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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## **High School ProStart I Curriculum**

**Course Description:** ProStart is a program created by the National Restaurant Association Educational Foundation. Students learn the management and culinary skills needed for a career in the foodservice industry. Educational Strategies and technology are utilized for classroom instruction. In addition, there is an emphasis on safety and sanitation, communication, management, and customer service. Upon completion of the safety and sanitation unit, the culinary lab experience, which includes soups, sauces, fruits, vegetables, and grains, will begin. There is an opportunity for work experience credit for students who are employed in the foodservice industry. Upon successful completion of the ProStart exams, certification is available for an additional fee.

**Scope and Sequence:**

<b>Timeframe</b>	<b>Unit</b>	<b>Instructional Topics</b>
1 week	Welcome to the Restaurant and Foodservice Industry	Topic 1: History Topic 2: Travel and Tourism
2 weeks	Keeping Food Safe	Topic 1: Cross-contamination
2 weeks	Workplace Safety	Topic 1: Safety
2 weeks	Kitchen Essentials 1 - Professionalism	Topic 1: Professionalism Topic 2: Components and Functions of a Recipe
1 week	Kitchen Essentials 2 - Equipment and Techniques	Topic 1: Equipment and Techniques
1 week	Stocks, Sauces, and Soups	Topic 1: Stocks, Sauces, and Soups
1 week	Communication	Topic 1: Communication
1 week	Management Essentials	Topic 1: Multicultural Workplace Topic 2: SMART Goals
2 weeks	Fruits and Vegetables	Topic 1: Fruit Cooking Lab Topic 2: Vegetable Preparation Lab
1 week	Serving Your Guests	Topic 1: Importance of Customer Service Topic 2: Comment Card
2 weeks	Potatoes and Grains	Topic 1: Grains Lab Topic 2: Pasta Lab
2 weeks	Building a Successful Career in the Industry	Topic 1: Career Exploration and Preparation Topic 2: Job Application

# Chapter 1: Welcome to the Restaurant and Foodservice Industry

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Welcome to the Restaurant and Foodservice Industry

**Length of Chapter:** 1 week

**Overview of Chapter:** This chapter is an overview of the restaurant and foodservice industry where students learn about the history of foodservice and how it applies to the current tourism industry.

**Priority Standards for chapter:**

- NSFACS: 8.1 Analyze career paths within the food production and food services industries.
- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
career paths within the food production and food services industries	Analyze	Analyze	3
professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs	Demonstrate	Apply	3

**Essential Questions:**

1. What are the two segments of the foodservice industry?
2. What are the entry level jobs in the restaurant and foodservice industry?
3. Why do people travel?

**Enduring Understanding/Big Ideas:**

1. Commercial and non-commercial are the two segments of the foodservice industry.
2. The entry level jobs in the restaurant and foodservice industry include jobs such as host/hostess, busser, assistant cook, server, expeditor, and dishwasher.
3. People travel for a variety of reasons; those reasons include leisure and business travel.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Pasteurization Monuments	All-suite properties Amenity AAA TourBook Back of the house Bed and breakfasts Cafe Cafeteria Chain Chef Concessions Contract feeding Convention Convention centers Economy lodging Epicurean Expositions Front of the house Full-service properties Gourmet Guilds Haute cuisine Hospitality Kitchen brigade system Lesche Luxury properties Michelin guide Mid-priced facilities Mobil travel guides Phatnai POS system Property Management System software

	Refrigeration Resorts Restorante Satellite/ commissary feeding Self operators Trade shows Travel and tourism Zagat Survey
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**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.

## Topic 1: History

### **Engaging Experience 1**

**Title:** Ancient Greek Bean Soup

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students will create an Ancient Greek Bean soup with an emphasis on the beginning of hospitality and foodservice in ancient Greece and Rome.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Navajo Tacos

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students will create Navajo Tacos with an emphasis on the production of early bread making that has evolved through time.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Topic 2: Travel and Tourism

### **Engaging Experience 1**

**Title:** Funnel Cake

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students will prepare a funnel cake recipe to demonstrate proper measuring techniques using a recipe that aligns with the topic of travel and tourism.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Corn Dogs

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students will create a batter recipe that will coat hot dogs to create corn dogs which are a popular fair food as learned in the travel and tourism section of the curriculum.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Timeline Project:

Students will research an assigned 20-year period of time and develop a timeline that indicates at least 10 historical events in foodservice that took place during that period.

Each event must be notated on the timeline with the exact year represented with a line coming off of the main timeline. (Students can use the yard sticks and markers to create the timeline on the poster paper that is on the back demo table in the foods room. Please have them take these supplies with them to the library. They can spread out their posters on the tables in the reserved area.)

For each notated event they must illustrate something in color that represents the event and write above or below the illustration to explain the event.

Make sure the poster has a title at the top and group member's names are written across the bottom of the poster.



## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
History	Ancient Greek Bean Soup	Students will create an Ancient Greek Bean soup with an emphasis on the beginning of hospitality and foodservice in ancient Greece and Rome.	1 class period
History	Navajo Tacos	Students will create Navajo Tacos with an emphasis on the production of early bread making that has evolved through time.	1 class period
Travel and Tourism	Funnel Cake	Students will prepare a funnel cake recipe to demonstrate proper measuring techniques using a recipe that aligns with the topic of travel and tourism.	1 class period
Travel and Tourism	Corn Dogs	Students will create a batter recipe that will coat hot dogs to create corn dogs which are a popular fair food as learned in the travel and tourism section of the curriculum.	1 class period

## Chapter 2: Keeping Food Safe

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Keeping Food Safe

**Length of Chapter:** 2 weeks

**Overview of Chapter:** This chapter introduces students to the importance of food safety and students have the opportunity to receive their food handler's permit.

**Priority Standards for chapter:**

- NSFACS: 8.2 Demonstrate food safety and sanitation procedures.
- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
food safety and sanitation procedures	Demonstrate	Apply	3
professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs	Demonstrate	Apply	3

**Essential Questions:**

1. What is a foodborne-illness outbreak and how are they prevented?
2. What personal behaviors contaminate food and how can you prevent contamination?
3. How can you prevent cross-contamination?
4. Why are the HACCP principles important?
5. Why is it important to clean and sanitize and what is the difference?

**Enduring Understanding/Big Ideas:**

1. A foodborne-illness outbreak is when two or more people get the same illness after eating the same food. Outbreaks are prevented by serving safe food in a clean environment.
2. Personal behaviors that contaminate food include having a foodborne illness, wounds that contain a pathogen, contact with an ill person, touching their body or other contaminants and then not washing their hands, having symptoms of illness, and eating, drinking or smoking while preparing food.
3. You can prevent cross-contamination by preventing the spread of pathogens.

4. The HACCP principles are important because they focus on identifying specific points within a food item's flow through the operation that are essential to prevent, eliminate, or reduce hazards to safe levels.
5. Cleaning and sanitizing are important to keep food surfaces from being contaminated. Cleaning removes food and other dirt from a surface whereas sanitizing reduces pathogens on a surface to safe levels.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Bacteria	Bimetallic stemmed thermometer
Calibration	Contact time
Cleaners	Critical control points
Cleaning	Critical limit
Contamination	FAT TOM
Corrective action	First-in, first-out method
Cross-contact	Flow of food
Cross-contamination	Food safety management system
Food allergy	Foodborne illness
Fungi	Foodborne-illness outbreak
Handwashing	Food handlers
Hazard	Hazard analysis critical control point
High-risk populations	Infrared thermometers
Host	Integrated pest management program
Immune system	Master cleaning schedule
Inspection	Personal hygiene policies
Mold	Pest control operator
Parasites	Ready-to-eat food
Pathogens	TCS food
Sanitizing	Temperature danger zone
Viruses	Thermocouples and thermistors
Yeast	Time-temperature abused

**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.

## Topic 1: Cross-Contamination

### **Engaging Experience 1**

**Title:** Chicken Stir-Fry

**Suggested Length of Time:** 1-2 class periods

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.2 Demonstrate food safety and sanitation procedures.
- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students will order vegetables from a chosen list and use their knife skills to prepare the vegetables for use in a chicken stir-fry. A chicken stir-fry recipe is used to demonstrate the importance of keeping raw vegetables and meat separate to prevent cross-contamination.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

### Food Handlers Licensure

The Platte County Health Department provides a health inspector that comes into the classroom and teaches the food handler's course to high school students. This course provides students the opportunity to earn their food handler's card. Students take a one class period course taught by the inspector and then they are assessed over the material from the course. If they pass the test with the required score, students are able to get their food handler's permit card from the health department for a reduced fee. This permit is required of many employees in the restaurant and foodservice industry. The certificate is kept on file at the health department for up to five years.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Cross-Contamination	Chicken Stir-Fry	Students will order vegetables from a chosen list and use their knife skills to prepare the vegetables for use in a chicken stir-fry. A chicken stir-fry recipe is used to demonstrate the importance of keeping raw vegetables and meat separate to prevent cross-contamination.	1-2 class periods

## Chapter 3: Workplace Safety

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Workplace Safety

**Length of Chapter:** 2 weeks

**Overview of Chapter:** This chapter covers ways to prevent workplace accidents and the impact they have on businesses.

**Priority Standards for chapter:**

- NSFACS: 8.2 Demonstrate food safety and sanitation procedures.
- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
food safety and sanitation procedures	Demonstrate	Apply	3
professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs	Demonstrate	Apply	3

**Essential Questions:**

1. Who is legally responsible for providing a safe environment and ensuring safe practices?
2. How are fires and fire extinguishers classified?
3. What is first aid and why is it important?

**Enduring Understanding/Big Ideas:**

1. Restaurant and foodservice operations are legally responsible for the safety of all guests and employees.
2. Fires are classified as A, B or C. Class A (Ordinary combustibles) includes wood, paper, cloth and cardboard. Class B (Flammable liquids) includes gases, grease, oil, shortening and pressurized cans. Class C (Electrical equipment) includes live electrical equipment, cords, circuits, motors, switches and wiring.
3. First aid refers to medical treatment given to an injured person until more complete treatment can be provided by an emergency service if necessary. First aid is important to meet the emotional and medical needs of employees and customers.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Accident CPR First aid Liability	Accident Investigation Arson Automatic systems Class A fires Class B fires Class C fires Emergency plan Evacuation routes Flame detectors General safety audit Hazard Communication Standard Health hazards Heat detectors Heimlich maneuver Material Safety Data Sheet Near miss OSHA OSHA form No. 300 Physical hazards Premises Safety program guidelines Smoke detectors

**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.



## Topic 1: Safety

### **Engaging Experience 1**

**Title:** Safety Stations

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.2 Demonstrate food safety and sanitation procedures.
- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students complete a total of seven stations that cover a variety of components about workplace safety. Each station is described below:

- **Station 1:** Students identify powders and liquids in containers. The purpose is to reinforce the need to leave items in their original container or label things very well.
- **Station 2:** Students will be given a piece of poster board, markers, crayons, etc. They will create a safety poster on one of the given topics on the direction sheets. You may want to have a basic first aid book available for reference.
- **Station 3:** *Apple crisp lab* - Students will quickly make a microwave apple crisp while their partner watches for sanitation and safety problems.
- **Station 4:** *Kitchen inspection* - Set up a kitchen with several safety problems. Students will fill out an inspection form with all problems they observe.
- **Station 5:** Students demonstrate to each other that they use proper lifting skills. This can be done with empty boxes. Students should critique each other on their posture and technique.
- **Station 6:** *Basic first aid* - Students will draw a situation which requires first aid. Students will role play the situation while their partner uses correct first aid to treat the injury. Basic first aid supplies will be needed (don't forget gloves). Students will report their injury and the first aid given. They should also critique the aid given to them.
- **Station 7:** Students will draw a fire situation and their partner will demonstrate a proper response to the fire. Students should critique each other on the correctness of their response. Basic firefighting equipment should be provided.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Safety	Safety Stations	Students complete a total of seven stations that cover a variety of components about workplace safety.	1 class period

## Chapter 4: Kitchen Essentials 1 - Professionalism

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Kitchen Essentials 1 - Professionalism

**Length of Chapter:** 2 weeks

**Overview of Chapter:** This chapter prepares students for the lab setting and sets the standard for professionalism when working in the lab.

**Priority Standards for chapter:**

- NSFACS: 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
industry standards in selecting, using, and maintaining food production and food service equipment	Demonstrate	Apply	3
professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs	Demonstrate	Apply	3

**Essential Questions:**

1. What is professionalism and why is it important?
2. What are the components and functions of a standardized recipe?

**Enduring Understanding/Big Ideas:**

1. Professionalism is being courteous, honest, and responsible in your dealings with customers and co-workers. Professionalism is important for a successful business.
2. The components of a standardized recipe include name, ingredients listed in the order in which they are used, yield, portion size, cooking temperature, time, equipment, step-by-step directions and nutrition information. The function of a standardized recipe is to follow a format that is clear to anyone who uses it.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Balance beam Borrowing Conversion chart Conversion factor Denominator Dividend Divisor Equivalent Like fractions Lowest common denominator Measurement Metric units Numerators Percent Personal responsibility Respect Volume Water displacement method Weight Yield	As purchased Baker's scale Culinarian Customary units Desired yield Dry measuring cup method Edible portion Electronic scale Flavor Mise en place Nutrition information Portion size Recipe Sifting Spring scale Standardized recipes Step-by-step directions Stick method Taring Temperature, time, and equipment Umami Work section Workstation

**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.

## Topic 1: Professionalism

### **Engaging Experience 1**

**Title:** Umami Sensory Activity

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students will experience the “fifth” taste Umami by participating in a teacher guided taste-testing activity. A power point leads the activity and focuses on two different activities that display how our senses work together to get the optimal flavor from food. The first tasting activity has students pinch their nose while chewing on a piece of Skittle candy. Students will release their nose and it becomes obvious how much the flavor is enhanced by this action. The second tasting activity has students compare plain beef broth with a beef broth that has fish sauce added. Students quickly taste the difference between the two broths.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

### **Engaging Experience 2**

**Title:** Brownie Torte

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students prepare a Brownie Torte recipe and learn the difference between a brownie and cake texture. Students create a professional looking dessert by layering the plate with brownie, ice cream, whipped cream and cherry. Students use their plating creativity to create a dessert that would be sold in a restaurant on the dessert menu.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

## Topic 2: Components and Functions of a Recipe

### **Engaging Experience 1**

**Title:** Roasted Veggie Pasta

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students use their knife skills to cut up a variety of vegetables to use in a pasta dish that contains vegetables, pasta, sauce and cheese. Students learn how to roast vegetables and prepare them for use in a casserole. Students learn how to follow a standardized recipe.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

### Professionalism Interview

A guest chef from Sullivan University will visit the classroom and hold a discussion about what it takes to be a professional chef. The guest chef will discuss the education and training necessary to be a successful professional chef. Students are able to interact with the chef through an interactive food demonstration by working alongside the chef and asking questions they might have about the career.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Professionalism	Umami Sensory Activity	Students will experience the “fifth” taste Umami by participating in a teacher guided taste-testing activity. A power point leads the activity and focuses on two different activities that display how our senses work together to get the optimal flavor from food. The first tasting activity has students pinch their nose while chewing on a piece of Skittle candy. Students will release their nose and it becomes obvious how much the flavor is enhanced by this action. The second tasting activity has students compare plain beef broth with a beef broth that has fish sauce added. Students quickly taste the difference between the two broths.	1 class period
Professionalism	Brownie Torte	Students prepare a Brownie Torte recipe and learn the difference between a brownie and cake texture. Students create a professional looking dessert by layering the plate with brownie, ice cream, whipped cream and cherry. Students use their plating creativity to create a dessert that would be sold in a restaurant on the dessert menu.	1 class period
Components and Functions of a Recipe	Roasted Veggie Pasta	Students use their knife skills to cut up a variety of vegetables to use in a pasta dish that contains vegetables, pasta, sauce and cheese. Students learn how to roast vegetables and prepare them for use in a casserole. Students learn how to follow a standardized recipe.	1 class period



## Chapter 5: Kitchen Essentials 2 - Equipment and Techniques

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Kitchen Essentials 2 - Equipment and Techniques

**Length of Chapter:** 1 week

**Overview of Chapter:** This chapter is an overview of the different types of equipment and their uses in the restaurant and foodservice industry.

**Priority Standards for chapter:**

- NSFACS: 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
industry standards in selecting, using, and maintaining food production and food service equipment	Demonstrate	Apply	3
professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs	Demonstrate	Apply	3

**Essential Questions:**

1. What types of preparation equipment are used in the foodservice kitchen and why are knives the most commonly used?
2. What is mise en place and why is it important?
3. What are the types of cooking methods and how do you determine when food is done cooking?
4. What is MyPlate and how is it used?

**Enduring Understanding/Big Ideas:**

1. Preparation equipment includes knives, hand tools and small equipment, measuring utensils and pots and pans. Knives are the most widely used pieces of equipment in the foodservice kitchen because they are used for most cooking preparation and each knife is designed for a specific purpose.
2. Mise en place literally translates in French for “to put in place”. Mise en place is important because it helps the chef execute a dish in a more timely manner and helps to avoid time management problems and loss of ingredient value.
3. The types of cooking methods are dry-heat, moist-heat, combination-cooking, and microwave cooking. Food is properly cooked when it has reached the desired texture and minimum internal temperature it needs to be served in a safe manner.
4. MyPlate is a tool that assists people in putting the dietary guidelines into practice. MyPlate translates the RDA’s and dietary guidelines into the kinds and amounts of food to eat each meal.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Balance Scale Conveyor Obese Recovery time Volume measures	Adequate Intakes Bain-marie Baker’s scale Baking Barding Basket method Batter Bench scraper Bimetallic coil thermometers Blade Blanching Blanquette Bolster Boning knife Bouillabaisse Bowl scraper Braising Braising pan Brazier Breeding Broiling Butcher knife

	<p>             Butt              Butter knife              Cake pans              Can opener              Carbonated beverage machine              Carryover cooking              Cast-iron skillet              Ceramic steels              Chafing dishes              Channel knife              Charbroiler              Cheesecloth              Cheese knife              Chef's knife              China cap              Chinois              Clam knife              Cleaver              Coffee maker              Colander              Combination cooking              Combi-oven              Conduction              Convection              Convection oven              Convection steamers              Conventional oven              Cook's fork              Cookware              Corer              Countertop blender              Countertop broiler              Crepe pan              Cuisson              Cutting edge              Daube              Deck oven              Deep-fat fryer              Deep-frying              Deglazing           </p>
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	Deli knife Diamond steels Dietary guidelines for Americans 2005 Dietary Reference Intakes Digital scale Discretionary calorie allowance Double boiler Double-basket method Dough arm Espresso machine Etouffade Fillet knife Dish poacher Fish scaler Flat beater paddle Flat ground Flat-top burner Flavor Flavoring Float Fondue pot Food chopper Food mill Food processors Food warmer or steam table Forged blade Fricassee Funnel Garnish Goulash Granton Grater Griddle Griddling Grilling Guiding hand Handle Heel Herbs Hollow-ground
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	Honing Honing steel Horizontal cutter mixer Hot box Hotel broiler Hotel pan Hot-holding cabinet Ice machine Immersion blender Induction burner Infrared heat Kitchen shears Lacto-ovo-vegetarian Lacto-vegetarian Ladle Larding Lettuce knife Mandoline Marinating Matelote Measuring cup Measuring spoon Meat grinder Meat slicer Microwave oven Mise en place Mixer Muffin tins MyPlate Navarin Nutrition Facts Panels Offset spatula Open burner Overportioning Ovo-vegetarian Oyster knife Pan-frying Pans Par-cooking Paring knife
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	Parisienne Pastry bag Pastry brush Pastry knife Paupiettes Peeler Pie server Piping tools Pizza cutter Plating Poaching Portion Portion scale Pot roasting Pots Pressure steamer Radiation Ragout Reach-in freezer Reach-in refrigerator Receiving table/ area Recommended Dietary Allowances Ricer Ring-top burner Rivets Roasting Roasting pan Rolling pin Rondeau Rotary oven Rotisserie Rubber spatula Salamander Sandwich spreader Santoku Saucepan Sauce pot Saute Sauteing Sautoir
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	Scales Scimitar Scoop Seasoning Serrated Serrated slicer Shallow poaching Sharpening stone Sheet pan Shelving Shocking Sieve Simmering Single-side Skimmer Slicer Slow-roasting oven Smallware Smoker Smoking point Sous vide Speed racks Spices Spine Spoons Springform pans Stamped blade Steak knife Steamer Steaming Steam-jacketed kettle Steel Stewing Stir-frying Stockpot Straight spatula Strainer Swimming method Tamis/ drum sieve Tandoori oven
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	<p> Tang  Tea maker  Thermocouple  Tilting fry pan  Tip  Tongs  Tourne  Utility carts  Utility knife  Vegan  Vegetable peeler  Vegetarian  Walk-in freezer  Walk-in refrigerator  Wing whip  Wire whip (whisk)  Wok burner  Wok  Zester </p>
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**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.



## Topic 1: Equipment and Technique

### **Engaging Experience 1**

**Title:** Waffle and Syrup Lab

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*

- NSFACS: 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students utilize several pieces of equipment to separate eggs and whip egg whites to prepare waffles. Students will use an egg separator, Kitchen Aid mixer with whisk attachment and a waffle iron to prepare the waffles. Students will use a saucepan and whisk to prepare the syrup. Both recipes will utilize several pieces of measuring equipment.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Bubbling Cheese Bread

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students create a combination of herb and spice blends to use on a cheese bread. Students will follow the recipe to create a spread for the bread that includes cheese and mayonnaise. Students will use a baguette with the spread and apply a different combination of herbs and spices in the spread mixture. Once applied to the bread, the students will bake it until golden brown. Students will taste the herb/spice blends on the bread to determine their favorite blend.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

School Cafeteria Equipment Tour and baking lab:

Students will take a tour of the school cafeteria to see industrial kitchen equipment in action. They will then return to the classroom to begin researching and writing a recipe, measuring properly and proper use of culinary tools and equipment. Students will compete to demonstrate a cupcake recipe that will be featured in a local bakery. Each recipe must be original student work written in standardized format. The bakery representative will watch their preparation of the cupcake in the form of a cooking program where the student highlights their baking knowledge. The bakery representative will provide each student feedback on the pros and cons of selling their cupcake recipe.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Equipment and Technique	Waffle and Syrup Lab	Students utilize several pieces of equipment to separate eggs and whip egg whites to prepare waffles. Students will use an egg separator, Kitchen Aid mixer with whisk attachment and a waffle iron to prepare the waffles. Students will use a saucepan and whisk to prepare the syrup. Both recipes will utilize several pieces of measuring equipment.	1 class period
Equipment and Technique	Bubbling Cheese Bread	Students create a combination of herb and spice blends to use on a cheese bread. Students will follow the recipe to create a spread for the bread that includes cheese and mayonnaise. Students will use a baguette with the spread and apply a different combination of herbs and spices in the spread mixture. Once applied to the bread, the students will bake it until golden brown. Students will taste the herb/spice blends on the bread to determine their favorite blend.	1 class period

## Chapter 6: Stocks, Sauces, and Soups

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Stocks, Sauces, and Soups

**Length of Chapter:** 1 week

**Overview of Chapter:** This chapter focuses on the grand sauces which are the base for all stocks, sauces and soups.

**Priority Standards for chapter:**

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs	Demonstrate	Apply	3

**Essential Questions:**

1. What are the four essential parts of a stock and the proper ingredients for each?
2. What are the grand sauces and why are they important?
3. What are the two basic kinds of soup and how are they prepared?

**Enduring Understanding/Big Ideas:**

1. The four essential parts of stock are the major flavoring ingredient, a liquid, mirepoix, and aromatics. The major flavoring ingredient comes from simmering bones or vegetables, the liquid is generally water, the mirepoix consists of coarsely chopped onions, carrots and celery and the aromatics are herbs/spices tied together in a cheesecloth bag.
2. The grand sauces are also known as the mother sauces. They include bechamel, veloute, brown or Espagnole sauce, tomato and Hollandaise sauces. The grand sauces are rarely used by themselves and are the basis for most other sauces.
3. The two basic kinds of soup are clear and thick. Clear soups are made by flavoring a stock or broth while thick soups include cream or pureed ingredients.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<p>Aromatics Au jus Bechamel Beurre manie Bisque Bouillon Bouquet garni Brown or espagnole Brown stock China cap Chinois Clarified Clear soups Compound butter Concassé Coulis Court bouillon Degreasing Demi-glace Fumet Glace Grand sauces Hollandaise Jus Jus-lie Liaison Maitre d’hotel butter Mirepoix Oignon brûlé Raft Remouillage Roux Sachet d’epices Salsa Sauce Saucier Slurry</p>

	Stock Temper Thick soups Tomato sauce Vegetable stock Veloute White stock Wringing method
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**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.

## Topic 1: Stocks, Sauces, and Soups

### **Engaging Experience 1**

**Title:** Ham & Potato Soup Lab

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students create a white mirepoix and a bechamel sauce to prepare a Ham and Potato soup. Students begin by boiling the potatoes with the white mirepoix. While that is boiling, students prepare a roux that uses milk to form a bechamel sauce. Once the sauce is very thick it is whisked into the soup where ham chunks are added to round out the creamy soup.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Chicken Noodle Soup

**Suggested Length of Time:** 2 class periods

**Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** During the first-class period students create homemade noodles and pull chicken meat from an already cooked rotisserie chicken to use in a chicken noodle soup. For the second-class period, students prepare the mirepoix using their knife skills to cut up the carrots, celery and onion. Students prepare a chicken broth from bouillon cubes and follow the recipe to create a chicken noodle soup.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Engaging Scenario

### **Engaging Scenario**

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

#### Mother Sauce Research Presentation

You work for a local restaurant and have been asked to present a series of seminars on the mother sauces. Your team has been chosen to create an informational presentation describing the history of the sauce, recipes using the sauce (minimum of 2), and sauces that are derived from the mother sauce. The presentation should include images or videos showing how to make the sauce and how home cooks can make the sauce on their own.

The presentation team can choose from one of the following sauces:

Béchamel

Velouté

Brown or Espagnole

Tomato

Hollandaise

Please include your answers to the following questions during the presentation portion:

1. What was the most surprising thing you learned about your sauces?
2. Why did you select the culture/countries that you did?
3. Did you select from traditions that you knew about or did you choose to learn about different cultures?
4. Why is it important to know about culinary traditions from around the world?



## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Stocks, Sauces, and Soups	Ham & Potato Soup Lab	Students create a white mirepoix and a bechamel sauce to prepare a Ham and Potato soup. Students begin by boiling the potatoes with the white mirepoix. While that is boiling, students prepare a roux that uses milk to form a bechamel sauce. Once the sauce is very thick it is whisked into the soup where ham chunks are added to round out the	1 class period
Stocks, Sauces, and Soups	Chicken Noodle Soup	During the first-class period students create homemade noodles and pull chicken meat from an already cooked rotisserie chicken to use in a chicken noodle soup. For the second-class period, students prepare the mirepoix using their knife skills to cut up the carrots, celery and onion. Students prepare a chicken broth from bouillon cubes and follow the recipe to create a chicken noodle soup.	2 class periods

## Chapter 7: Communication

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Communication

**Length of Chapter:** 1 week

**Overview of Chapter:** This chapter focuses on the importance and strategies for successful communication within the workplace.

**Priority Standards for chapter:**

- NSFACS: 8.7 Demonstrate the concept of internal and external customer service.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the concept of internal and external customer service.	Demonstrate	Apply	2

**Essential Questions:**

1. What is the communication process and why is it important?
2. What are the personal characteristics that can affect communication and how do they affect communication?
3. How can relationships be built through interpersonal communication?

**Enduring Understanding/Big Ideas:**

1. Communication is the process of sending and receiving information by talk, gestures or writing for a response or action. Communication is important because it helps build strong relationships between employees and customers.
2. The personal characteristics that can affect communication are body language, eye contact, and credibility. Different culture norms may affect how communication is perceived.
3. Relationships can be built through interpersonal communication by being empathetic, respectful, and open to sharing information with others.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	Communication Credibility Empathy Feedback Interpersonal communication Listening Mission statement Organizational communication Vision statement

**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.

## Topic 1: Communication

### **Engaging Experience 1**

**Title:** The Communication Process-Do You Understand Me? Paper folding activity

**Suggested Length of Time:** ½ of a class period

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.7 Demonstrate the concept of internal and external customer service.

**Detailed Description/Instructions:** Students are given two pieces of plain white paper. Students receive directions on how to fold the paper in two different formats. The first format does not allow students to ask questions or have any instructions repeated. The second set of instructions allows students to ask questions and have instructions repeated. Students take notes over each activity attempt. After each activity, students display their paper for the class to see and take notes over the process. The goal of the activity is to emphasize the importance of clear instructions and communication.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)  
Written Communication Thank-You Notes

Students choose an adult that has helped them be successful thus far in life. Often times, students choose a parent, coach or teacher. Students create a written rough draft of what they specifically want to thank the adult for. Students have the teacher proofread their writing and then they select a thank you card to complete their final draft. Cards and envelopes are addressed and mailed to the recipient.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Communication	The Communication Process-Do You Understand Me? Paper folding activity	<p>Students are given two pieces of plain white paper. Students receive directions on how to fold the paper in two different formats. The first format does not allow students to ask questions or have any instructions repeated.</p> <p>The second set of instructions allows students to ask questions and have instructions repeated. Students take notes over each activity attempt. After each activity, students display their paper for the class to see and take notes over the process. The goal of the activity is to emphasize the importance of clear instructions and communication.</p>	½ of a class period

## Chapter 8: Management Essentials

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Management Essentials

**Length of Chapter:** 1 week

**Overview of Chapter:** This chapter introduces the students to the components of management practices and the role of the restaurant and foodservice manager.

**Priority Standards for chapter:**

- NSFACS: 8.6 Demonstrate implementation of food service management and leadership functions.

**Supporting Standards for chapter:**

- ISTE-GLOBAL COLLABORATOR.7.C - contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
implementation of food service management and leadership functions.	Demonstrate	Apply	3

**Essential Questions:**

1. Why are the benefits of diversity in the workplace important?
2. What are the characteristics of a leader and how can one demonstrate these skills?
3. What is onboarding and why is it important to a business?
4. What are the benefits of training and why is it essential?

**Enduring Understanding/Big Ideas:**

1. Encouraging and honoring differences can mean a larger and higher-quality labor pool, a more enjoyable and productive environment, improved public relations, and ultimately, more guests.
2. Leadership is the ability to inspire and motivate employees to behave in accordance with the vision of an organization and to accomplish the organization's goals. Good leaders demonstrate direction, they lead consistently, influence others, motivate, coach and develop, anticipate change, and foster teamwork.

3. Onboarding is the process that a company uses to integrate new employees into an organization. This gives companies a better chance at making sure the people they hire stay in their jobs.
4. Training improves the skill, knowledge, and attitude of employees for their jobs. Effective training is essential to the productive functioning of an operation.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<p>Action plan</p> <p>Bias</p> <p>Child labor laws</p> <p>Complainant</p> <p>Cover letters and resumes</p> <p>Cross-training</p> <p>Culture tendencies</p> <p>Discrimination</p> <p>Diversity</p> <p>Empathy</p> <p>Employee manual</p> <p>Employee performance appraisal</p> <p>EEOC</p> <p>Ethics</p> <p>External motivation</p> <p>Goals</p> <p>Harassment</p> <p>Harassment-free environment</p> <p>Internal motivation</p> <p>Interpersonal skills</p> <p>Job application</p> <p>Job description</p> <p>Mission statement</p> <p>Modeling</p> <p>Motivation</p> <p>Objective</p> <p>On-the-job training</p> <p>Organizational goals</p> <p>Orientation</p> <p>Personal treatment</p> <p>Positive cross-cultural interaction</p>	<p>Exempt positions</p> <p>Point-of-sale systems</p> <p>Onboarding</p> <p>Nonexempt positions</p> <p>Performance appraisal form</p>



Prejudice Problem solving Problem-solving model Professional development Professionalism Root cause Screening interviews Stereotypes Successive interviewing Team Teamwork Training Turnover Vision statement Workplace ethics Zero tolerance policy	
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**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.

## Topic 1: Multicultural Workplace

### **Engaging Experience 1**

**Title:** Role Play TV Commercial-Benefits of the Multicultural Workplace

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.6 Demonstrate implementation of food service management and leadership functions.

*Supporting:*

- ISTE-GLOBAL COLLABORATOR.7.C - contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

**Detailed Description/Instructions:** Students collaborate with a small group to create a TV commercial that is acted out in front of their peers. Students work to create a script that displays a situation that focuses on the benefits of a multicultural workplace.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Topic 2: SMART Goals

### **Engaging Experience 2**

**Title:** Setting SMART Goals

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.6 Demonstrate implementation of food service management and leadership functions.

**Detailed Description/Instructions:** Students use the SMART goal process to write three SMART goals for something they would like to achieve in school, sports, or on the job. Students learn the most effective goals are SMART: Specific, Measurable, Achievable, Relevant, and Time bound.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

### Resume Writing

Students reflect on their qualifications and experiences to create a resume for a job they would like to obtain. Students are provided a sample resume to help guide them through formulating a current resume for themselves that can be used when seeking employment.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Multicultural Workplace	Role Play TV Commercial-Benefits of the Multicultural Workplace	Students collaborate with a small group to create a TV commercial that is acted out in front of their peers. Students work to create a script that displays a situation that focuses on the benefits of a multicultural workplace.	1 class period
SMART Goals	Setting SMART Goals	Students use the SMART goal process to write three SMART goals for something they would like to achieve in school, sports, or on the job. Students learn the most effective goals are SMART: Specific, Measurable, Achievable, Relevant, and Time bound.	1 class period

## Chapter 9: Fruits and Vegetables

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Fruits and Vegetables

**Length of Chapter:** 2 weeks

**Overview of Chapter:** This chapter covers the different types of fruits and vegetables along with how to store and prepare them for optimal quality and nutrition.

**Priority Standards for chapter:**

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs	Demonstrate	Apply	3

**Essential Questions:**

1. How do you properly store fruit?
2. How do you maintain the quality of vegetables?

**Enduring Understanding/Big Ideas:**

1. Many ripe fruits, except for bananas, can be stored at 41 degrees Fahrenheit or lower. Under the best circumstances, fruits should be stored in their own refrigerator, separate from vegetables.
2. The best way to maintain overall quality is to cook vegetables soon after purchase and then serve them as quickly as possible.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Acids Alkalis Caramelization Enzymatic browning Ethylene gas	Brassica Compote Coulis Crudites Dicing

Fructose	Drupes
Fruit	Field mixes
Fungi	Glazing
Hydroponic farming	Mesclun mix
	Microplane
	Mincing
	Parboiling
	Poaching
	Polyphenol oxidase
	Pureed
	Quality grades
	Root vegetables
	Seed
	Sous vide
	Summer fruits
	Tempura
	Tropical fruits
	Tuber vegetables
	Vegetable
	Winter fruits

**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.

## Topic 1: Fruit Cooking Lab

### **Engaging Experience 1**

**Title:** Bananas Foster Lab

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students formulate within lab groups to prepare a bananas foster recipe that is served with ice cream and garnished to practice plate presentation.

**Bloom's Levels:** Apply

**Webb's DOK:** 3



## Topic 2: Vegetable Preparation Lab

### **Engaging Experience 1**

**Title:** Fattoush Lab

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students formulate within lab groups to prepare Fattoush. This lab allows the students to apply their knowledge of vegetable preparation. Students also work to prepare a dressing for this Middle Eastern inspired salad.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

### Fruit and Vegetable Presentation

Students collaborate with a partner to create a multi-media presentation that informs their peers about a chosen fruit and vegetable. Students research the history of the selected produce, how to care for the produce, recipes that feature the produce, and the importance of fresh produce.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Fruit Cooking Lab	Bananas Foster Lab	Students formulate within lab groups to prepare a bananas foster recipe that is served with ice cream and garnished to practice plate presentation.	1 class period
Vegetable Preparation Lab	Fattoush Lab	Students formulate within lab groups to prepare Fattoush. This lab allows the students to apply their knowledge of vegetable preparation. Students also work to prepare a dressing for this Middle Eastern inspired salad.	1 class period

## Chapter 10: Serving Your Guests

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Serving Your Guests

**Length of Chapter:** 1 week

**Overview of Chapter:** This chapter introduces students to the importance of customer service and how to provide a quality experience for the guest.

**Priority Standards for chapter:**

- NSFACS: 8.7 Demonstrate the concept of internal and external customer service.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the concept of internal and external customer service.	Demonstrate	Apply	2

**Essential Questions:**

1. What is the importance of first impressions and how can one create a lasting and positive impression?
2. What is suggestive selling and why is it important?
3. What is the traditional style of service and how do the areas differ?

**Enduring Understanding/Big Ideas:**

1. First impressions are the strongest impression that we have of a person, place or event. First impressions are important because they set the tone of a guest's experience. Employees can create a positive and lasting impression by beginning with the first interaction they have with a guest and display courtesy, respect, and friendliness in every interaction.
2. Suggestive selling involves recommending additional or different items to a guest. It is key to the success of any business because it maximizes guest satisfaction and increases the average check, resulting in more profits.
3. Traditional service consists of four main influences: American, French, English, and Russian. Each service style varies depending on its menu, theme and decor. American is one of the easiest and uses the fewest utensils. French is known as the most elegant and most expensive and Russian is the most complicated.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Appearance Apprentice Captain Comment cards Competitive advantage Customer interaction First impressions Floor manager Focus groups Greeter Hospitality Mystery shoppers Quick-service Surveys	American Service Bouillon spoon Bread and butter plate Busers Butter knife Cake fork Chargers China Coffee spoon Dessert forks Dinner fork Dinner knife Dinner plate Drinking glasses English service Espresso spoon Demitasse spoon Family-style dining Finger bowl Fish fork Fish knife Food runners French service Front waiter Grapefruit spoon Gravy boat Gueridon Headwaiter Maitre d'hotel Monkey dish Mugs Rechaud Russian service Salad fork Salad plate Sauce spoon Service station

	<p>Serving utensils</p> <p>Shell cracker</p> <p>Snail fork</p> <p>Lobster fork</p> <p>Oyster fork</p> <p>Snail plate</p> <p>Snail tongs</p> <p>Soup bowl</p> <p>Soup plate</p> <p>Soup spoon</p> <p>Steak knife</p> <p>Suggestive selling</p> <p>Sundae or iced tea spoon</p> <p>Underliner plate or charger</p> <p>Tureen</p> <p>Traditional service</p>
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**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.

## Topic 1: Importance of Customer Service

### **Engaging Experience 1**

**Title:** Service Slipup Scenarios

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.7 Demonstrate the concept of internal and external customer service.

**Detailed Description/Instructions:** After guided reading and direct instruction students will join small groups and model the corrected customer service actions from the scenario they were assigned. Students will have time to study the scenario and create better customer service suggestions. Their peers will watch the role play and give feedback.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 2: Comment Card

### **Engaging Experience 1**

**Title:** Comment Card for Restaurant/ School Cafeteria

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.7 Demonstrate the concept of internal and external customer service.

**Detailed Description/Instructions:** Students use a 4 X 6 plain white index card to create a comment card for a local restaurant or their school cafeteria. Students create categories, develop a rating system, allow for customer comments, ask for customer contact information and design the card so it inspires customers to complete the card with feedback.

**Bloom's Levels:** Apply

**Webb's DOK:** 2



## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Service Styles Project

Students demonstrate the similarities and differences between American, French, English, Russian, and quick-service styles by creating a display board that features a table-top display of one service style.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Importance of Customer Service	Service Slipup Scenarios	After guided reading and direct instruction students will join small groups and model the corrected customer service actions from the scenario they were assigned. Students will have time to study the scenario and create better customer service suggestions. Their peers will watch the role play and give feedback.	1 class period
Comment Card	Comment Card for Restaurant/School Cafeteria	Students use a 4 X 6 plain white index card to create a comment card for a local restaurant or their school cafeteria. Students create categories, develop a rating system, allow for customer comments, ask for customer contact information and design the card so it inspires customers to complete the card with feedback.	1 class period

## Chapter 11: Potatoes and Grains

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Potatoes and Grains

**Length of Chapter:** 2 weeks

**Overview of Chapter:** This chapter covers the different potatoes, grains and pasta while teaching students how to store and prepare the starches.

**Priority Standards for chapter:**

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs	Demonstrate	Apply	3

**Essential Questions:**

1. What are the methods to select, receive and store potatoes and why is it important to follow these methods?
2. What are the methods to select, receive and store grains and legumes and why is it important to follow these methods?
3. How can you ensure that pasta is done cooking?

**Enduring Understanding/Big Ideas:**

1. Select potatoes that are firm and smooth without dark spots, green areas, mold or large cuts. Store potatoes in a cool, dry place in a 45-55-degree temperature range in a ventilated container with indirect light. It is important to follow these methods to ensure using the freshest product.
2. Carefully inspect all grains when delivered and store grains and legumes in a cool, dry well-ventilated area, away from light and excessive heat. To ensure an optimal product discard any that are moldy or wrinkled.
3. Pasta is done when it feels firm to the bite or al dente.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Grains Legumes	Al dente Arborio Bran Colander Dumplings En casserole Edosperm Gnocchi Hull Latkes Milling process Multiple-stage technique Pierogi Pilaf Resting stage Risotto Seive Single-stage technique Solanine Speatzle Stone ground Tubers Whole ground

**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.

## Topic 1: Grains Lab

### **Engaging Experience 1**

**Title:** Food Prep Lab

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students will prepare a fried rice recipe in groups to demonstrate a grains lab.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Topic 2: Pasta Lab

### **Engaging Experience 1**

**Title:** Pasta/Sauces Lab

**Suggested Length of Time:** 2 class periods

#### **Standards Addressed**

*Priority:*

- NSFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**Detailed Description/Instructions:** Students will prepare two sauces and make pasta using a hand-crank pasta machine. On day one, students will prepare a Bolognese sauce and store it for service the following day with their pasta. On day two, students will prepare an Alfredo sauce and make the pasta. Students will reheat and simmer the Bolognese until all components of the lab are complete.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

### Potato Bar/Restaurant Simulation

Students will plan and prepare a restaurant in the classroom for a day. The menu focus will consist of a variety of potatoes that can be served in a potato bar that students operate. Students will research a variety of potato and topping recipes that will be costed out to determine what price they will need for the expenses of the potato bar to be covered. Students will reflect on the important customer service pieces from the curriculum to ensure an enjoyable dining experience for all.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Grains Lab	Food Prep Lab	Students will prepare a fried rice recipe in groups to demonstrate a grains lab.	1 class period
Pasta Lab	Pasta/Sauces Lab	Students will prepare two sauces and make pasta using a hand-crank pasta machine. On day one, students will prepare a Bolognese sauce and store it for service the following day with their pasta. On day two, students will prepare an Alfredo sauce and make the pasta. Students will reheat and simmer the Bolognese until all components of the lab are complete.	2 class periods



## Chapter 12: Building a Successful Career in the Industry

**Subject:** ProStart 1

**Grade:** 10, 11, 12

**Name of Chapter:** Building a Successful Career in the Industry

**Length of Chapter:** 2 weeks

**Overview of Chapter:** This chapter covers the components of the employment process in the restaurant and foodservice industry. Students will practice completing a job application and practice for the interview process.

**Priority Standards for chapter:**

- NSFACS: 8.1 Analyze career paths within the food production and food services industries.

**Supporting Standards for chapter:**

- ISTE-GLOBAL COLLABORATOR.7.C - contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
career paths within the food production and food services industries	Analyze	Analyze	3

**Essential Questions:**

1. What is a portfolio and how can the ProStart portfolio benefit you as a student and employee?
2. What is a job application and why are they important?
3. How are open-ended questions different from closed questions?
4. How can one manage time and stress?
5. What are some of the popular entry-level jobs in the restaurant and foodservice industry and why are they so vital to the industry?

**Enduring Understanding/Big Ideas:**

1. A portfolio is a collection of samples that showcase interests, talents, contributions and studies. The ProStart portfolio showcases your work and reflection of work components that can be used to assist in gaining employment and displaying organization skills.
2. Applications ask basic personal information about the applicant and their background. The application form reveals insight about the applicant to the employer to see how well they can follow instructions, the ability to communicate and employment history.
3. Closed questions can be answered with a simple yes or no whereas open-ended questions encourage job applicants to talk about themselves.
4. To manage time and stress, plan and evaluate daily activities, delegate work or ask for help from other employees, evaluate progress along the way, make adjustments as necessary, and set daily personal and team goals.
5. Entry-level positions in the restaurant and foodservice industry include host/hostess, server, quick-service counter servers, busser, prep cooks and dishwashers. The positions are vital because often times the people in the positions are the first employee the guest encounters to set the standard of service for the customer.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Career Certification College or trade school applications Cover letter Etiquette Financial aid Free Application for Federal Student Aid (FAFSA) Job application Mentor Networking Portfolio References Resume Scholarship Stress Stress management Time management Work study	Back of the house Closed questions Concierge Open-ended questions

**Resources for Vocabulary Development:**

- National Restaurant Association. (2011). *Foundations of Restaurant Management & Culinary Arts Level One*. Chicago: Pearson.

## Topic 1: Career Exploration and Preparation

### **Engaging Experience 1**

**Title:** Career Opportunities Expo

**Suggested Length of Time:** 2 class periods

### **Standards Addressed**

*Priority:*

- NSFACS: 8.1 Analyze career paths within the food production and food services industries.

*Supporting:*

- ISTE-GLOBAL COLLABORATOR.7.C - contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

**Detailed Description/Instructions:** Students will research a career that interests them in the hospitality and foodservice industry. Students will create a multimedia presentation that includes the following:

- Name of position
- Job forecast for next 10+ years
- Average salary
- Education requirements
- Skills
- Typical career progression
- Potential job hazards
- Other interesting elements about the job

Students will present their findings to their peers. After all presentations have been shared, students will hold a large group discussion about the careers/jobs shared including but not limited to the job forecast outlook, best salaries and career progression.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 2: Job Application

### **Engaging Experience 1**

**Title:** Practice Job Application

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*

- NSFACS: 8.1 Analyze career paths within the food production and food services industries.

**Detailed Description/Instructions:** Students complete a practice job application that is supplied from the curriculum resources. Teachers could have a variety of applications from different local businesses that hire high school students in the restaurant and foodservice industry. Teacher provides feedback on the application process.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

### Building a Portfolio

Throughout the course students build a ProStart portfolio of student work and reflection. This can be done in hard copy form using a 3-ring binder or electronic form using a free site or school resource. Students should include the following in the portfolio: copies of exceptional class work, posters, presentations, recognition, pictures of food created in the lab setting and letters of recommendation.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Career Exploration and Preparation	Career Opportunities Expo	<p>Students will research a career that interests them in the hospitality and foodservice industry. Students will create a multimedia presentation that includes the following:</p> <ul style="list-style-type: none"> <li>● Name of position</li> <li>● Job forecast for next 10+ years</li> <li>● Average salary</li> <li>● Education requirements</li> <li>● Skills</li> <li>● Typical career progression</li> <li>● Potential job hazards</li> <li>● Other interesting elements about the job</li> </ul> <p>Students will present their findings to their peers. After all presentations have been shared, students will hold a large group discussion about the careers/jobs shared including but not limited to the job forecast outlook, best salaries and career progression.</p>	2 class periods
Job Application	Practice Job Application	Students complete a practice job application that is supplied from the curriculum resources. Teachers could have a variety of applications from different local businesses that hire high school students in the restaurant and foodservice industry. Teacher provides feedback on the application process.	1 class period

## Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.