduce the term mirepoix and explain the technique and use of mirepoix
- Students will practice cleaning and peeling vegetables and then practice knife skills of slicing, chopping, and mincing carrots, onions, celery, potatoes, tomatoes under the supervision of the instructor, who will provide feedback as needed to ensure proper technique.

Classroom Training: Your Career as a Cook

Overall Length:

Instructor: TBA

Objectives: Student will be able to -

- Understand the basics of working in a professional kitchen and the importance of timeliness, respect, preparation, proper language and the job itself.
- Understand the path toward success in the culinary world and career options post program
- Understand the common language terms used in a professional kitchen
- Understand methods of communication in a professional kitchen
- Understand how to properly address your chef and colleagues and the importance of following direction and giving affirmative responses to directives.

Content:

- Icebreaker: The instructor will ask the students to take turns standing, introducing themselves to the group and sharing either their reason for wanting to work in a restaurant or their favorite restaurant experience.
- Through inviting students to read aloud and sharing thoughts, the Instructor will walk through the handout demonstrating the kitchen hierarchy. Students will read each section aloud and share thoughts about the insights in the handout.
 - The Anatomy of a Kitchen Staff (*see handout appendix*)
- Through lecture the instructor will outline the line cook's role in a professional kitchen:
 - As an inexperienced line cook, you are the entry-level position. Your job is to assist in basic tasks, learn from those around you, do as you are asked and to follow instruction.
 - As an entry level line cook, you must keep the following in mind:
 - You must observe and follow instructions first and foremost. Your job is not to innovate or instruct, but to follow, listen and learn.

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- You are not expected to know everything; each kitchen is different. You must speak up when you are unclear about an instruction or give an example of what you think is the deliverable before proceeding.
 - Example: before cutting all the carrots in a “small dice”, cut one and then show your cook/chef what you have done and ask for feedback. Then proceed on the rest of the carrots.
 - You must demonstrate progress. Each day a little bit better than before.
 - Pay attention to the things going on around you. The kitchen is a busy place and you will have the opportunity to observe a lot.
 - Take notes. **Keep a notebook** of the various tasks and any other notes you need during class and in your on-the-job training. If you are tasked with making vinaigrette then write down the recipe and method, don't try to memorize everything!
 - Take note of questions you have that you can ask at a non-busy time. Timing is everything and you may have tons of questions. Always ask before posing multiple questions.
 - Questions can demonstrate ignorance or interest. If you don't know how or what then ask in the moment. If you have a bigger, non-related question, wait to ask at a better time.
 - Show interest in your task. Your job is to develop skills that will help you throughout your career. There are no shortcuts when it comes to developing skills so pay attention to your work, try harder every day and work on precision and timing. Quick alone won't do the job. Precision and timeliness are the magical mix in building your skills.
 - (see *handout appendix*)
- Through a guided note-taking exercise the instructor will go through various kitchen systems and the students will fill in the blanks using their own knowledge:
 - Quick service: most fast food (Chipotle, Chop't, McDonald's etc.)
 - Food is prepared in large batches so that the orders can be fulfilled again and again. The cooks are not preparing any food “to order” or with special requests, they are making food in large, consistent batches.
 - Full Service: most restaurants, and café's
 - Food is prepared to order depending on the orders that come in.
 - Food is prepped and ready to be made into a finished dish but is completed prior to plating or serving
 - Example: The salad greens are washed and dried and ready for when a “spring greens salad” is ordered. Then the salad greens are put in a bowl with the other toppings and vinaigrette, then mixed and placed on a plate then sent to the guest with the other items on the order.
 - The instructor will highlight the job sites where the students will be assigned.
- The instructor will lecture the students on the importance of prep:
 - What is prep? Prep is the raw ingredient that is made into the proper form that is required for each dish.

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- You may have various “prep” for onions: onions brunoise for sauces or vinaigrette, diced onions for salads or salsas, sliced onions for sauces or as topping on a burger, thick sliced onions for making onion rings, onions halved for making stock or stuffing a fish.
 - Prep is at the heart of all the food we cook. If the prep isn’t good then the finished dish won’t be either.
 - Your ability to make prep that is consistent is the key to success. Your ability to chop consistently is at the heart of making good prep. You will make prep throughout your career so be prepared to enjoy this repetitive and important task!
- The instructor will lead a guided note-taking of common kitchen/restaurant terms: (see handout appendix)
 - “Yes Chef” is the most common answer when tasked with something. It shows respect to the person giving you the information and implies that you are gladly taking on the task. Show your interest and diligence with an energetic “yes chef”!
 - “Behind you” is a common announcement when someone is passing through a busy area. Kitchens are busy and we handle dangerous things: sharp knives, hot pans, or heavy containers. They can all be dangerous when interrupted and bumped. So always announce yourself and watch where you are going before blindly passing through.
 - “Corner” is another common announcement we use to alert those around a corner that we are coming along (with something heavy, with full hands, with something hot).
 - “Chaud” is French for “hot” and it means “I’m behind you with something hot, don’t move!”
 - “86’ed” means “all out” or “finished”. When there are no more carrots they are 86’ed.
 - Instructor will lead a discussion of the importance of “yes Chef” and the importance of respect in the professional kitchen.
 - Yes, Chef is the common reply to indicate you have heard the direction and comprehend it.
 - No, Chef is the common reply to indicate that you have heard the question and deny it.
 - Using “chef” shows respect to your superiors; we will always take care to use “chef” when addressing another person in the kitchen to show deference to them (similar to using Sir or Ma’am).
 - Because moving up the ranks in the kitchen is about mastery, we show our respect to those who have put in the time and built the skills necessary to be in charge and lead the team. We always show this respect to the chefs and sous-chefs in the kitchen and sometimes to all the cooks in the kitchen.
 - The importance of being heard and choosing the right moment to ask a question.
 - The kitchen is a busy place; it is loud and these is sound that comes from various equipment (blenders, food processors) and from doing certain jobs (pounding out a piece of meat, dropping fries in the frylator). Thus, we need to ensure we are clear on the instructions given to us and that we have heard correctly.

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- There's a difference between asking a question and clarifying what you understand.
 - Posing Questions:
 - Questions can be about anything. They can demonstrate enthusiasm and excitement for the restaurant or kitchen or they can be to gain insights about a new technique or method. They can also be random and represent that you are unfocused on the task at hand.
 - Questions can make you seem interested or they can make you seem like you are not paying attention. Be smart about the questions you pose and consider if the timing is right for this particular question at this particular time. If your question is outside of the scope of your specific task, take note of it so you can ask either after your task is completed or at the end of your shift.
 - Take note of any questions that come up that are unrelated to your current task. Then ask your supervisor if there is a good time for you to ask some questions about things you have observed or things you are unsure about. This shows that you respect the time of your supervisor and that you are curious to know more about the operation and the way this kitchen works.
 - Clarifying information:
 - Clarifying information is a smart step in ensuring that you fully comprehend the directive you have been given.
 - Clarifying is a way to demonstrate what you have heard and gain feedback about your approach or level of understanding.
 - Example: If the chef gives you a box of turnips and asks you to make them into $\frac{1}{2}$ " dice you might do one turnip fully (wash, peel and dice) then take that finished piece and ask your supervisor "I have done one turnip like this, is this correct?" This allows them to acknowledge your work and give you pointed feedback so that you can do the rest of the box correctly.
 - Don't clarify everything. Once you understand the correct way of proceeding with this task then be confident in further work.
 - Over clarifying can be as annoying as too many questions: it may imply you are high-maintenance or insecure. Remember: you want to demonstrate progression. Your ability to learn and move forward is the goal.
- Instructor will lead a discussion of the various types of communication and use Q and A for gaining insights into how much the students already comprehend.
 - The three types of communication: verbal (written and spoken), non-verbal (physical gestures) and vocal (inflection of your voice).
 - Verbal communication (the words you use) comprises only 7% of what people understand when communicating face to face. The words are important but not as weighty as how you say it through physical and vocal cues. In an email or written communication your words comprise 100% of your meaning so words are very important when communicating by email or written communication.
 - Non-verbal communication (physical gestures, posture, eye contact and facial expressions) is a huge part of communication while in person. Physical cues comprise 55% of what and how you are being understood.

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- Your physical presence communicates over half of your total message and can back up or break down your message.
 - Vocal communication (the sound and inflection of your voice) counts for 38% of in-person communication but on the phone accounts for way more. Your inflections can communicate a wide range of emotions...from exhaustion to enthusiasm, from annoyance to empathy. Make sure you sound like what you are saying.
- Show awareness to how you are communicating with your team and your supervisors. You must communicate interest, excitement, enthusiasm, great work ethic, humility and an open mind through all your interactions with your job site colleagues. Every interaction represents you and every interaction reflects on you as a professional. Ensure all your communication represents you well!
 - Handout: 8 Traits of a True Kitchen Professional
- HOMEWORK ASSIGNMENT:
 - Students will be asked to take note of their favorite food and on Day 2 each will share what makes this their "favorite" with the class.
 - Goal: to demonstrate clear presentation and communication skills while developing a vocabulary and awareness of food through sharing experiences.

Kitchen Training: Knife Skills & Mise En Place

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Comprehend how to properly set up a work station
- Explain mise en place
- Identify the parts of a knife
- Properly handle, carry, clean, sharpen and store a knife
- Wash and peel vegetables: carrots, onions, celery, potatoes, tomatoes
- Practice basic knife cuts: slicing, chopping and mincing

Content:

- Instructor will demonstrate standard work station set-up and explain efficiency and mise en place (see handout appendix)
 - Includes stabilizing cutting board, proper placement of bowls, towels, and knives
- Instructor demonstrates and then student will practice the proper set-up and sanitation of workstation
 - Includes complete explanation of Sani Solution, how to mix, frequency of replacement, and use of clean towels
- Instructor will task the students with washing and peeling these vegetables: carrots, onions, celery, potatoes, and tomatoes.
- Instructor will review professional knife skills
- Students will practice holding and sharpening a knife and demonstrate comprehension by sharpening and honing one knife under the direct supervision of the instructor, who will provide feedback as needed to ensure proper technique.

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- Instructor will review basic slicing, chopping and mincing techniques for cutting vegetables on carrots, onions, celery, potatoes, tomatoes
- Instructor will review the term mirepoix and explain the technique and use of mirepoix
- Students will practice cleaning and peeling vegetables and then practice knife skills of slicing, chopping, and mincing carrots, onions, celery, potatoes, tomatoes under the supervision of the instructor, who will provide feedback as needed to ensure proper technique.

Classroom Training: Living a Life in Food

Overall Length:

Instructor: TBA

Objectives: Student will be able to -

- Increase capacity to talk about food and share insights about food and restaurants
- Identify the basics of tasting food and describing it to others
- Use the common restaurant terms and terminology
- Speak with purpose to a group

Content:

- Instructor will have each student get up and share their food experience from the day before highlighting:
 - The food item
 - Where it was bought, made
 - The taste, look, smell, texture and temperature
 - Why he or she liked it or didn't like it
 - This will be repeated daily to increase awareness of food and the experience of eating and sharing.
- Instructor will give a quiz to groups of two students in order to review the terminology from the day before. Group learning will help communication and retention of materials and the test will be graded by the students themselves
- Instructor will review the terminology and communication from the day before and will ask students to answer questions based on the review topic. Each student will participate in the answers.
- Instructor will pass out a food item/meal for the students to experience and eat together so that they can compare tasting notes of this item.
- **HOMEWORK ASSIGNMENT:**
 - Students will be given a copy of a menu from their future jobsite and asked to review it and identify 3 things on the menu that they are unfamiliar with. Then on Day 3 each will share their thoughts with the class.
 - Goal: to demonstrate clear presentation and communication skills while developing a vocabulary and awareness of food through sharing experiences.

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Kitchen Training: Vegetable Cuts

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Demonstrate how to set up work station
- Identify the basic vegetable cuts
- Wash and peel vegetables: carrots, onions, celery, potatoes, tomatoes
- Practice basic knife cuts: brunoise, med. dice, large dice, baton cut, julienne, chiffonade, finely chopped herbs (hacher), concassee
- Understand how to hold, sharpen and handle knives using a wet stone and steel
- Demonstrate how to properly clean and sanitize work station

Content:

- Instructor will have each student demonstrate proper hand washing and set up of work stations to test for recall and comprehension, and provide feedback as needed to ensure proper technique.
- Instructor will have students wash and peel carrots, onions, celery, potatoes, tomatoes to demonstrate recall and comprehension, and provide feedback as needed to ensure proper technique.
- Instructor will review items in the student's knife kits and review knife handling skills, and will quiz the students verbally to test for recall and comprehension
- Instructor will have students demonstrate how sharpen and hone their knives to test for recall and comprehension, and provide feedback as needed to ensure proper technique.
- Instructor will review knife cuts and then *demonstrate and explain* medium dice, large dice, baton cut, brunoise, julienne, chiffonade, finely chopped herbs (hacher), and concassee on carrots, onions, celery, potatoes, tomatoes
 - Show the with the proper technique for forming vegetables into a box shape, then planks, strips, and dice
 - *(develop handout illustrating different veg cuts)*
- Instructor will have students practice small julienne, julienne, batonnet, brunoise, small dice, large dice on carrots, onions, celery, potatoes. Knife cut practice will repeat daily whenever possible.
- *Emphasis on sense of urgency, kitchen mentality*

Classroom Training: Unit Measures, Conversion, Allergens and FIFO

Instructor: Chef Instructor

Objectives: Student will be able to -

- Gain a basic understanding of basic metric and US equivalents of measure, both volume and weight
- Gain basic comprehension of the common allergens in our food, cross contamination and allergic reactions and intolerances.
- Understand the meaning and implementation of FIFO.

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Content:

- Class will start with presentation of homework: each student will present the items they are interested in from their jobsite's menu
 - Student must use proper language
 - Student must share how they imagine the food will taste using taste/look/smell/texture/temperature as descriptors

- Instructor will give an individual test of the basic knife cuts and basic knife terminology
 - The quiz will be given to individuals
 - Quiz will utilize photos of various examples with possible descriptions of each, student will draw line from photo to the best explanation.

- Instructor will lecture about the following topics using then handouts as materials:
 - Overview of metric measures used in the kitchen:
 - grams, kilograms, liters, milliliters, centimeters.
 - (see *handout appendix*)
 - Overview of US equivalent measures used in the kitchen:
 - ounces, cups, teaspoons, tablespoons, pounds, inches.
 - (see *handout appendix*)
 - How to approach a recipe that uses metric measurements
 - Using a conversion chart
 - Using a scale vs. volume measures

- Instructor will review with students their comprehension of (using the handouts):
 - the most common food allergens:
 - gluten, soy, wheat, dairy, peanuts, tree nuts, eggs, fish, shellfish
 - the difference between an allergy vs. an intolerance
 - (see *handout appendix*)
 - Comprehension of what allergens do to someone who is allergic including:
 - respiratory problems, swelling of the throat and extremities, digestive issues, anaphylactic shock.
 - (see *handout appendix*)
 - Description of various forms of cross-contamination:
 - cutting boards, kitchen tools, fryolator, griddles/grill tops, graters/mandolins, storage facilities, and particles in the air.
 - How to avoid cross contamination and communicate properly around allergy inducing ingredients in food preparations.
 - Addressing allergies in your kitchen
 - Clear communication around the allergen and the proper handling of this plate or food

- Instructor will review/introduce FIFO using the handout as a guide:
 - Definition of FIFO: first in/first out
 - The importance of FIFO in receiving and utilizing product
 - The importance of labeling and understanding expirations and use-by dates
 - System for utilizing FIFO in the workplace:
 - Proper handling: labeling and usage of products in order
 - Proper storage: cleaning and organization
 - (see *handout appendix*)

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- HOMEWORK ASSIGNMENT:
 - Students will be asked to practice their knife skills and will be given 2 carrots, 2 onions and 2 potatoes to practice their knife cuts at home.
 - They will have to bring in an example of each cut:
 - Julienne
 - Batonnet
 - Brunoise
 - Medium dice

Kitchen Training: Knife Skills Practice

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Practice proper hand washing and set up of work stations
- Identify basic vegetable cuts
- Demonstrate how to properly handle a knife

Content:

- The instructor will have students demonstrate proper hand washing technique and set up of work stations and provide feedback as needed to ensure proper technique.
- The instructor will review proper knife handling principles
 - Instructor will again review knife cuts and then *demonstrate and explain* how to prepare zucchini, lemons, (supreme a lemon or orange), turnips, broccoli and cauliflower
- Instructor will have students practice preparing zucchini, lemons, (supreme a lemon or orange), turnips, broccoli and cauliflower
- Instructor will explain the importance of and demonstrate total utilization of the vegetables i.e.: thinly sliced broccoli stems, cutting the zucchini into spears or slices, seeding and julienning or dicing a red or green pepper.
- (see *handout appendix*)
- Students will demonstrate proper cleaning and sanitizing work stations under the supervision of the instructor, and provide feedback as needed to ensure proper technique.

Tools in the Kitchen

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Comprehend basic kitchen ingredients
- Comprehend common professional kitchen tools

Content:

- Instructor will give an individual test of the basic knife cuts and basic knife terminology with some kitchen set up examples as well.

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- The quiz will be given to each student
 - Quiz will utilize photos of various examples with possible descriptions of each, student will draw line from photo to the best explanation.
- Overview of the basic kitchen ingredients including some examples of: Cabbages, Fruit-vegetables, gourds and squashes, Greens, Mushrooms, Onions, Pods and Seeds, Roots and Tubers, Stalks, Herbs, and Spices
 - (see handout appendix)
 - Instructor will discuss and show each item and then pass them around for the students to get a feel for each vegetable
 - Instructor will pass around spices for the students to taste and sample and ask them to share their feedback about flavor and smell and use of the spice.
- Overview of the basic professional kitchen tools including some examples of: channel knife, mandolin, thermometer, kitchen scissors, tweezers, melon baller, spatulas, tongs, whisks, chinois, various pots and pans, food processor, blender, immersion blender, various cooking tops, ovens, refrigeration (walk-in and low-boys).
 - This is “show and tell” of the above tools, the class will walk around the kitchen with the Chef Instructor to learn about the large equipment. Smaller tools will be passed around.
 -
- HOMEWORK ASSIGNMENT:
 - Students will be asked to practice their knife skills and will be given 2 carrots, 2 onions and 2 potatoes to practice their knife cuts at home.
 - They will have to bring in an example of each cut:
 - Julienne
 - Batonnet
 - Brunoise
 - Medium dice

Kitchen Training: Knife Skills Practical

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Demonstrate proficiency in proper hand washing and set up of work stations
- Describe and identify and demonstrate proficiency in the key vegetable cuts
- Demonstrate proficiency in knife handling, sharpening, and storing
- Demonstrate proper cleaning and sanitizing of work stations

Content:

- Instructor will have each student demonstrate proper hand washing and set up of work stations, and provide feedback as needed to ensure proper technique.
- Instructor will have students demonstrate how handle and sharpen their knives, and provide feedback as needed to ensure proper technique.
- Instructor will have students clean and wash vegetables, and provide feedback as needed to ensure proper technique.

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- PRACTICAL:
 - in 5 minutes each student must get the most julienne from 1 carrot with minimum waste
 - in 5 minutes time student must medium dice 1 potato with minimum waste
 - in 5 minutes time student must pick through parsley and finely chop it
 - in 5 minutes time student must finely dice $\frac{1}{2}$ an onion and thinly slice the other $\frac{1}{2}$ of onion.
 - Assessment on: was item washed if applicable, how much waste, peelings separate from trimmings, cleanliness work station and floor, accuracy of knife cuts, time management, attitude.
- Instructor will have students clean and sanitize their work stations
 - ***Proficiency in the above skills are required to pass the classroom portion of the program. Assessment includes timed portions for different knife cuts, "graded" on a 1-5 scale.***
 - ***Used as a benchmark for when they return and give them another assessment.***

Day 5 Practical Exam

Overall Timeline: 20 minutes

Each student will:

5 min	Julienne 1 carrot – separate trimmings from peelings – maximum yield
5 min	Dice – medium – 1 Idaho potato
5 min	Pick over 1 bunch of parsley and finely chop
5 min	Finely dice $\frac{1}{2}$ onion
	Finely slice $\frac{1}{2}$ onion

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Day 5 Assessment

Name: _____

Instructor: _____ Date: _____

Carrot _____/5

- Did student wash the veg?
- Did student peel the carrot correctly?
- Did student peel the carrot over a bowl?
- Did student separate peelings from trimmings?
- Did student square off the carrot before cutting?
- Did student cut the pieces of carrot into Julienne lengths – 6-7 cm or 3”?
- Were Julienne shapes proper size, shape and consistency?
- Was yield satisfactory?
- Was task completed in time allotted?

Potato _____/5

- Was potato washed?
- Was a bowl of water ready on station for potato?
- Was potato peeled properly?
- Was potato squared off before cutting dice?
- Were the dice the proper size, shape & consistency ($\frac{3}{4}$ " x $\frac{3}{4}$ ") or 2 cm.
- Was yield satisfactory?
- Was task completed in time allotted?

Parsley _____/5

- Was the parsley washed and dried?
- Were the leaves picked from the stems?
- Were the stems saved for stock?
- Was the parsley finely chopped and consistent?
- Was task completed in time allotted?

Onion (fine dice) _____/5

- Was minimal cut from top & bottom of onion?
- Was onion peeled properly – while still whole?
- Was onion cut in half properly – through root end?
- Was task completed in time allotted?
- Was the onion in the right place to cut horizontally and then vertically?
- Were cuts close together to yield small dice?
- Were dice proper & consistent?
- Was the yield satisfactory?

Onion (thin slice) _____/5

- Was the onion completely peeled?
- Was the onion cut across the grain into thin consistent slices?
- Was yield satisfactory?
- Was task completed in time allotted?

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Classroom Training: Cooking Methods and Techniques

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Gain an overview of the various cooking techniques and methods they may observe being utilized in their job site.

Content:

- Instructor will give an individual test that is a review of the week: common terminology, knife cuts, equipment ID, vegetable ID, allergies and FIFO.
 - The quiz will be given to individuals
 - Quiz will utilize multiple choice, fill-in-the-blank and photos of various examples with possible descriptions of each; student will draw line from photo to the best explanation.
- Instructor will lead a lecture using the handouts on the following topics:
 - (see *handout appendix*)
- The principles of cooking:
 - Heat and Food
 - Protein denaturation
 - Carbohydrates and heat
 - Water
 - Fats
 - Heat transfer
 - Cooking techniques
- Methods
 - Frying
 - Breadding/paner a l'anglaise
 - Braise
 - Roast
 - Grill
 - Dry, wet and mixed cooking
 - Factors to understand
 - Roasting/baking
 - Grilling/broiling
 - Sautéing
 - Boiling, simmering, poaching, steaming
 - Braising/stewing
- Application of this understanding of these methods by reading recipes and pointing out each method as utilized in said recipe. Recipes include:
 - Grilled Corn
 - Lamb Stew with Caramelized Fennel, Prune and Armagnac
 - Lobster Cooking Information for lobster roll or steamed lobster
 - Crispy chicken with potato mousseline, haricot vert and browned chicken jus
 - Julia Child's Poulet sauté a l'estragon, with green beans and mushrooms

FIRST COURSE NYC CURRICULUM FRAMEWORK

This is the framework for a 2-week course presented in 2017. Service provider is expected to expand this curriculum for an 8 week course, include cooking lessons and a path for all students to graduate with a NYC Food Handling Certificate.

Kitchen Training: Soups, Salads, Sauces

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Assess their knife skills proficiency
- Gain an overview of classic soup, salad and sauce preparations
- Observe the preparation of elemental soups, sauces and vinaigrettes

Content:

- The instructor will administer a timed, 15-minute knife skills practical to assess proficiency in basic knife cuts
- PRACTICAL:
 - in 5 minutes, each student must get the most julienne from 1 carrot with minimum waste
 - In 5 minutes, each student must pick through parsley and finely chop it
 - in 5 minutes, each student must finely dice an onion
 - Assessment on: was item washed if applicable, how much waste, peelings separate from trimmings, cleanliness work station and floor, accuracy of knife cuts, time management, attitude.
- Knife skills practice will be continued in the context of the topics being introduced:
- The instructor will discuss why Stocks, Sauces, Soups & Consommés, and Salads are the starting point for cooking (*see handout appendix*)
 - Stocks: the building blocks of recipe creation
 - Stocks: the basics of making brown, white, fish, veal, chicken and vegetable stocks
- The Instructor will discuss how soups and sauces are created from a stock base
 - Soups: clear soups and bound soups
 - Demo: the difference between the two soups
 - Thickening agents: roux, cornstarch (slurries), monte au beurre or mount with butter
 - Sauces: introduction of Mother sauces
- The Instructor will introduce Cold Sauces
 - Classic vinaigrettes, mayonnaise
 - The instructor will demonstrate making an emulsified vinaigrette, mayonnaise, and/or cold emulsified sauce
 - The students will practice making an emulsified vinaigrette

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Days 6-10 Assessment

Name: _____

Instructor: _____ Date: _____

Carrot _____/5

- Did student wash the veg?
- Did student peel the carrot correctly?
- Did student peel the carrot over a bowl?
- Did student separate peelings from trimmings?
- Did student square off the carrot before cutting?
- Did student cut the pieces of carrot into Julienne lengths – 6-7 cm or 3”?
- Were Julienne shapes proper size, shape and consistency?
- Was yield satisfactory?
- Was task completed in time allotted?

Parsley _____/5

- Was the parsley washed and dried?
- Were the leaves picked from the stems?
- Were the stems saved for stock?
- Was the parsley finely chopped and consistent?
- Was task completed in time allotted?

Onion (fine dice) _____/5

- Was minimal cut from top & bottom of onion?
- Was onion peeled properly – while still whole?
- Was onion cut in half properly – through root end?
- Was task completed in time allotted?
- Was the onion in the right place to cut horizontally and then vertically?
- Were cuts close together to yield small dice?
- Were dice proper & consistent?
- Was the yield satisfactory?
- Was task completed in time allotted?

FIRST COURSE NYC CURRICULUM FRAMEWORK

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Classroom Training: Elements of Soups, Salads and Sauces

Instructor: Chef Instructor

Objectives: Student will be able to -

- Identify and describe the elements of classic soup, salad and sauce preparations

Content:

- Chef Instructor will lead the students in a hands-on product identification and tasting of the basic elements of soups, salads and sauces. The students will use guided note-taking worksheets to describe the flavor profiles and uses of the ingredients as they are introduced
- The items viewed and tasted will include stocks, mother sauces, vinegars, olive oils, spices and salad dressings

Mentor Session*

Instructor: Guest Instructor

Objectives: Student will be able to -

- Gain insight into the life of a professional chef and hear first-person perspective of life in the professional kitchen.
- Expand their awareness of the many facets of the hospitality industry through exposure to a variety of dining styles

Content:

- The students will accompany the Guest Instructor on a tour and visit of a predetermined restaurant, hotel, farm, or vendor location in NYC.
- Lecture and/or interview of the Guest Chef to share the story of their career and path from student to professional cook.
- The Guest Chef will share stories and insight to the students and offer Q&A to answer any questions from the students.
- The students will enjoy lunch or snack provided by the guest site

FIRST COURSE NYC CURRICULUM FRAMEWORK

This is the framework for a 2-week course presented in 2017. Service provider is expected to expand this curriculum for an 8 week course, include cooking lessons and a path for all students to graduate with a NYC Food Handling Certificate.

Kitchen Training: Meat Fabrication and Identification

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Assess their knife skills proficiency
- Gain an overview of meat fabrication and identification of various animals and proteins
- Gain a basic overview of various proteins, cuts and portions

Content:

- The instructor will administer a timed, 30-minute knife skills practical to assess proficiency in basic knife cuts
- PRACTICAL:
 - in 5 minutes, each student must get the most julienne from 1 carrot with minimum waste
 - In 5 minutes, each student must pick through parsley and finely chop it
 - in 5 minutes, each student must finely dice an onion
 - Assessment on: was item washed if applicable, how much waste, peelings separate from trimmings, cleanliness work station and floor, accuracy of knife cuts, time management, attitude.
- Knife skills practice will be continued in the context of the topics being introduced:
- The instructor will introduce proteins
 - explain why this is an advanced task in the kitchen
- The instructor will explain matching animal cuts to desired cooking technique
 - begin with brief description of dry heat, moist heat and mixed heat methods and then explain the best heat methods for various cuts
 - Demo: breaking down a chicken into parts
 - Using your knife
 - Discuss importance of removing meat from carcass and total utilization of product
 - Working safely and observing sanitation
 - Understanding cross contamination
 - Demo: removing fat, bones and creating a portion
 - Using your knife- butterfly the breast, bone out the legs for stuffing, chop up the carcass for stock, save the wings for apps or bar food
 - Working safely and observing sanitation
 - Understanding cross contamination
- PRACTICAL
 - Students will be given chickens to break down
- Cleaning up and sanitizing your station and tools

FIRST COURSE NYC CURRICULUM FRAMEWORK

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Meat Fabrication and Identification

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Gain an overview of meat fabrication and identification of various animals and proteins
- Gain a basic overview of various proteins, cuts and portions

Content:

- The instructor will use guided note-taking handouts while introducing meat types: beef, poultry, pork, lamb, game
 - Demo: beef, pork, poultry, lamb parts and cuts ID- including shell steaks, chickens, pork loins, lamb shanks or racks and quail or rabbit
- The Chef instructor will discuss ordering proteins
 - whole animal vs. individual portions vs. parts
 - review different types of cooking from prior lesson
- PRACTICAL:
 - in 5 minutes, each student must get the most julienne from 1 carrot with minimum waste
 - In 5 minutes, each student must pick through parsley and finely chop it
 - in 5 minutes, each student must finely dice an onion
 - Assessment on: was item washed if applicable, how much waste, peelings separate from trimmings, cleanliness work station and floor, accuracy of knife cuts, time management, attitude.

Mentor Session*

Overall Length:

Instructor: Guest Instructor

Objectives: Student will be able to -

- Gain insight into the life of a professional chef and hear first-person perspective of life in the professional kitchen.
- Expand their awareness of the many facets of the hospitality industry through exposure to a variety of dining styles

Content:

- The students will accompany the Guest Instructor on a tour and visit of a predetermined restaurant, hotel, farm, or vendor location in NYC.
- Lecture and/or interview of the Guest Chef to share the story of their career and path from student to professional cook.
- The Guest Chef will share stories and insight to the students and offer Q&A to answer any questions from the students.
- The students will enjoy lunch or snack provided by the guest site

LESSON PLANS

FIRST COURSE NYC CURRICULUM FRAMEWORK

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FIRST COURSE NYC CURRICULUM FRAMEWORK

This is the framework for a 2-week course presented in 2017. Service provider is expected to expand this curriculum for an 8 week course, include cooking lessons and a path for all students to graduate with a NYC Food Handling Certificate.

Kitchen Training: Fish and Shellfish Identification

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Assess their knife skills proficiency
- Gain an overview of fish fabrication and identification of various fish and shellfish
- Gain a basic overview of various fish, crustaceans and shellfish

Content:

- The instructor will administer a timed, 15-minute knife skills practical to assess proficiency in basic knife cuts
- PRACTICAL:
 - in 5 minutes, each student must get the most julienne from 1 carrot with minimum waste
 - In 5 minutes, each student must pick through parsley and finely chop it
 - in 5 minutes, each student must finely dice an onion
 - Assessment on: was item washed if applicable, how much waste, peelings separate from trimmings, cleanliness work station and floor, accuracy of knife cuts, time management, attitude.
- Knife skills practice will be continued in the context of the topics being introduced:
- The instructor will introduce seafood
 - understanding why this is an advanced task in the kitchen
- The instructor will demo: flat vs. round fish ID, examples of shellfish
 - Demo: breaking down a fish into filets- filet a flat and a round fish; discuss use of bones for fumet
 - Using your knife
 - Working safely and observing sanitation
 - Understanding cross contamination
 - The instructor will sauté a portion of flat fish and have the students taste
 - Demo: opening mollusks
 - Explain importance that mollusks be alive when working with them, how to work with them and identify quality of the product and how to clean them
 - Using an oyster knife- open clams and taste with cocktail and mignonette sauces
 - Steam mussels and taste with cocktail and mignonette sauces
 - Working safely and observing sanitation
 - Understanding cross contamination
 - Cleaning up and sanitizing your station and tools

Classroom Training:

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Gain an overview of fish fabrication and identification of various fish and shellfish
- Gain a basic overview of various fish, crustaceans and shellfish

Content:

LESSON PLANS

FIRST COURSE NYC CURRICULUM FRAMEWORK

This is the framework for a 2-week course presented in 2017. Service provider is expected to expand this curriculum for an 8 week course, include cooking lessons and a path for all students to graduate with a NYC Food Handling Certificate.

- The instructor will lead the students in a product identification of seafood using samples of each type and guided note-taking
 - Fish types: round and flat
 - Shellfish types: crustaceans (shrimp, crabs, lobster), mollusks (oysters, clams, mussels), others (squid, octopus, snails, conch)

Mentor Session*

Overall Length:

Instructor: Guest Instructor

Objectives: Student will be able to -

- Gain insight into the life of a professional chef and hear first-person perspective of life in the professional kitchen.
- Expand their awareness of the many facets of the hospitality industry through exposure to a variety of dining styles

Content:

- The students will accompany the Guest Instructor on a tour and visit of a predetermined restaurant, hotel, farm, or vendor location in NYC.
- Lecture and/or interview of the Guest Chef to share the story of their career and path from student to professional cook.
- The Guest Chef will share stories and insight to the students and offer Q&A to answer any questions from the students.
- The students will enjoy lunch or snack provided by the guest site

FIRST COURSE NYC CURRICULUM FRAMEWORK

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Kitchen Training: Baking & Pastry Fundamentals

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Assess their knife skills proficiency
- Gain an overview of classic baking, pastry and dessert preparations
- Gain an understanding of the basics of the pastry kitchen

Content:

- The instructor will administer a timed, 15-minute knife skills practical to assess proficiency in basic knife cuts
- PRACTICAL:
 - in 5 minutes, each student must get the most julienne from 1 carrot with minimum waste
 - In 5 minutes, each student must pick through parsley and finely chop it
 - in 5 minutes, each student must finely dice an onion
 - Assessment on: was item washed if applicable, how much waste, peelings separate from trimmings, cleanliness work station and floor, accuracy of knife cuts, time management, attitude.
- Knife skills practice will be continued in the context of the topics being introduced:
- The instructor will provide an overview of baking and pastry
 - yeast doughs, quick breads, tart doughs, cake doughs, crepes, biscuits and cookies
 - Display Demo of various types of breads: baguette, Pullman and pain de mie rolls
- The instructor will provide an overview of pastry:
 - creams and fillings, mousse, fruits
 - The chef will demo whipping cream and have students practice
- The instructor will provide an overview of dessert types:
 - pastries, frozen desserts, individual presentation, whole cake/tart presentation
 - Demo: pate a choux and chocolate sauce

Classroom Training:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Gain an overview of Dairy and Eggs
- Be able to identify various dairy products and their uses in baking and pastry

Content:

- The chef instructor will lead the students in a hands-on product identification and tasting of eggs and dairy using samples of each type and guided note-taking
 - Milk, yogurt, crème fraiche, butter, cheeses

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Mentor Session *

Overall Length:

Instructor: Guest Instructor

Objectives: Student will be able to -

- Gain insight into the life of a professional chef and hear first-person perspective of life in the professional kitchen.
- Expand their awareness of the many facets of the hospitality industry through exposure to a variety of dining styles

Content:

- The students will accompany the Guest Instructor on a tour and visit of a predetermined restaurant, hotel, farm, or vendor location in NYC.
- Lecture and/or interview of the Guest Chef to share the story of their career and path from student to professional cook.
- The Guest Chef will share stories and insight to the students and offer Q&A to answer any questions from the students.
- The students will enjoy lunch or snack provided by the guest site

Kitchen Training: Cooking Techniques

Overall Length:

Instructor: Chef Instructor

Objectives: Student will be able to -

- Assess their knife skills proficiency
- Gain an overview of various cooking methods and techniques
- Gain an understanding of and put names to various techniques they have used or observed while on their job site
- Successfully complete written examination covering all topics from the course

Content:

- The instructor will administer a timed, 30-minute knife skills practical to assess proficiency in basic knife cuts including segmenting citrus
- Knife skills practice will be continued in the context of the topics being introduced:
- The instructor will introduce various cooking methods and techniques to the students
- Observe and comprehend the various cooking utensils and/or equipment needed to employ the methods & techniques
- Techniques discussion:
 - Dry heat methods: roasting, baking, grilling, broiling, sautéing
 - Moist heat methods: boiling, poaching, simmering, steaming
 - Mixed heat method: Braising and stewing
 - Other methods: gratinée, purée, soufflé, stir fry, deep fry, etc.
- The students will observe and then practice Sautéing and making Vinaigrette:
 - Sautéing- flatten chicken breast (pounding with a mallet or butterflying then slightly pounding with chef's knife), bread using standard breading procedure, sauté, then serve as Chicken Milanese with vinaigrette and chopped tomato salad.
- The instructor will administer final assessment

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Mentor Session*

Overall Length:

Instructor: Guest Instructor

Objectives: Student will be able to -

- Gain insight into the life of a professional chef and hear first-person perspective of life in the professional kitchen.
- Expand their awareness of the many facets of the hospitality industry through exposure to a variety of dining styles

Content:

- The students will accompany the Guest Instructor on a tour and visit of a predetermined restaurant, hotel, farm, or vendor location in NYC.
- Lecture and/or interview of the Guest Chef to share the story of their career and path from student to professional cook.
- The Guest Chef will share stories and insight to the students and offer Q&A to answer any questions from the students.
- The students will enjoy lunch or snack provided by the guest site

*Mentor sessions may take place on site or at an outside location.

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Handouts

- 1) Safety in the Kitchen
- 2) Proper Handwashing
- 3) Anatomy of Kitchen Staff
- 4) 8 Traits of a True Kitchen Professional
- 5) Parts of a Knife
- 6) Knife Sharpening and Honing
- 7) Kitchen Measures and Equivalentents
- 8) Common Food Allergies
- 9) FIFO