

STRANDS AND STANDARDS

PROSTART LEVEL 1



Course Description

Prostart® I is a professional start to the Foodservice and Culinary Arts industry. It is a program sponsored by the National Restaurant Association Educational Foundation. The ProStart® curriculum, introduces students to career opportunities in the restaurant and foodservice industry and provides them with foundational skills in culinary arts and restaurant management that will jump-start their post-secondary experience, in college and/or careers. In Utah, FCCLA may complement this course.

***refer to the addendum for specific information.**

Intended Grade Level	11-12
Units of Credit	1.0
Core Code	34.01.00.00.255
Concurrent Enrollment Core Code	34.01.00.13.255
Prerequisite	Food and Nutrition 1; ProStart 2 can be taken before ProStart 1.
Skill Certification Test Number	931
Test Weight	1.0
License Type	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	FCS General
Endorsement 2	Food Services/Culinary Arts
Endorsement 3	N/A

STRAND 1

Students will explore the history of the food service and hospitality industry.

Standard 1 – Welcome to the Industry

- Identify the two segments of restaurant and foodservice industry and give examples of businesses in each of them.
- Categorize the types of businesses that make up the hospitality, lodging, and tourism industries, and identify their foodservice opportunities.
- Outline the growth of the hospitality industry throughout the history of the United States.
- Identify the roles of famous chefs throughout history including in the twentieth century.
- Model the brigade system.

STRAND 2

Students will explore the career opportunities in the restaurant/foodservice and hospitality industry.

Standard 1 – Career Opportunities

- Identify the two major categories of jobs in the restaurant/foodservice and hospitality industry.
- Identify skills needed by foodservice professionals.
- Describe the career opportunities in both the front of the house and back of the house in the restaurant/foodservice and hospitality industry.
- List factors for maintaining health and wellness throughout a restaurant/foodservice and hospitality career.
- Explain the purpose and benefits of networking.

STRAND 3

Students will articulate professional expectations within the foodservice and hospitality industry.

Standard 1

- Define professionalism, as it relates hospitality professionals.
- Apply the importance of personal appearance and grooming standards to your employment.
- Recognize the connections between your professional life and your personal life.
- List the basic expectations that employers have for an employee in a foodservice industry.
- Demonstrate effective teamwork.

- Describe ethics and explain their importance to the restaurant and foodservice industry.
- Identify the benefits of diversity in a workplace.
- Explain how stereotypes and prejudices can negatively affect working together.
- Identify how employees' roles and jobs impact an organization's mission and goals.
- Outline the steps to resigning from a job.

STRAND 4

Students will demonstrate effective communication.

Standard 1

- Describe the communication process.
- Identify obstacles to effective communication and explain how to prevent them.
- Practice effective listening skills.
- Demonstrate effective speaking skills.
- Demonstrate effective writing skills.
- Describe interpersonal communication in the workplace.
- Innumerate the guidelines of effective listening.

STRAND 5

Students will create a career plan for an effective comprehensive job search within the food service and hospitality industry.

Standard 1

- Outline a plan for an effective job search.
- Create a cover letter and resume for a food service/ hospitality and industry position.
- Describe the steps to an effective job interview.
- Identify the differences between closed and open-ended questions in interviews.
- Explain the follow-up steps for a job interview.
- Define and give examples of an employee assessment test.
- Outline the steps to choosing a college or trade school and identify resources for answering those questions.
- Research ways to find and apply for scholarships and financial assistance.

STRAND 6

Students will keep food safe through the proper use of food handling and sanitation techniques.

Standard 1

- Define what a foodborne-illness outbreak is, and list the costs associated with one.

- Recognize the risks associated with high-risk populations.
- Identify factors that affect the growth of pathogens (FAT TOM).
- Identify characteristics of time and temperature control for safe food (TCS) and list examples.
- List the ways food becomes unsafe including; physical, chemical, and biological.
- Identify the most common allergens and methods for preventing allergic reactions.
- Recognize the need for food defense systems.
- Identify government agencies that regulate the restaurant and foodservice industry.
- Explain the characteristics of TDZ and TCS foods.
- State the government agency that creates the food code guidelines.
- State the government agency that enforces the food safety regulations.

STRAND 7

Students will demonstrate proper personal hygiene and cleanliness.

Standard 1

- List personal behaviors that can contaminate food.
- List the steps five steps to proper handwashing and identify when hands should be washed.
- Identify proper personal hygiene practices and appropriate work attire.
- Identify ways to handle ready-to-eat food safely.
- Identify when food handlers should be prevented from working around food or from working in the operation.
- Explain how to maintain a clean and sanitary operation.
- Outline procedures for cleaning and sanitizing tools and equipment, including a three-compartment sink.
- Identify three factors that affect the effectiveness of sanitizers.
- List the elements of a master cleaning schedule including the what, when, how and who.
- Outline procedures for proper pest management in a food service operation.

STRAND 8

Students will practice the safe flow of food in a food service operation.

Standard 1

- Define and identify ways to prevent cross-contamination.
- Identify ways to prevent time-temperature abuse.
- List the steps for calibrating a bimetallic stemmed thermometer using the ice-point method.
- Identify characteristics of an approved food source.

- Identify criteria for accepting or rejecting food during receiving.
- Characterize the procedures for receiving food and the reasons why food may be rejected.
- Outline procedures for storing food. (FIFO)
- Outline procedures for preparing and cooking various TCS food. (poultry, ground meat, seafood, whole cuts, commercially processed foods, fruits, vegetables, and grains)
- Outline procedures for holding, cooling and reheating TCS food.
- Identify ways to handle food ready for service.
- Outline procedures for preparing and serving food for an off-site service.
- Explain what a food safety management system is and why it's important. (HACCP)

STRAND 9

Students will identify how to appropriately manage risks within a food service operation.

Standard 1

- State who is responsible for providing a safe environment and ensuring safe practices within a food service operation.
- Define the role of Occupational Safety and Health Administration regulations (OSHA).
- State the two major Hazard Communication Standard requirements including safety data sheet (SDS) sheets and the safety audit for employers.
- List the requirements for storing hazardous chemicals in an operation.
- Explain the importance of general safety audits and safety training.
- List the steps in an accident investigation.
- Explain the purpose of an emergency plan, including an escape plan.
- Define the terms harassment-free environment and mutually respectful workplace.
- List guidelines for handling harassment claims.

STRAND 10

Students will elaborate workplace safety procedures.

Standard 1

- Describe the types of protective clothing, footwear, and equipment used in a foodservice setting.
- Identify hazards that contribute to accidental fires.
- Classify the types of fires and fire extinguishers.
- Outline the actions to take in the event of a fire in a foodservice setting.
- Identify procedures in preventing burns.
- Identify procedures for preventing slips, trips, and falls in a foodservice operation.

- Outline the procedures for cleaning up spills on floors.
- Articulate how to use a ladder safely.
- Explain proper lifting and carrying procedures to avoid injury.
- Outline basic first aid concepts and procedures.
- Identify external threats to an operation, and list ways to protect against them.

STRAND 11

Students will identify foodservice equipment used in a food service operation.

Standard 1

- Identify the equipment needed for receiving and storing food and supplies.
- List the different types of food-preparation equipment and give examples of their uses including; slicer, mandolin, food processor, emersion blender, convection oven, proofer/holder cabinet, salamander, griddle, and combi-oven.
- Demonstrate correct and safe use of food-preparation equipment.
- Identify the kitchen equipment needed for holding and serving food and beverages including; food warmer and steam table, bain-marie, and speed rack.

STRAND 12

Students will practice the proper use of knives and small wares in a food service operation.

Standard 1

- Identify hand tools and small equipment including; china cap, ricer, skimmer, parisienne scoop, and tamis.
- Identify the different types and uses of pots and pans including; brazier, double boiler, sautoir, and sheet pan.
- List the different types of knives used in the foodservice kitchen and identify examples of their uses including; cleaver, boning, tournet, and santoku.
- Demonstrate the correct holding and cutting motions for a chef's knife and knife basics.
- Demonstrate the eleven classical knife cuts.
- Identify the components of a knife, proper care and safety.

STRAND 13

Students will identify the kitchen basics.

Standard 1

- List the major positions in a modern, professional kitchen.
- Identify the work sections and stations in a professional kitchen.
- Recognize the positions in a kitchen brigade and a dining room brigade.
- Explain the importance of mise en place.

- Identify the difference between seasoning, flavoring, herbs, and spices.
- Describe and demonstrate all basic pre-preparation techniques.
- Interpret information on a nutrition label.

STRAND 14

Students will practice basic culinary math skills.

Standard 1

- Perform basic math calculations using numbers or fractions.
- Identify the components and functions of a standardized recipe.
- Identify the formula for increasing or decreasing recipe yields.
- Convert recipes to yield smaller and larger quantities based on operational needs.
- Explain the differences between customary and metric measurement units and convert units between the two systems.
- Demonstrate measuring and portioning using the appropriate small wares and utensils.
- Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.
- Calculate the total cost and portion costs of a standardized recipe.

STRAND 15

Students will identify and prepare salads, dressings and dips

Standard 1

- Explain the roles of salads on the menu.
- Identify and describe the various ingredients used to make salads.
- List the four parts of a salad and explain the role of each.
- Identify and prepare various types of salad.
- Identify procedures for cleaning and storing salad greens.
- Differentiate among various oils and vinegars.
- Prepare vinaigrettes and other emulsions.
- Describe and prepare common cold and hot dips.

STRAND 16

Students will identify and prepare different types of sandwiches and pizza.

Standard 1

- Give examples of different types of sandwiches, including simple hot, open-faced, tea (or finger), grilled, deep-fried, and simple cold.
- Explain the roles of the three components of a sandwich: bread, spread, and filling.
- Classify the components of a sandwich station and construct several types of sandwiches.
- Give examples of different styles of pizza including; Chicago, New York, and Neapolitan.
- Prepare various types of pizza.

STRAND 17

Students will identify and prepare different types of stocks, sauces, and soups.

Standard 1

- Identify the various types of stocks including their four essential parts and the proper ingredients for each.
- Apply three methods for preparing bones for stock.
- Prepare the ingredients for and cook several kinds of stocks.
- Explain how and why to remove fat from stock.
- List the ways to cool stock properly.
- Describe and prepare the five mother sauces, and their derivatives.
- List the proper ingredients for sauces and explain how to create them.
- Prepare various small sauces including, compound butters and cold or thick sauces.
- Identify appropriate sauce usage.
- Identify and prepare the two basic kinds of soups, give examples of each.
- Prepare the basic ingredients for broth, consommé, purée, clear, and cream soups.

STRAND 18

Students will identify and practice appropriate cooking methods.

Standard 1

- List and explain the three types of heat transfer.
- Describe dry-heat cooking methods and list the foods to which they are suited.
- Describe moist-heat cooking methods and list the foods to which they are suited.
- Describe combination-heat cooking methods and list the foods to which they are suited.
- Describe sous vide and microwave cooking techniques.
- Identify ways to determine if a food has reached the correct degree of doneness.

STRAND 19

Students will identify and demonstrate basic baking techniques.

Standard 1

- Identify the common 8 baker's ingredients and their functions.
- Calculate ingredient weights using baker's percentages.
- Convert baking recipes to a new yield.
- Prepare seven types of cookies.
- Prepare the muffin method and biscuit methods of quick bread.

STRAND 20

Students will identify principles of Great Service.

Standard 1

- Explain the importance of customer service to the restaurant and foodservice industry.
- List the importance for making a good first impression of your establishment and give examples of how to make one.
- Describe special needs that some customers might have.
- Articulate ways to obtain feedback from guests to determine their satisfaction.
- Explain how customer complaints should be resolved.

STRAND 21

Students will determine front-of-the-house basics for successful service.

Standard 1

- Describe service staff roles and list the duties and responsibilities of each.
- Identify various server tools and the correct way to stock a service station.
- Outline the process for receiving and recording reservations and special requests.
- Demonstrate taking orders at the table, beginning with the greeting.
- Define suggestive selling and give examples of how to do it.
- Identify basic guidelines for serving alcohol to guests.
- Describe the four traditional styles of service; American, French, English, and Russian.
- Identify contemporary styles of service.
- Demonstrate setting and clearing items properly.
- Demonstrate and prepare various types of hot and cold beverages.
- Demonstrate service procedures for hot and cold beverages.
- List methods for processing payment including tabulation proper change.

STRAND 22

Students will articulate a management system within a food service/hospitality operation.

Standard 1

- Identify the behaviors of an effective leader.
- Identify major responsibilities of an effective manager.
- Identify common expectations that employees have about managers.
- Outline opportunities to promote diversity in the workplace.
- List the steps for solving a problem and explain how each step contributes to a successful outcome.
- Explain what a SMART goal is and how it positively impacts an operations success.

- Explain the importance of a vision statement and a mission statement and describe their differences.

Workplace Skills

Students will develop professional and interpersonal skills needed for success in the fashion industry.

Determine the difference between hard skills and soft skills.

- **Hard Skills:** Hard skills are specific, teachable abilities that can be defined and measured
- **Soft Skills:** Personal attributes that enable someone to interact effectively and harmoniously with other people.

Identify soft skills needed in the workplace

- Professionalism
- Respect Legal requirements/expectations
- Good communication skills
- Resourcefulness & creativity
- Work Ethic

Resources

Strand 5

- Workbook activities 5.4 resume, 5.5 interview questions Link to website - <https://textbooks.restaurant.org/Students/Student-Resources/Resume-Builder>

· · www.chooserestaurants.org

- Discover opportunities, students
- Scholarships

Strand 6 https://www.uen.org/cte/facs_cabinet/facs_cabinet11.shtml

- Here is the link to the PowerPoint for changes in teaching the ServSafe Information

Strand 7

- Also Document R392-100 Food Service Sanitation Rule, with Utah Amendments

Include wearing gloves and ServSafe managers last 3 years

Strand 12

- Knife cuts refer to book pages 238-240 workbook activity 12.9

Video for Julienne

<http://link.videoplatform.limelight.com/media/?mediaId=5104f775bee34e39bee037232fdbea3c&width=480&height=321&playerForm=Player>

Strand 14

- Pg 278 – Formula for increasing or decreasing recipe yields $\text{desired yield/original yield} = \text{conversion factor}$
- Pg 282 – converting Fahrenheit to Celsius and vice versa
- Pg 286 – 287 - $\text{EP/Yield percentage} = \text{AP}$

Strand 19

- Baker's Percentages pg 404 – $(\text{Weight of ingredient} / \text{Weight of flour}) \times 100 \text{ percent} = \text{percent of ingredient}$
- Baking recipes for new yield – pg 405