

ASIGNATURA DE BASES CULINARIAS BIS

1. Competences	To coordinate the operation of the area of food and beverages through planning, execution and evaluation of the preparation of gastronomic products, considering the procedures, standards and regulation, in order to contribute to the profitability of the organization and to strengthen the gastronomic industry and culture.
2. Four month term	First
3. Theoretical hours	28
4. Practical hours	92
5. Total hours	120
6. Total hours per week	8
7. Learning objective	The student will prepare garnishes, sauces, and processed poultry and fish products, through cutting techniques, cooking methods and storage strategies, to contribute to menu integration and to consolidating food and beverages organizations.

Learning units	Hours		
	Theory	Practice	Total
I. Cutting techniques and cooking methods	8	20	28
II. Aromatic preparations and making broths	8	32	40
III. Sauces and their application for poultry and eggs	12	40	52
Total	28	92	120

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LEARNING UNITS

1. Learning unit	I. Cutting techniques and cooking methods
2. Theoretical hours	8
3. Practical hours	20
4. Total hours	28
5. Learning unit objective	The student will execute cooking methods and cutting techniques of fruits and vegetables for the preparation of dishes.

Topics	Knowledge	Skills	Values
Mis en place	To explain the concept, importance and application of mise en place	To organize supplies and equipment to use in the required sequence of the work	Punctual Work in teams Responsible Proactive Creative Committed Respectful
Cutting techniques for fruits and vegetables	<p>To describe the characteristics of the types and uses of knives as kitchen utensils</p> <p>To explain the types and basic cutting techniques applicable to fruits and vegetables:</p> <ul style="list-style-type: none"> - julienne - paysanne - batonnete - finely diced - cubed - turned - shredded - rounds - chopped - minced - finely minced <p>To recognize the principles of food safety in the use of utensils in the area of food</p>	<p>To select the knife and type of blade required according to the activity</p> <p>To measure shrinkage and yield of vegetables and fruits</p>	Punctual Work in teams Responsible Neat Honest Proactive Creative Work under pressure Self-controlled Committed Respectful Service attitude

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	and beverages. To explain the concepts and measurements of shrinkage, yield, waste and leftovers for fruits and vegetables		
Methods and types of cooking applicable to fruits and vegetables	To identify the classification of the cooking methods and types. To describe the cooking methods: - sautéed - blanched - steamed - grilled - baked - poached - confit - roasted - fried - boiled - plank	To cook fruits and vegetables.	Punctual Work in teams Responsible Neat Honest Proactive Creative Work under pressure Self-controlled Committed Respectful Service attitude
Classic garnishes	To identify the classifications of garnishes. To explain the characteristics and types of classic garnishes.	To make classic garnishes through cutting techniques and cooking methods.	Punctual Work in teams Responsible Neat Honest Proactive Creative Work under pressure Self-controlled Committed Respectful Service attitude

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ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>Based on a practical exercise of cutting techniques and cooking methods, the student will demonstrate and prepare a descriptive report with visual support of the activities that includes:</p> <ul style="list-style-type: none"> - Mise en place: safety equipment, organization of the supplies according to the activities to be done - Cuts of vegetables and fruits and the techniques used - Table of yields - Garnishes and applicable cooking methods and types - Safe handling of the food during the procedure - Conclusions 	<ol style="list-style-type: none"> 1. To understand the concept of mise en place 2. To understand the use and safe handling of knives 3. To analyze the types of cuts and yields of vegetables and fruits 4. To analyze the cooking types and methods for vegetable and fruits 5. To understand the concept and procedure of making garnishes 	<p>Practical exercises Check list</p>

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LEARNING-TEACHING PROCESS

Teaching methods and techniques	Teaching aids and materials
Research tasks Collaborative groups Laboratory practice	Computer Multimedia equipment Printed cases and standard recipes Major and minor equipment and cooking utensils

TRAINING FACILITIES

Classroom	Laboratory/workshop	Company
	X	

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LEARNING UNITS

1. Learning unit	II. Aromatic preparations and making broths
2. Theoretical hours	8
3. Practical hours	32
4. Total hours	40
5. Learning unit objective	The student will prepare broths for their integration in food preparation.

Topics	Knowledge	Skills	Values
Aromatic preparations	To explain the ingredients and portions of the types of basic aromatic preparations.	To formulate basic aromatic preparations	Neat Proactive Creative Work under pressure Self-controlled Committed Respectful Service attitude
Broths	<p>To explain the ingredients, portions, process to make and uses of the types of broths:</p> <ul style="list-style-type: none"> -clear - dark - fumet - remouillage - court bouillon <p>To describe the cooking methods for broths:</p> <ul style="list-style-type: none"> - boiling -simmering <p>To recognize the storage methods applicable to broths</p>	<p>To make broths.</p> <p>To select the type of broth according to its use and storage.</p>	<p>Punctual</p> <p>Work in teams</p> <p>Responsible</p> <p>Neat</p> <p>Honest</p> <p>Proactive</p> <p>Creative</p> <p>Work under pressure</p> <p>Self-controlled</p> <p>Committed</p> <p>Respectful</p> <p>Service attitude</p>

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<p>Stocks, consommés, clear vegetable soups</p>	<p>To identify the types and cutting techniques used in making soups.</p> <p>To identify formulas and methods of making broths.</p> <p>To identify the root vegetables in season and regional produce used in stocks, consommés and soups.</p> <p>To identify the methods of making stocks and clear soups.</p> <p>To identify the difference between clear soups and broths.</p> <p>To explain the technique of clarification of broths in the preparation of consommés.</p>	<p>To prepare stocks, consommés and clear vegetable soups.</p>	<p>Punctual Work in teams Responsible Neat Honest Proactive Creative Work under pressure Self-controlled Committed Respectful Service attitude</p>
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ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>Based on a practical exercise in making broths, the student will demonstrate and prepare a descriptive report with visual support of the activities that includes:</p> <ul style="list-style-type: none"> - Mise en place: safety equipment, organization of the required supplies according to the activities - Formulas and ingredients of the aromatic preparations - Safe handling of the food in the procedures - Types of broths and their application in preparing stocks, consommés and clear vegetable soups and a test of their sensory appeal <p>Method of broth storage</p> <ul style="list-style-type: none"> - Conclusions 	<ol style="list-style-type: none"> 1. To understand the formulation for aromatic preparations. 2. To understand formulation of stocks, consommés and clear vegetable soups. 3. To analyze the storage methods for broths. 	<p>Practical exercises Observation guide</p>

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LEARNING TEACHING PROCESS

Teaching methods and techniques	Teaching aids and materials
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TRAINING FACILITIES

Classroom	Laboratory/workshop	Company
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LEARNING UNITS

6. Learning unit	III. Sauces and their application in poultry and eggs
7. Theoretical hours	12
8. Practical hours	40
9. Total hours	52
10. Learning unit objective	The student will prepare garnishes, sauces, poultry and eggs for the creation and presentation of dishes.

Topics	Knowledge	Skills	Values
Thickeners	<p>To explain the ingredients, portions and uses of the types of basic thickeners:</p> <ul style="list-style-type: none"> - starches - flours - dairy products - blood - bread <p>To describe the preparation techniques of basic thickeners:</p> <ul style="list-style-type: none"> - roux - slurry - liason - beurre manie - mont au beurre 	To prepare basic thickeners.	Punctual Work in teams Responsible Neat Honest Proactive Creative Work under pressure Self-controlled Committed Respectful Service attitude
Sauces	<p>To identify the characteristics, ingredients and classification of sauces in the preparation of foods</p> <p>To explain the preparation methods of the types of sauces:</p> <ul style="list-style-type: none"> -mother sauces - derivatives - emulsions - vinaigrettes - butter flavored 	To make sauces.	Punctual Work in teams Responsible Neat Honest Proactive Creative Work under pressure Self-controlled Committed Respectful Service attitude

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<p>Techniques for working with poultry</p>	<p>To recognize the sensory characteristics desired in poultry products and the storage processes.</p> <p>To explain the techniques of processing poultry products such as:</p> <ul style="list-style-type: none"> - cutting - boning - filleting - ballotine - barding <p>To identify the types and cooking methods and their application for poultry:</p> <ul style="list-style-type: none"> - sautéed - blanched - steamed - boiled - simmered - poached - confit - roasted - pan-fried - grilled - broiled 	<p>To process poultry products.</p>	<p>Punctual Work in teams Responsible Neat Honest Proactive Creative Work under pressure Self-controlled Committed Respectful Service attitude</p>
<p>Eggs</p>	<p>To identify the composition, classification and norm of eggs.</p> <p>To identify the classification of the types and methods of cooking.</p> <p>To identify the types and methods of cooking:</p> <ul style="list-style-type: none"> - sautéed - simmered - boiled - poached - pan-fried. <p>To identify the adequate</p>	<p>To cook eggs.</p> <p>To prepare dishes that incorporate the cooking of eggs, sauces and garnishes.</p>	<p>Punctual Work in teams Responsible Neat Honest Proactive Creative Work under pressure Self-controlled Committed Respectful Service attitude</p>

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	portion according to the dish being made.		
Integration of dishes of poultry and eggs	<p>To identify the integration of garnishes, sauces, poultry and eggs according to the recipes of the dishes.</p> <p>To identify the size of the portion of the components of a dish.</p>	To prepare dishes that incorporate poultry, eggs, sauces and garnishes.	<p>Punctual</p> <p>Work in teams</p> <p>Responsible</p> <p>Neat</p> <p>Honest</p> <p>Proactive</p> <p>Creative</p> <p>Work under pressure</p> <p>Self-controlled</p> <p>Committed</p> <p>Respectful</p> <p>Service attitude</p>

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ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>Based on a recipe of poultry and eggs, the student will demonstrate and prepare a descriptive report with visual support of the activities that includes:</p> <ul style="list-style-type: none"> - Mise en place: safety equipment, organization of the required supplies according to the activities - Safe handling of the food in the procedures - Types of sauces and a test of their sensory appeal - Types of poultry products and a test of their sensory appeal - Types of eggs and a test of their sensory appeal - Final dishes that include poultry, eggs, sauces and garnishes. 	<ol style="list-style-type: none"> 1. To understand the techniques of preparing thickeners. 2. To understand the methods of preparing sauces. 3. To analyze the techniques of processing poultry and egg products. 4. To understand the integration of dishes that include: garnishes, sauces, poultry and egg products. 	<p>Practical exercises Observation guide</p>

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LEARNING-TEACHING PROCESS

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TRAINING FACILITIES

Classroom	Laboratory/workshop	Company
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CAPABILITIES DERIVED FROM THE PROFESSIONAL COMPETENCES WHICH CONTRIBUTE TO THE SUBJECT

Capability	Performance criteria
<p>To develop dishes from standard recipes, selection of supplies, culinary basics, presentation techniques and the applicable regulations, to contribute to customer satisfaction and resource optimization.</p>	<p>The student demonstrates the preparation and presentation of a three part menu with the following specifications:</p> <p>A) PREPARATION</p> <ul style="list-style-type: none"> - Hygienic handling of ingredients - Basic culinary techniques and methods - Work organization in kitchen - preparation time coordinated with mise en place and time of delivery <p>B) ASSEMBLY AND PRESENTATION</p> <ul style="list-style-type: none"> - Cleanliness - Sensory elements such as odor, color, taste, texture and temperature in line with the standard recipe - Portion size according to the standard recipe - Esthetic presentation: balance, unity, flow and focus of the dish (BUFF) <p>C) STANDARD RECIPE:</p> <ul style="list-style-type: none"> - Ingredients - Procedures according to regulations - Types of cuts - Cooking methods - Cooking temperatures and serving temperatures - Photograph of the final presentation - Costs, portions and yields - Shelf-life - Nutritional components/attributes - Pairing suggestion and justification
<p>To supervise the operation of a food and drinks preparation area through monitoring tools and quality standards to meet the established planning and contribute to the profitability of the</p>	<p>The student prepares a report based on monitoring the operation of a food and beverage area including:</p> <ul style="list-style-type: none"> - Monitoring tools: observation guide, logbooks,

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organization.	monitoring formats - Verification of the planning of the operation - Monitoring results - Proposals for correction and improvement
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REFERENCES

Author	Year	Title	City	Country	Publisher
Graciela M. de flores Marcela González Garza	(2001)	<i>Iniciación en las técnicas culinarias</i>	México, D. F.	México	Limusa
Graciela M. De Flores	(2008)	<i>Arte Culinario – Bases y Procedimientos-</i>	México, D. F.	México	Limusa
Vincent Boué y Hubert Delorme	(2010)	<i>Enciclopedia de la Gastronomía Frances</i>	Paris	Francia	BLUME
Jeni Wrighth y Eric Treuillé	(2007)	Guía completa de las Técnicas Culinarias (Le Cordon Bleu Complete Cooking Techniques)	Barcelona	España	BLUME
Angels Casanovas Freixas Emili López Tossas Co- Joél Robuchon	(2011)	<i>Larousse Gastronomique</i>	Barcelona	España	LAROUSSE

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