



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School ProStart I Curriculum

Course Description: ProStart is a program created and supported 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 the overview of the restaurant and food service industry, safe operations, introduction to the kitchen, culinary exploration, and service and management. There is an opportunity for a certification of achievement (for an additional fee) upon the successful completion of the ProStart exams and documented work in the industry.

Client-Connected Project: This course includes recommendations for at least one Client-Connected Project. These work-world situated projects are designed to give students opportunities to connect classroom learning to authentic settings beyond the walls of school. By successfully completing such projects, students grow professionally, build marketable skills for after graduation, and earn a Park Hill Future Ready Asset.



Scope and Sequence:

Timeframe	Unit	Instructional Topics
2-3 Blocks	Welcome to ProStart	Topic 1: Introduction to ProStart I
17-18 Blocks	Safe Operations	Topic 1: Introduction to Food Safety Topic 2: Hygiene & Cleanliness Topic 3: The Safe Flow of Food Topic 4: Risk Management Topic 5: Workplace Safety Procedures
16-18 Blocks	Overview of the Restaurant and Food Service Industry	Topic 1: Welcome to the Industry Topic 2: Career Opportunities Topic 3: Professional Expectations Topic 4: Communication Skills Topic 5: Beginning Your Career
16-17 Blocks	Introduction to the Kitchen	Topic 1: Foodservice Equipment Topic 2: Knives and Smallwares Topic 3: Kitchen Basics Topic 4: Culinary Math
22-24 Blocks	Culinary Exploration	Topic 1: Salads, Dressings, and Dips Topic 2: Sandwiches and Pizza Topic 3: Stocks, Sauces, and Soups Topic 4: Cooking Methods Topic 5: Introduction to Baking
7-8 Blocks	Service and Management	Topic 1: Principles of Great Service Topic 2: Front of the House Basics Topic 3: Introduction to Management

Updates Spring 2024:

- Updated Units and Topics
- Added Client-Connected Project in Unit 6

Unit 1: Welcome to ProStart

Subject: ProStart I

Grade: 10, 11, 12

Name of Unit: Welcome to ProStart

Length of Unit: 2-3 blocks

Overview of Unit: This unit is an introduction to the ProStart program and building a community in the classroom.

Priority Standards for unit:

- NSFCS 13.3: Demonstrate communication skills that contribute to positive relationships.

Essential Questions:

1. What is ProStart?
2. Who are your classmates?

Enduring Understanding/Big Ideas:

1. ProStart is a program that was created and supported by the National Restaurant Association to provide skills to high school students that help with future employability in the restaurant and food service industry.
2. Teams will be utilized daily in ProStart, therefore, knowing your classmates is essential to the purpose of this class.

Unit Vocabulary:

- ProStart
- Collaboration

Unwrapped Priority Standards:

Priority Standard: NSFCS 13.3: Demonstrate communication skills that contribute to positive relationships.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate effective listening and feedback techniques.	2
	Understand
Students will learn about their classmates through collaboration and team-building activities.	2
	Understand

Engaging Scenario

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

Students will create an "All About Me" Recipe Card. It will include:

- Recipe = Name
- Yield = 2 Goals they have
- Ingredients = 5 facts about themselves
- Portion Size = Favorite hobby and subject
- Temperature, time, and equipment = 3 things they enjoy, are meaningful or represent them with pictures and captions.
- Step by step directions = 1 paragraph describing their proudest moment and 1 paragraph describing their family
- Nutrition information = Any other special information they can tell you

Topic 1: Introduction to ProStart I

Engaging Experience 1

Title: One Has to Go

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFCS 13.3: Demonstrate communication skills that contribute to positive relationships.

Detailed Description/Instructions: Corners will be labeled with A, B, C, D. Students will be given a choice of 4 foods (ex: Burgers, wings, pizza, and tacos) and one must go forever. The students will then move to the corner that they could give up forever. When in the corners students will answer a “get-to-know-you” question, such as “What is your favorite thing about school?”

Bloom’s Levels: Understand

Webb’s DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction	One Has to Go	Corners will be labeled with A, B, C, D. Students will be given a choice of 4 foods (ex: Burgers, wings, pizza, and tacos) and one has to go forever. The students will then move to the corner that they could give up forever. When in the corners students will answer a “get-to-know-you” question, such as “What is your favorite thing about school?”	¼ block

Unit 2: Safe Operations

Subject: ProStart I

Grade: 10, 11, 12

Name of Unit: Safe Operations

Length of Unit: 17-18 Blocks

Overview of Unit: The need to keep people safe is at the core of any restaurant or foodservice business. And employees need protection too, through smart safety practices and a respectful workplace. You'll begin this unit with an in-depth look at the food safety basics that are critical to any operation. We will study the importance of personal hygiene, components of a strong food safety system, requirements and best practices in workplace safety and risk management, the proper use of protective equipment, emergency plans and harassment policies.

Priority Standards for unit:

- NSFCFS 8.2: Demonstrate food safety and sanitation procedures.
- NSFCFS 8.6: Demonstrate implementation of food service management and leadership functions.

Essential Questions:

1. What is a foodborne-illness outbreak?
2. What personal behaviors contaminate food?
3. What are the ways to prevent cross-contamination?
4. Who is legally responsible for providing a safe environment and ensuring safe practices?
5. How can protective clothing and equipment prevent injuries?

Enduring Understanding/Big Ideas:

1. When two or more people get the same illness after eating the same food, an investigation is conducted by state and local regulatory authorities, and the outbreak is confirmed by laboratory analysis.
2. Personal behaviors that can contaminate food include:
 - Having a foodborne illness
 - Having exposed wounds that are infected
 - Having contact with a person who is sick
 - Touching of the hair, face, or body and then not washing hands
 - Touching anything that may contaminate hands and then not washing them
 - Having symptoms such as diarrhea, vomiting, or jaundice (a yellowing of the eyes or skin)
 - Eating, drinking, smoking, or chewing gum or tobacco while preparing or serving food
 - Touching anything that has come into contact with human blood
3. Cross-contamination is the transfer of pathogens from one surface or food to another. To prevent cross contamination, separate raw foods from ready-to-eat foods and make sure workstations are cleaned and sanitized.

4. Cross-contamination is the transfer of pathogens from one surface or food to another. To prevent cross contamination, separate raw foods from ready-to-eat foods and make sure workstations are cleaned and sanitized.
5. The legal responsibility that one person has to another that is enforceable by law in court. Restaurants and foodservice operators must make their premises as safe as possible, but it is impossible to eliminate every possible risk.
6. Personal protective equipment protects employees from potential hazards on the job.

Unit Vocabulary:

- Foodborne illness
- Foodborne-illness outbreak
- High-risk populations
- Immune system
- Hazard
- Contamination
- Pathogens
- Microorganisms
- Viruses
- Bacteria
- FAT TOM
- TCS food
- Temperature Danger Zone (TDZ)
- Ready-to-eat food
- Parasites
- Fungi
- Mold
- Yeast
- Food allergy
- Food allergens
- Cross-contact
- Inspection
- Food handlers
- Cleaning
- Sanitizing
- Cleaners
- Detergents
- Degreasers
- Delimers
- Abrasive cleaners
- Contact time
- Cleaning program
- Integrated pest management (IPM) program
- Flow of food
- Cross-contamination
- Time-temperature abuse
- Bimetallic stemmed thermometer
- Calibrated
- Ice-point method
- Boiling-point method
- Boiling
- Approved food source
- First-in, first-out (FIFO)
- Ice-water bath
- Ice paddles
- Off-site service
- Food safety management system
- Active managerial control
- Hazard Analysis Critical Control Point (HACCP)
- Premises
- Liability
- Reasonable care
- Occupational Safety and Health Administration (OSHA)
- Accident
- Near miss
- Accident investigation
- Safety program guidelines
- Facilities
- Equipment
- Employee practices
- Management practices
- Emergency plan
- Harassment
- Complainant
- Class A fires
- Class B fires
- Class C fires

- Class K fires
- Automatic systems
- Smoke detectors
- Heat detectors
- Flame detectors

- First aid
- Cardiopulmonary resuscitation (CPR)
- Heimlich maneuver
- Arson

Unwrapped Priority Standards:

Priority Standard: NSFCS 8.2: Demonstrate food safety and sanitation procedures.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.	2
	Apply
Students will demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.	2
	Apply
Students will analyze factors that contribute to foodborne illness.	3
	Analyze
Students will demonstrate practices and procedures that assure personal and workplace health and hygiene.	2
	Apply
Students will analyze current types of cleaning and sanitizing materials for proper use.	3
	Analyze
Students will demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.	2
	Apply

Students will classify cleaning and sanitizing materials and their correct use.	1
	Understand
Students will use knowledge of systems for documenting, investigating, reporting, and preventing foodborne illness.	2
	Apply
Students will use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.	2
	Apply
Students will demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.	2
	Apply
Students will use the Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.	2
	Apply
Students will demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.	2
	Apply
Students will employ food service management safety/sanitation program procedures, including CPR and first aid.	2
	Apply

Priority Standard: NSFCS 8.6: Demonstrate implementation of food service management and leadership functions.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will practice inventory procedures including first in/first out concept, date marking, and specific record keeping.	2
	Apply
Students will examine the areas of risk management and legal liability within the food service industry.	2
	Apply

Engaging Scenario

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

Create Safety Stations based on the following topics:

1. Identify unmarked containers of liquids and powders
 2. Create a poster on a variety of safety topics drawn from container
 3. Prepare a snack with a partner, each partner observes the other for proper safety and sanitation
 4. Document findings in an unsafe/unsanitary kitchen environment scenario
 5. Demonstrate proper lifting techniques using boxes
 6. Draw an accident situation from a container and role play first aid scenarios to properly treat the injury
 7. Draw a fire situation from a container and share your response to the scenario
- Reflect on what is learned from each scenario

Topic 1: Introduction to Food Safety

Engaging Experience 1

Title: Compare and Contrast Hazards

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NSFCS 8.2: Demonstrate food safety and sanitation procedures.

Detailed Description/Instructions: Using large chart paper on a wall, students will create a graphic organizer to compare and contrast biological, chemical, and physical hazards. Students will participate in a gallery walk to see each other's graphic organizers.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Oatmeal Scotchie Cookie Demonstration

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.2: Demonstrate food safety and sanitation procedures.

Detailed Description/Instructions: Instructor will demonstrate an Oatmeal Scotchie Cookie recipe and demonstrate the preparation process for a cooking lab including dishwashing station set up and sanitizing station set up. Demonstration preparation will include a kitchen orientation that discusses and demonstrates how to measure properly and clean as you go techniques. Students will review the steps to proper lab materials and documents.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Hygiene & Cleanliness

Engaging Experience 1

Title: Master Cleaning Schedule

Suggested Length of Time: ½ block

Standards Addressed

Priority:

- NSFCS 8.2: Demonstrate food safety and sanitation procedures.

Detailed Description/Instructions: Create a cleaning schedule for your home. Create a table, including at least 4 items that need to be cleaned in your home (ex: toilet), what you are doing, how often you are doing it, supplies you would use, and who is responsible for completing it.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: The Safe Flow of Food

Engaging Experience 1

Title: Preventing Cross-Contamination During Cold Storage

Suggested Length of Time: ½ block

Standards Addressed

Priority:

- NSFCS 8.2: Demonstrate food safety and sanitation procedures.

Detailed Description/Instructions: Using large paper, draw a refrigerator with five shelves.

Using food models, place the food on the appropriate shelves of the refrigerator to prevent cross-contamination using the top-to-bottom order:

1-Ready-to-eat food (top)

2-Seafood

3-Whole cuts of beef and pork

4-Ground meat and ground fish

5-Whole and ground poultry (bottom)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Chicken Stir-Fry Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.2: Demonstrate food safety and sanitation procedures.

Detailed Description/Instructions: Students will prepare a chicken stir-fry recipe and demonstrate their knowledge of the preparation process to avoid cross contamination. Students will choose their vegetables for the stir-fry. Lab preparation will include a kitchen orientation that discusses and demonstrates how to set up a cutting board station and safe knife handling. Students will use knowledge from a dishwashing orientation to clean and sanitize before, during and at the conclusion of the lab.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Burger Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.2: Demonstrate food safety and sanitation procedures.

Detailed Description/Instructions: Students will prepare burgers and perform a variety of temperature checks utilizing a calibrated bi-metallic stemmed thermometer. Lab preparation will include students viewing a video that demonstrates the process to calibrate a bi-metallic stemmed thermometer using the ice point method. Once burgers are prepared to the required safe temperature of 155 degrees Fahrenheit and time of 15 seconds, students will assemble the burgers utilizing a variety of buns, condiments, and toppings.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 4: Risk Management

Engaging Experience 1

Title: OSHA Philosophical Chairs

Suggested Length of Time: ½ block

Standards Addressed

Priority:

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

Detailed Description/Instructions: Philosophical Chairs: Create signs that read “Unnecessary Restrictions” on one side of the room and “Protect Workers” on the other side.

Share this statement with students: The OSHA poster “Job Safety and Health Protection” must be posted—the original, not a photocopy, with no changes either in content or size—in a spot where employees can readily see it upon reporting to work.

Pose this question: Is the government placing unnecessary restrictions on owners and managers, or does this regulation protect workers from potentially dangerous management practices?

Have students choose a side. Have each side defend their reasoning - students may change sides if they hear an argument that changes their mind.

Then discuss the benefits and disadvantages. Can students envision if this rule did not exist?

Bloom’s Levels: Analyze

Webb’s DOK: 3

Topic 5: Workplace Safety Procedures

Engaging Experience 1

Title: First Aid Group Ordering Activity

Suggested Length of Time: ½ block

Standards Addressed

Priority:

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

Detailed Description/Instructions: Create different injury descriptions with the title for the type of injury. Cut into strips and match the injury description with the type of injury.

Bloom's Levels: Understand

Webb's DOK: 1

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction to Food Safety	Compare and Contrast Hazards	Using large chart paper on a wall, students will create a graphic organizer to compare and contrast biological, chemical, and physical hazards. They will then do a gallery walk to see others' organizers.	1 block
Hygiene & Cleanliness	Master Cleaning Schedule	Create a cleaning schedule for your home. Create a table, including at least 4 items that need to be cleaned in your home (ex: toilet), what you are doing, how often you are doing it, supplies you would use, and who is responsible for completing it.	½ block
The Safe Flow of Food	Preventing Cross-Contamination During Cold Storage	Using large paper, draw a refrigerator with five shelves. Using food models, place the food on the appropriate shelves of the refrigerator to prevent cross-contamination using the top-to-bottom order: 1-Ready-to-eat food (top) 2-Seafood 3-Whole cuts of beef and pork 4-Ground meat and ground fish 5-Whole and ground poultry (bottom)	½ block
Risk Management	OSHA Philosophical Chairs	Philosophical Chairs: Create signs that read “Unnecessary Restrictions” on one side of the room and “Protect Workers” on the other side. Share this statement with students: The OSHA poster “Job Safety and Health Protection” must be posted—the original, not a photocopy, with no changes either in content or size—in a spot where employees can readily see it upon reporting to work.	½ block

		Pose this question: Is the government placing unnecessary restrictions on owners and managers, or does this regulation protect workers from potentially dangerous management practices? Have students choose a side. Have each side defend their reasoning - students may change sides if they hear an argument that changes their mind. Then discuss the benefits and disadvantages. Can students envision if this rule did not exist?	
Workplace Safety Procedures	First Aid Group Ordering Activity	Create different injury descriptions with the title for the type of injury. Cut into strips and match the injury description with the type of injury.	½ block

Unit 3: Overview of the Restaurant and Food Service Industry

Subject: ProStart I

Grade: 10, 11, 12

Name of Unit: Overview of the Restaurant and Food Service Industry

Length of Unit: 16-18 Blocks

Overview of Unit: Restaurant and foodservice operations make up one of the most dynamic industries in the United States. The foodservice industry is a shining example of the entrepreneurial spirit, where you can begin as a dish washer and one day own your own restaurant. In this unit, you'll discover the types of opportunities available and some of the most popular career pathways. You will gain a clear understanding of the skills needed to succeed and how to build those careers. As you progress through this unit, you will learn how to handle those first job interviews to become a member of this exciting industry to create memorable experiences for guests, serve high quality food and grow your own professional skills.

Priority Standards for unit:

- NSFCS 8.1: Analyze career paths within the food production and food service industries.
- NSFCS 8.2: Demonstrate food safety and sanitation procedures.
- NSFCS 13.3: Demonstrate communication skills that contribute to positive relationships.

Essential Questions:

1. What are the two segments of the restaurant and food service industry?
2. What are the career opportunities in the restaurant and foodservice industry? How are they typically categorized?
3. What does it mean to be a professional?
4. What is the communication process?
5. What does an effective job search plan include?

Enduring Understanding/Big Ideas:

1. The restaurant and food service industry are divided into two segments. The commercial segment makes up about 80 percent of the and includes operations in restaurants, catering, retail, stadiums, airlines, and cruise ships. The noncommercial segment (20%) includes schools and universities, the military, health care, business and industry, correctional facilities, and clubs, and member-based organizations.
2. The restaurant and food service sector offers a tremendous variety of jobs and career paths. Positions span from entry-level to executive. For organizational purposes, jobs in the restaurant and foodservice industry are divided into two categories: front of the house and back of the house.
3. Professionalism is the combination of trained skills, polite and positive behaviors, and good judgment a person uses at work.
4. Communication is the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, and feelings to someone else.

5. The 10 steps for searching for a job:
- Decide what characteristics a job should have.
 - Figure out what areas are open to compromise.
 - Gather and organize the information needed for applying.
 - Create the documents needed for applying.
 - Identify the search methods.
 - Choose the businesses to contact.
 - Research each business chosen.
 - Contact the businesses chosen in whatever method they have indicated.
 - Decide on a time for the interview.
 - Call the business about one week after the interview.

Unit Vocabulary:

- | | |
|----------------------|-------------------------------|
| • Concept | • Workplace ethics |
| • Contract Feeding | • Diversity |
| • Self-Operators | • Stereotypes |
| • Travel and tourism | • Prejudice |
| • Tourism | • Bias |
| • Hospitality | • Cultural Tendencies |
| • Lesche | • Empathy |
| • Phatnai | • Feedback |
| • Epicurean | • Communication |
| • Haute cuisine | • Verbal |
| • Cafe | • Nonverbal |
| • Guilds | • Interpersonal communication |
| • Restorante | • Listening |
| • Cafeteria | • Introduction |
| • Entrepreneur | • Body of the message |
| • Expediter | • Conclusion |
| • Front of the house | • Job application |
| • Back of the house | • Resume |
| • Entry-level job | • Cover letter |
| • Career | • Portfolio |
| • Career pathway | • Interview |
| • Mentor | • Punctuality |
| • Stress | • Appearance |
| • Stress management | • Good personal hygiene |
| • Time management | • Positive attitude |
| • Networking | • Good manners |
| • Professionalism | • Etiquette |
| • Professional Image | • Closed questions |
| • Teamwork | • Open-ended questions |
| • Ethics | • Assessment tests |

- Scholarship
- Financial aid
- Work study
- Free Application for Federal Student Aid (FAFSA)

Unwrapped Priority Standards:

Priority Standard: NSFCS 8.2: Demonstrate food safety and sanitation procedures.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.	2
	Apply
Students will demonstrate practices and procedures that assure personal and workplace health and hygiene.	2
	Apply
Students will demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.	2
	Apply

Priority Standard: NSFCS: 8.1 Analyze career paths within the food production and food service industries.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze opportunities for employment and entrepreneurial endeavors.	3
	Analyze

Students will explain roles, duties, and functions of individuals engaged in food production and service careers.	2
	Apply
Students will create an employment portfolio to communicate food production and services knowledge and skills.	4
	Create

Priority Standard: NSFCS 13.3: Demonstrate communication skills that contribute to positive relationships.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate effective listening and feedback techniques.	2
	Understand
Students will learn about their classmates through collaboration and team-building activities.	2
	Understand

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Instructor shares samples of professional resumes and guides students on resources of resume templates. Students create a basic resume and save for future updating.

Topic 1: Welcome to the Industry

Engaging Experience 1

Title: Collaboration: List It

Suggested Length of Time: ½ - 1 block

Standards Addressed

Priority:

- **NSFCS 8.1: Analyze career paths within the food production and food service industries.**

Detailed Description/Instructions: Distribute stacks of post-its to students. In small groups, students work to list all the places that food service establishments are found today. One establishment per post-it. Next, students create a t-chart on a large piece of paper. Notate one side of the chart as commercial and the other side non-commercial. Students place post-its in the proper segment of the industry on the chart.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Tracking the Timeline

Suggested Length of Time: 1 ½-2 blocks

Standards Addressed

Priority:

- **NSFCS 8.1: Analyze career paths within the food production and food service industries.**

Detailed Description/Instructions: In small groups, students will choose a decade to research from a list provided by the instructor. On a large poster paper, students create a timeline displaying 10 major events they feel are most important to the overall growth of the industry. Each event will include: a description, an illustration that represents the event and specific year notated for that event.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Funnel Cake Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- **NSFCS 8.2: Demonstrate food safety and sanitation procedures.**

Detailed Description/Instructions: Students will prepare a funnel cake recipe and demonstrate their knowledge of food sold in the commercial industry and in the food truck trend. Students will learn how to use a deep fryer and the ways to fry safely. Lab preparation will include a kitchen orientation that discusses and demonstrates how to set up a frying station.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Title: Ancient Greek Bean Soup Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.2: Demonstrate food safety and sanitation procedures.

Detailed Description/Instructions: Students will prepare a bean soup recipe and demonstrate their knowledge of food prepared with a focus on ancient Greece. Students will learn the difference between simmering and boiling and how that can affect the final food product. Students will learn how to chop and sauté onions in butter. Lab preparation will include how to prepare broth using bouillon cubes, use a bay leaf, how to press garlic cloves and how to prepare parsley.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5

Title: Navajo Taco Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.2: Demonstrate food safety and sanitation procedures.

Detailed Description/Instructions: Students will prepare a Navajo Taco recipe and demonstrate their knowledge of food prepared with a focus on Native Americans before the first Europeans settled in North America. Students will learn how to knead dough and prepare taco meat using ground beef. Students will prepare a variety of taco toppings and learn how to use dry milk as an ingredient in recipes. Lab preparation will include a review of safety protocols when using a deep fryer and how to set up a frying station.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Career Opportunities

Engaging Experience 1

Title: Handling Self-Imposed Pressures

Suggested Length of Time: ½-1 block

Standards Addressed

Priority:

- **NSFCS 8.1: Analyze career paths within the food production and food service industries.**

Detailed Description/Instructions: School Resource Officer or another guest speaker speaks with students about tips for staying healthy. (Substance abuse, work-life balance, etc.) Review the equation for self-imposed pressures. Ask students how they can handle self-imposed pressures to manage stress. Students will do a quick write to reflect and describe the pressures, and then create a personal action plan for stress management.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Professional Expectations

Engaging Experience 1

Title: Walk a Mile in My Shoes

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFCS 13.3: Demonstrate communication skills that contribute to positive relationships.

Detailed Description/Instructions: Bring in 5 different types of shoes (work boots, chef shoes, heels, old tennis shoes, etc.) Students then write from the perspective of walking a mile in one of the pairs of shoes. Discuss - “You can't understand someone until you've walked a mile in their shoes.”

Bloom’s Levels: Analyze

Webb’s DOK: 3

Topic 4: Communication Skills

Engaging Experience 1

Title: The Communication Process - Do You Understand Me?

Suggested Length of Time: ½ block

Standards Addressed

Priority:

- NSFCS 13.3: Demonstrate communication skills that contribute to positive relationships.

Detailed Description/Instructions: Hand each student two pieces of 8½-x-11-inch copy paper. Instructor reads both parts of the activity while the students complete the activity.

Part 1:

- Close your eyes (no talking or peeking).
- Fold the paper in half.
- Fold the paper in half again.
- Tear off the left corner.
- Fold the paper in half again.
- Tear off the right corner.
- Open your eyes and unfold your paper.

Part 2:

- Close your eyes.
- Hold your paper vertically so a short end is at the top.
- Fold the paper in half from top to bottom; the ends should open at the bottom.
- Now, fold the paper in half from right to left.
- Tear off the top-right corner of the paper, no larger than the size of a dime.
- Fold the paper in half again from left to right.
- Tear off the top-left corner of the paper, again no larger than the size of a dime.
- Open your eyes and open the paper.

Discussion questions:

1. How does being able to ask questions help you in accomplishing a task?
2. What else could have been provided to make the task easier?
3. Can you see how two employees might hear the same directions and achieve different results?
4. What could you do to minimize that problem?

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Mystery Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.2: Demonstrate food safety and sanitation procedures.

Detailed Description/Instructions: Students will prepare a mystery recipe and demonstrate their knowledge of the preparation process to prepare a pan for baking. Focus of the lab is changing normal lab communication techniques and analyzing how that affects the lab experience and outcome of the final food product. Lab preparation will include a kitchen orientation that discusses and demonstrates how to prepare pans for baking, how to use a juicer and how to maximize juice yield. Students will use knowledge from a dishwashing orientation to clean and sanitize before, during and at the conclusion of the lab.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 5: Beginning Your Career

Engaging Experience 1

Title: Practice Job Application

Suggested Length of Time: ½ - 1 block

Standards Addressed

Priority:

- NSFCS 8.1: Analyze career paths within the food production and food service industries.

Detailed Description/Instructions: Provide each student with a copy of a practice job application. Students will complete the job application as if they were applying for a job in the restaurant and foodservice industry.

Bloom's Levels: Apply

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Collaboration: List It	Distribute stacks of post-its to students. In small groups, students work to list all the places that food service establishments are found today. One establishment per post-it. Next, students create a t-chart on a large piece of paper. Notate one side of the chart as commercial and the other side non-commercial. Students place post-its in the proper segment of the industry on the chart.	½ - 1 block
1	Tracking the Timeline	In small groups, students will choose a decade to research from a list provided by the instructor. On a large poster paper, students create a timeline displaying 10 major events they feel are most important to the overall growth of the industry. Each event will include: a description, an illustration that represents the event and specific year notated for that event.	1 ½ - 2 blocks
1	Funnel Cake Lab	Students will prepare a funnel cake recipe and demonstrate their knowledge of food sold in the commercial industry and in the food truck trend. Students will learn how to use a deep fryer and the ways to fry safely. Lab preparation will include a kitchen orientation that discusses and demonstrates how to set up a frying station.	1-1 ½ blocks
1	Ancient Greek Bean Soup Lab	Students will prepare a bean soup recipe and demonstrate their knowledge of food prepared with a focus on ancient Greece. Students will learn the difference between simmering and boiling and how that can affect the final food product. Students will learn how to chop and sauté onions in butter. Lab preparation will include how to prepare broth using bouillon cubes, use a bay leaf, how to press garlic cloves and how to prepare parsley.	1-1 ½ blocks
1	Navajo Taco Lab	Students will prepare a Navajo Taco recipe and demonstrate their knowledge of food prepared	1-1 ½ blocks

		with a focus on Native Americans before the first Europeans settled in North America. Students will learn how to knead dough and prepare taco meat using ground beef. Students will prepare a variety of taco toppings and learn how to use dry milk as an ingredient in recipes. Lab preparation will include a review of safety protocols when using a deep fryer and how to set up a frying station.	
2	Handling Self-Imposed Pressures	School Resource Officer or another guest speaker speaks with students about tips for staying healthy. (Substance abuse, work-life balance, etc.) Review the equation for self-imposed pressures. Ask students how they can handle self-imposed pressures to manage stress. Students will do a quick write to reflect and describe the pressures, and then create a personal action plan for stress management.	½ - 1 block
3	Walk a Mile in My Shoes	Bring in 5 different types of shoes (work boots, chef shoes, heels, old tennis shoes, etc.) Students then write from the perspective of walking a mile in one of the pairs of shoes. Discuss - “You can't understand someone until you've walked a mile in their shoes”	¼ block
4	The Communication Process - Do You Understand Me?	Hand each student two pieces of 8½-x-11-inch copy paper. Instructor reads both parts of the activity while the students complete the activity. Part 1- • Close your eyes (no talking or peeking). • Fold the paper in half. • Fold the paper in half again. • Tear off the left corner. • Fold the paper in half again. • Tear off the right corner. • Open your eyes and unfold your paper. Part 2- • Close your eyes. • Hold your paper vertically so a short end is at the top. • Fold the paper in half from top to bottom; the ends should open at the bottom.	½ block

		• Now, fold the paper in half from right to left. • Tear off the top-right corner of the paper, no larger than the size of a dime. • Fold the paper in half again from left to right. • Tear off the top-left corner of the paper, again no larger than the size of a dime. • Open your eyes and open the paper. Discussion questions: 1-How does being able to ask questions help you in accomplishing a task? 2-What else could have been provided to make the task easier? 3-Can you see how two employees might hear the same directions and achieve different results? 4-What could you do to minimize that problem?	
4	Mystery Lab	Students will prepare a mystery recipe and demonstrate their knowledge of the preparation process to prepare a pan for baking. Focus of the lab is changing normal lab communication techniques and analyzing how that affects the lab experience and outcome of the final food product. Lab preparation will include a kitchen orientation that discusses and demonstrates how to prepare pans for baking, how to use a juicer and how to maximize juice yield. Students will use knowledge from a dishwashing orientation to clean and sanitize before, during and at the conclusion of the lab.	1-1 ½ blocks
5	Practice Job Application	Provide each student with a copy of a practice job application. Students will complete the job application as if they were applying for a job in the restaurant and foodservice industry.	½ - 1 block

Unit 4: Introduction to the Kitchen

Subject: ProStart I

Grade: 10, 11, 12

Name of Unit: Introduction to the Kitchen

Length of Unit: 16-17 blocks

Overview of Unit: Can you identify a sautoir? Have you ever used a bain-marie? How about a cleaver? This unit will welcome you into the professional kitchen. Additionally, you'll learn about some basic cooking practices including one of the cornerstones of food production: mise en place. We will practice fundamental math equations and recipe calculations that are critical for creating recipes correctly. This unit is your foundation for culinary education.

Priority Standards for unit:

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

Essential Questions:

1. What equipment is needed for receiving and storing food and supplies?
2. What hand tools and small equipment are needed for pre-preparation?
3. What are the major positions in a modern, professional kitchen?
4. What are the components and functions of a standardized recipe?

Enduring Understanding/Big Ideas:

1. Receiving equipment includes the receiving tables/area, scales, and utility carts. After food is received, it is stored on shelving or in refrigerators and freezers.
2. Pre-preparation equipment includes knives, measuring utensils, hand tools and small equipment, and pots and pans.
3. Foodservice kitchens have multiple workstations that are dedicated to a particular task. Workstations include hot-food stations, garde-manger stations, bakery stations, banquet stations, short-order stations, and beverage stations. A brigade is a system of staffing a kitchen so that each worker is assigned a particular role and corresponding set of tasks. Brigades are hierarchical in nature, with the executive chef at the top of the "pyramid." Most contemporary foodservice operations use a modified form of the brigade system. (Chef, Sous chef, Stations chefs, Pastry chef and Expediter)
4. A standardized recipe includes the recipe's name, ingredients, amounts required of each ingredient, recipe yield, portion size, temperatures required, time needed to prepare the recipe, equipment required, clear and easy-to follow directions, and sometimes nutritional information. This information will help to ensure that the recipe is prepared the same each time.

Unit Vocabulary:

- Receiving table/area
- Scales
- Utility carts
- Shelving
- Refrigerators (walk-in and reach-in)
- Freezers (walk-in and reach-in)
- Cutters
- Mixers
- Steamers
- Broilers
- Ranges
- Ovens
- Proofing cabinet
- Bain-marie
- Carbonated beverage machine
- Chafing dishes
- Coffeemaker
- Espresso machine
- Food warmer/steam table
- Hot-holding cabinet
- Hot box
- Ice machines
- Speed racks
- Tea maker
- Smallware
- Hand tools and small equipment
- Measuring utensils
- Cookware
- Pots
- Pans
- Knives
- Blade
- Forged blade
- Stamped blade
- Honing
- Steel
- Sharpening stone
- Guiding hand
- Chef
- Sous chef
- Station chef
- Pastry chef
- Expediter
- Wine steward
- Headwaiter
- Captain
- Front waiter
- Back waiter
- Mise en place
- Seasoning
- Flavor
- Flavoring
- Consommé
- Herbs
- Spices
- Carrying
- Borrowing
- Dividend
- Divisor
- Numerators
- Denominators
- Like fractions
- Lowest common denominator
- Percent
- Recipe
- Standardized recipes
- Yield
- Ingredients
- Portion size
- Temperature, time, and equipment
- Nutrition information
- Conversion factor
- Metric units
- Measurement
- Volume
- Weight
- Taring
- Spring scale
- Balance beam
- Baker's scale
- Electronic scale
- Sifting
- Edible portion (EP)
- As purchased (AP)
- Conversion chart
- Yield test
- Butcher test
- Usable trim
- Non usable trim
- Convenience food
- Standard portion cost

Unwrapped Priority Standards:

Priority Standard: NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.	2
	Apply

Priority Standard: NSFCS 8.5: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate professional skills in safe handling of knives, tools, and equipment.	2
	Apply
Students will demonstrate knowledge of portion control and proper scaling and measurement techniques.	2
	Apply
Students will apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.	2
	Apply

Engaging Scenario

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

Classical Cuts

Instructor reviews how to read a ruler. Students use a ruler to create a drawing that measures the exact dimensions of the classical knife cuts listed below:

Large dice

$\frac{3}{4}" \times \frac{3}{4}" \times \frac{3}{4}"$

Medium dice

$\frac{1}{2}" \times \frac{1}{2}" \times \frac{1}{2}"$

Small dice

$\frac{1}{4}" \times \frac{1}{4}" \times \frac{1}{4}"$

Batonnet

$\frac{1}{4}" \times \frac{1}{4}" \times 2"$

Brunoise

$\frac{1}{8}" \times \frac{1}{8}" \times \frac{1}{8}"$

Julienne

$\frac{1}{8}" \times \frac{1}{8}" \times 2"$

Rondelle

$\frac{1}{4}"$ -thick slices

Diagonal

$\frac{1}{4}"$ -thick oval slices

Paysanne

$\frac{1}{2}" \times \frac{1}{2}" \times \frac{1}{8}"$

Tourné

Football shape, $\frac{3}{4}"$ diameter, 2" long, 7 equal sides, flat ended

Topic 1: Foodservice Equipment

Engaging Experience 1

Title: The Real Cost of Equipment

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

Detailed Description/Instructions: Students will research a piece of foodservice equipment from a provided list. They will then create a poster to share with peers that includes the price to purchase, how to clean and maintain, and a picture of their equipment. The students will also provide a reflection (Why is regular cleaning and maintenance for equipment so important? Do you see a relationship to the cost of some items? Consider how often certain pieces of equipment are bought or replaced.)

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Hummus Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFCS 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 Hummus recipe and demonstrate their knowledge of food prepared with a food processor. Lab preparation will include a review of safety protocols when using a food processor and how to safely store blades for cutters and mixers. Students will have a choice of vegetables and a variety of bread and crackers to taste the hummus.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Tomato Soup with Grilled Cheese Crouton Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFCS 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 Tomato Soup recipe and demonstrate their knowledge of food prepared with an immersion blender. Students will also learn how to prepare a grilled cheese sandwich utilizing a griddle. Lab preparation will include a review of safety protocols when using an immersion blender by viewing videos that include demonstration and proper cleaning using a bain marie. Students will learn how to cut a sandwich so it can be used as a crouton and breads that are best suited for this purpose.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Knives and Smallwares

Engaging Experience 1

Title: Name That Smallware!

Suggested Length of Time: ½ block

Standards Addressed

Priority:

- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

Detailed Description/Instructions: Instructor readies a table laden with different hand tools, covered with a sheet or drop cloth. Divide the class into two teams. Instructor holds up a smallware. The first team to identify the item correctly gets one point, and the first team to identify the appropriate use of the item gets two points. Keep going until all the items have been identified.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Biscuits and Gravy Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFCS 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 Biscuits and Gravy recipe and demonstrate their knowledge of food prepared with a variety of hand tools and small equipment. Students will learn how to scrape the bowl with a bowl scraper and scrape the counter with a bench scraper. Students will roll out dough utilizing a rolling pin and cut the biscuits with a cutter. Students will finish the biscuits by brushing them with melted butter using a pastry brush. Students will prepare the gravy by using a sautoir to fry the sausage and be exposed to the roux which is the beginning stage of a sauce.

Lab preparation will include a review of safety protocols when frying food and an introduction to biscuit making by viewing a video that includes a demonstration.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Classical Knife Cuts/Potato Salad Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFCS 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 Potato Salad recipe and demonstrate their knowledge of food prepared with a variety of classical knife cuts. Students will learn how to perform the following classical cuts: large, medium, and small dice, batonnet, brunoise, julienne, rondelle, diagonal, paysanne and tourne. In addition, students will learn how to chiffonade cut spinach leaves. Students will learn how to hard boil eggs by viewing a video demonstration and then performing the task in the lab.

Lab preparation will include a review of safety protocols when handling knives.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Kitchen Basics

Engaging Experience 1

Title: Herb and Spice Project

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- NSFCS 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 choose an herb or spice to research and prepare a multimedia presentation to share with their peers either during an in-class presentation or via discussion board on the online student learning portal. Students will gather research based on the following topics:

- Name of herb or spice with a description or dictionary meaning
- Picture or sample of herb/spice in natural form (no pictures of a spice container)
- Origin of herb or spice (what plant does it come from, country/production/manufacturing)
- History/Folklore of herb or spice (how has it been used in history, urban legends, how was the herb or spice discovered)
- Explanation of culinary use for herb or spice including the most common forms (ex. used for baking, cooking, garnish, etc.)
- 2 recipes that contain the herb or spice as a main ingredient. The herb or spice must be a main ingredient or foundation of the recipes. Recipes must be included in the presentation with images.
- 3 variations of use regarding your herb or spice (ex. meals, health benefits, beauty, dyes, etc....)
- Cost comparison of herb or spice in all forms (fresh, dried whole, dried ground, etc....)
- Bibliography: Utilize accurate and reliable resources.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Roasted Vegetable Pasta with Bubbling Cheese Bread Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFCS 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 Roasted Vegetable Pasta recipe and demonstrate their knowledge of food prepared with a variety of knives and a mandoline. Students will learn how to create a cheese spread utilizing fresh herbs and spices by making a Bubbling Cheese Bread to accompany their pasta dish.

Lab preparation will include a review of safety protocols when handling and cutting with knives and how to safely operate a mandolin.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Waffles with Syrup and Bacon Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFCS 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 waffle recipe and demonstrate their knowledge of food prepared with a waffle iron and hand mixer. Students will learn how to separate eggs using a variety of methods and how to whip egg whites using a hand mixer. Students will learn how to distinguish between soft and hard peak stages when whipping egg whites for recipes.

Lab preparation will include a review of how to operate a waffle iron by viewing an instructional video and how to set up and operate a hand mixer. In addition, we will review cleaning electric small appliances.

Students will learn how to roast bacon in the oven by viewing a video and learning how to prepare a makeshift foil rack on a sheet pan for preparing bacon that will lead to consuming less fat and making clean up easier. Students will prepare homemade syrup for their waffles.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 4: Culinary Math

Engaging Experience 1

Title: True/False Front to Back

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFCS 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: Instructor tells students to choose the front side of the room for T and back side for F according to their answer for the following statements:

1. Math skills are not required in the professional kitchen.
2. When working with fractions, the denominator is the upper part of the fraction, and the numerator is the lower part.
3. The commonly used system of measurement in the United States is metric units.
4. Metric units are based on multiples of 10.

Bloom's Levels: Apply

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	The Real Cost of Equipment	Students will research a piece of foodservice equipment from a provided list. They will then create a poster to share with peers that includes the price to purchase, how to clean and maintain, and a picture of their equipment. The students will also provide a reflection (Why is regular cleaning and maintenance for equipment so important? Do you see a relationship to the cost of some items? Consider how often certain pieces of equipment are bought or replaced.)	1 block
1	Hummus Lab	Students will prepare a Hummus recipe and demonstrate their knowledge of food prepared with a food processor. Lab preparation will include a review of safety protocols when using a food processor and how to safely store blades for cutters and mixers. Students will have a choice of vegetables and a variety of bread and crackers to taste the hummus.	1 - 1 ½ blocks
1	Tomato Soup with Grilled Cheese Crouton Lab	Students will prepare a Tomato Soup recipe and demonstrate their knowledge of food prepared with an immersion blender. Students will also learn how to prepare a grilled cheese sandwich utilizing a griddle. Lab preparation will include a review of safety protocols when using an immersion blender by viewing videos that include demonstration and proper cleaning using a bain marie. Students will learn how to cut a sandwich so it can be used as a crouton and breads that are best suited for this purpose.	1 - 1 ½ blocks
2	Name That Smallware!	Instructor readies a table laden with different hand tools, covered with a sheet or drop cloth. Divide the class into two teams. Instructor holds up a smallware. The first team to identify the item correctly gets one point, and the first team to identify the appropriate use of the item gets two points. Keep going until all the items have been identified.	½ block
2	Biscuits and Gravy Lab	Students will prepare a Biscuits and Gravy recipe and demonstrate their knowledge of food prepared with a	1 - 1 ½ blocks

		variety of hand tools and small equipment. Students will learn how to scrape the bowl with a bowl scraper and scrape the counter with a bench scraper. Students will roll out dough utilizing a rolling pin and cut the biscuits with a cutter. Students will finish the biscuits by brushing them with melted butter using a pastry brush. Students will prepare the gravy by using a sautoir to fry the sausage and be exposed to the roux which is the beginning stage of a sauce. Lab preparation will include a review of safety protocols when frying food and an introduction to biscuit making by viewing a video that includes a demonstration.	
2	Classical Knife Cuts/Potato Salad Lab	Students will prepare a Potato Salad recipe and demonstrate their knowledge of food prepared with a variety of classical knife cuts. Students will learn how to perform the following classical cuts: large, medium and small dice, batonnet, brunoise, julienne, rondelle, diagonal, paysanne and tourne. In addition, students will learn how to chiffonade cut spinach leaves. Students will learn how to hard boil eggs by viewing a video demonstration and then performing the task in the lab. Lab preparation will include a review of safety protocols when handling knives.	1 - 1 ½ blocks
3	Herb and Spice Project	Students will choose an herb or spice to research and prepare a multimedia presentation to share with their peers either during an in-class presentation or via discussion board on the online student learning portal. Students will gather research based on the following topics: • Name of herb or spice with a description or dictionary meaning • Picture or sample of herb/spice in natural form (no pictures of a spice container) • Origin of herb or spice (what plant does it come from, country/production/manufacturing) • History/Folklore of herb or spice (how has it been used in history, urban legends, how was the herb or spice discovered) • Explanation of culinary use for herb or spice including the most common forms (ex. used for baking, cooking, garnish, etc.)	2 blocks

		• 2 recipes that contain the herb or spice as a main ingredient. The herb or spice must be a main ingredient or foundation of the recipes. Recipes must be included in the presentation with images. • 3 variations of use regarding your herb or spice (ex. meals, health benefits, beauty, dyes, etc....) • Cost comparison of herb or spice in all forms (fresh, dried whole, dried ground, etc....) • Bibliography: Utilize accurate and reliable resources.	
3	Roasted Vegetable Pasta with Bubbling Cheese Bread Lab	Students will prepare a Roasted Vegetable Pasta recipe and demonstrate their knowledge of food prepared with a variety of knives and a mandoline. Students will learn how to create a cheese spread utilizing fresh herbs and spices by making a Bubbling Cheese Bread to accompany their pasta dish. Lab preparation will include a review of safety protocols when handling and cutting with knives and how to safely operate a mandolin.	1 - 1 ½ blocks
3	Waffles with Syrup and Bacon Lab	Students will prepare a waffle recipe and demonstrate their knowledge of food prepared with a waffle iron and hand mixer. Students will learn how to separate eggs using a variety of methods and how to whip egg whites using a hand mixer. Students will learn how to distinguish between soft and hard peak stages when whipping egg whites for recipes. Lab preparation will include a review of how to operate a waffle iron by viewing an instructional video and how to set up and operate a hand mixer. In addition, we will review cleaning electric small appliances. Students will learn how to roast bacon in the oven by viewing a video and learning how to prepare a makeshift foil rack on a sheet pan for preparing bacon that will lead to consuming less fat and making clean up easier. Students will prepare homemade syrup for their waffles.	1 - 1 ½ blocks
4	True/False Front to Back	Instructor tells students to choose the front side of the room for T and back side for F according to their answer for the following statements:	¼ block

		1. Math skills are not required in the professional kitchen. 2. When working with fractions, the denominator is the upper part of the fraction, and the numerator is the lower part. 3. The commonly used system of measurement in the United States is metric units. 4. Metric units are based on multiples of 10.	
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Unit 5: Culinary Exploration

Subject: ProStart I

Grade: 10, 11, 12

Name of Unit: Culinary Exploration

Length of Unit: 22-24 blocks

Overview of Unit: In this unit, you will continue your culinary exploration by investigating and preparing some of the most popular menu items in the United States: salads, sandwiches and pizza! As you grow more comfortable in the kitchen, you'll move on to stocks, sauces, soups and mastering the various cooking methods. The final chapter in this unit is an introduction to baking where you will learn the foundational techniques to produce breads, cookies and cakes.

Priority Standards for unit:

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

Essential Questions:

1. What are the roles of salads on the menu?
2. What are the basic kinds of sandwiches and pizza and what are the basic components?
3. What are the four essential parts of a stock and the proper ingredients for each?
4. How is heat transferred to food through conduction, convection, and radiation?
5. What are the main ingredients used in baking?

Enduring Understanding/Big Ideas:

1. The five basic salads that can be served throughout the course of a meal are starter (appetizer), accompaniment (side salad), main course (full meal), intermezzo (palate cleanser), and dessert (sweet).
2. Hot sandwiches and cold sandwiches are the two basic kinds of sandwiches. Sandwiches can be served open-faced on one slice of bread, rolled up in a tortilla (as a wrap), or on a flat crust. Sandwich components are bread, spread, and filling. Pizza is a hot, open-faced Italian pie with a yeast dough bottom.
3. Stocks is a flavorful liquid made by gently simmering bones and or vegetables that contain four essential parts: a major flavoring ingredient, liquid, mirepoix, and aromatics.
4. Conduction is when heat is transferred from one item to another when they come in direct contact with each other. Convection is when heat is transferred is caused by the movement of molecules from a warmer area to a colder one. Radiation does not require physical contact between the heat source and the food being cooked; heat moves by way of microwave and infrared waves.
5. There are eight main categories of ingredients used in baking: strengtheners, shortening, sweeteners, leaveners, thickeners, flavorings, liquids, and additives.

Unit Vocabulary:

- Starter salad
- Accompaniment salad
- Main-course salads
- Intermezzo salad
- Dessert salads
- Base
- Body
- Salad dressing
- Garnish
- Tossed/Composed salad
- Bound salad
- Vegetable salad
- Fruit salad
- Combination salad
- Vinaigrette dressing
- Suspension
- Emulsified vinaigrettes
- Emulsion
- Emulsifier
- Mayonnaise
- Mayonnaise-based dressings
- Nappe consistency
- Dip
- Cold sandwich
- Submarine sandwich
- Wrap sandwich
- Pita
- Multi-decker sandwich
- Club sandwich
- Open-faced sandwich
- Canape
- Hors d'oeuvres
- Hot sandwich
- Grilled (or toasted) sandwiches
- Panini
- Deep-fried sandwiches
- Pizza
- Bread
- Pullman loaves
- Spread
- Filling
- Mirepoix
- Aromatics
- Bouquet garni
- Sachet d'epices
- Stock
- Blanching
- Brown
- Sweating
- Fat removal
- Sauce
- Saucier
- Roux
- Mother sauces
- Small sauces
- Demi-glace
- Reduction
- Beurre manie
- Slurry
- Liaison
- Temper
- Different sauces
- Wringing method
- Clear soups
- Thick soups
- Oignon Brulé
- Raft
- Clarified
- Puree soups
- Chowder
- Conduction
- Convection
- Radiation
- Infrared heat
- Broiling
- Grilling
- Roasting
- Baking
- Griddling
- Sauteing
- Sear
- Stir-frying
- Pan-fry
- Deep-fry
- Batter
- Breading
- Float
- Swimming method
- Basket method
- Double-basket method

- Recovery time
- Smoking point
- Simmering
- Poaching
- Shallow poaching
- Paupiettes
- Cuisson
- Blanching
- Parcooking
- Shocking
- Steaming
- Combination cooking
- Braising
- Pot roasting
- Stewing
- Sous vide
- Carryover cooking
- Strengtheners
- Gluten
- Types of flour
- Fats/shortenings
- Sweeteners
- Caramelization
- Leaveners
- Thickeners
- Flavorings
- Extracts
- Liquids
- Additives
- Creaming method
- Foaming method
- Ferments
- Formulas
- Baker's percentages
- Cookie
- Types of cookies
- Quick breads
- Muffin method
- Biscuit method

Unwrapped Priority Standards:

Priority Standard: NSFCS 8.5: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.	2
	Apply
Students will prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.	2
	Apply

Students will prepare various salads, dressings, marinades, and spices using safe handling and professional preparations techniques.	2
	Apply
Students will prepare sandwiches, canapes, and appetizers using safe handling and professional preparation techniques.	2
	Apply

Engaging Scenario

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

Student kitchen teams will research the different types of cookies. Each team will choose a type to prepare. Next, the team will choose a cookie recipe that they would like to prepare for the class. Each team will prepare a class set of cookies. Finally, students will exchange cookies. Students will taste, evaluate, and rate each cookie.

Topic 1: Salads, Dressings, and Dips

Engaging Experience 1

Title: Think, Pair, Share-Toss Up!

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFCS 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:

With a partner, try to think of an example of each type of salad:

- Tossed
- Composed
- Bound
- Vegetable
- Fruit
- Combination

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Starter Salad Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 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 starter salad, buttermilk ranch dressing and a basic vinaigrette dressing to demonstrate their knowledge of food prepared with a variety of leafy greens, fruits, vegetables, and salad toppings. Students will design and prepare individual starter salads. Lab preparation will include a review of safety protocols when handling knives and how to properly clean salad greens.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Fruit Salad Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 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 Brunch Fruit Salad with dressing to demonstrate their knowledge of food prepared with a variety of fruit. Students will prepare a fruit salad that can be utilized for brunch, showers or large gatherings. Lab preparation will include a review of safety protocols when handling knives and how to limit enzymatic browning when fruit is cut.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Title: Guacamole-Cold Dip Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 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 guacamole dip to demonstrate their knowledge of cold dip preparation. Students will prepare guacamole and a variety of food to serve it including chips and vegetables. Lab preparation will include a review of safety protocols when handling knives, how to properly cut an avocado and proper storage of dip until ready for service.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5

Title: Spinach Artichoke-Hot Dip Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 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 spinach artichoke dip to demonstrate their knowledge of hot dip preparation. Students will prepare spinach artichoke dip and a variety of food to serve it including bread, chips, crackers and vegetables. Lab preparation will include a review of safety protocols when handling knives and how to properly use cheesecloth for straining foods.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Sandwiches and Pizza

Engaging Experience 1

Title: 4 corners-Sandwiches & Pizza

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFCS 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: Instructor displays signs in each corner of the classroom that display Cold Sandwich, Hot Sandwich, Pizza and Yuck! Instructor then asks students:

What would you choose?

- a. Cold Sandwich
- b. Hot Sandwich
- c. Pizza
- d. Yuck - none of these

Once in the corner, discuss what is the ideal ____ (the corner you chose).

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Canapes Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 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 canape recipe and demonstrate their knowledge of food prepared with a variety of ingredients to display their presentation knowledge. Students will prepare a class set of 30 canapes to be presented and shared with their peers. Canape recipe will be selected by the kitchen team and approved by the instructor before preparation due to time constraints and lab budget. Lab preparation will include a review of safety protocols when handling knives, presentation dishes, picks and utensils.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Melt Sandwich Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 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 melt sandwich recipe and demonstrate their knowledge of food prepared with a variety of canned meat products. Students will have the choice between chicken or tuna to create a bound salad that will be used as the filling of the melt sandwich. Lab preparation will include a review of safety protocols when handling knives and how to griddle using a griddle pan.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Title: Calzone/Pizza Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 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 calzone/pizza recipe and demonstrate their knowledge of preparing a yeast dough and sauce. Students will have a variety of choices for their calzone/pizza fillings/toppings to design and create their own calzone or pizza. Lab preparation will include a review of safety protocols when handling knives and how to prepare a yeast dough.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Stocks, Sauces, and Soups

Engaging Experience 1

Title: Quick Write-Cold Soup

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFCS 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: Prompt: Have you ever tried a cold soup or dessert soup? If so, describe it. If not, would you like to and why or why not?

Students write responses and the instructor follows up with discussion and provides sample recipe ideas for cold soups.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Chicken Noodle Soup Lab

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- NSFCS 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 chicken noodle soup recipe and demonstrate their knowledge of food prepared with homemade egg noodles, chicken from a rotisserie chicken, vegetables, and chicken broth. Students will prepare homemade noodles and pull chicken from a rotisserie chicken the day before and allow the noodles to dry overnight on a drying rack and the chicken will be bagged, labeled, and stored in the refrigerator. The following day, students will prepare the soup and add the noodles and deboned chicken.

Lab preparation will include a review of safety protocols when handling knives and how to pull chicken to utilize in a variety of recipes.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Ham & Potato Soup Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 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 ham & potato soup recipe and demonstrate their knowledge of food prepared with a Bechamel sauce. Students will combine a mixture of boiled potatoes, white mirepoix, bouillon granules, seasonings and the Bechamel mother sauce to create the soup. Lab preparation will include a review of safety protocols when handling knives and how to create the ribbon effect when preparing a Bechamel sauce.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 4: Cooking Methods

Engaging Experience 1

Title: Get it Done!

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFC 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: Determining doneness is a critical skill to develop when mastering the cooking methods. Instructor provides students with a list of temperatures (degrees of doneness). Students will match the provided list of food to the proper internal cooking temperatures to determine doneness to ensure safe food to eat.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Sous Vide-Cooking Methods Demonstration

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFC 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: Instructor will demonstrate a recipe and demonstrate their knowledge of food prepared with the sous vide cooking technique. Lab preparation will include a review of safety protocols when utilizing a sous vide machine and how to prepare food for sous vide cooking.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 5: Introduction to Baking

Engaging Experience 1

Title: Quick Write-Baking Experience

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFCS 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 write about a baking experience that they participated in or observed. Students will share what additional information they would like to know about baking.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Strawberry Bread & Butter-Quick Bread Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 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 strawberry bread and strawberry butter recipe and demonstrate their knowledge of quick breads. Each team will prepare a loaf of bread and one team will prepare the batch of butter for the class to share. Lab preparation will include a review of pan preparation and a review of the three methods of preparing quick breads.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Muffin Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 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 vanilla batter for muffins recipe and demonstrate their knowledge of muffin preparation. Each team will choose and prepare a different muffin flavor variation and provide enough mini muffins for the class to share. Lab preparation will include a review of pan preparation and a review of the variations needed to prepare each flavor of muffin. Students will taste, evaluate, and rate each muffin.

Bloom's Levels: Apply

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Think, Pair, Share - Toss Up!	With a partner, try to think of an example of each type of salad: • Tossed • Composed • Bound • Vegetable • Fruit • Combination	¼ block
1	Starter Salad Lab	Students will prepare a starter salad, buttermilk ranch dressing and a basic vinaigrette dressing to demonstrate their knowledge of food prepared with a variety of leafy greens, fruits, vegetables, and salad toppings. Students will design and prepare individual starter salads. Lab preparation will include a review of safety protocols when handling knives and how to properly clean salad greens.	1 - 1 ½ blocks
1	Fruit Salad Lab	Students will prepare a brunch fruit salad with dressing to demonstrate their knowledge of food prepared with a variety of fruit. Students will prepare a fruit salad that can be utilized for brunch, showers, or large gatherings. Lab preparation will include a review of safety protocols when handling knives and how to limit enzymatic browning when fruit is cut.	1 - 1 ½ blocks
1	Guacamole - Cold Dip Lab	Students will prepare a guacamole dip to demonstrate their knowledge of cold dip preparation. Students will prepare guacamole and a variety of food to serve it including chips and vegetables. Lab preparation will include a review of safety protocols when handling knives, how to properly cut an avocado and proper storage of dip until ready for service.	1 - 1 ½ blocks

1	Spinach Artichoke - Hot Dip Lab	Students will prepare a spinach artichoke dip to demonstrate their knowledge of hot dip preparation. Students will prepare spinach artichoke dip and a variety of food to serve it including bread, chips, crackers, and vegetables. Lab preparation will include a review of safety protocols when handling knives and how to properly use cheesecloth for straining foods.	1 - 1 ½ blocks
2	4 Corners - Sandwiches and Pizza	Instructor displays signs in each corner of the classroom that display Cold Sandwich, Hot Sandwich, Pizza and Yuck! Instructor then asks students: What would you choose? a. Cold Sandwich b. Hot Sandwich c. Pizza d. Yuck - none of these Once in the corner, discuss what is the ideal ____ (the corner you chose).	¼ block
2	Canapes Lab	Students will prepare a canape recipe and demonstrate their knowledge of food prepared with a variety of ingredients to display their presentation knowledge. Students will prepare a class set of 30 canapes to be presented and shared with their peers. Canape recipe will be selected by the kitchen team and approved by the instructor before preparation due to time constraints and lab budget. Lab preparation will include a review of safety protocols when handling knives, presentation dishes, picks, and utensils.	1 - 1 ½ blocks
2	Melt Sandwich Lab	Students will prepare a melt sandwich recipe and demonstrate their knowledge of food prepared with a variety of canned meat products. Students will have the choice between chicken or tuna to create a bound salad that will be used as the filling of the melt sandwich. Lab preparation will include a review of safety protocols when handling knives and how to griddle using a griddle pan.	1 - 1 ½ blocks
2	Calzone/Pizza Lab	Students will prepare a calzone/pizza recipe and demonstrate their knowledge of preparing a yeast dough and sauce. Students will have a variety of	1 - 1 ½ blocks

		choices for their calzone/pizza fillings/toppings to design and create their own calzone or pizza. Lab preparation will include a review of safety protocols when handling knives and how to prepare a yeast dough.	
3	Quick write - Cold Soup	Prompt: Have you ever tried a cold soup or dessert soup? If so, describe it. If not, would you like to and why or why not? Students write responses and the instructor follows up with discussion and provides sample recipe ideas for cold soups.	¼ block
3	Chicken Noodle Soup Lab	Students will prepare a chicken noodle soup recipe and demonstrate their knowledge of food prepared with homemade egg noodles, chicken from a rotisserie chicken, vegetables, and chicken broth. Students will prepare homemade noodles and pull chicken from a rotisserie chicken the day before and allow the noodles to dry overnight on a drying rack and the chicken will be bagged, labeled, and stored in the refrigerator. The following day, students will prepare the soup and add the noodles and deboned chicken. Lab preparation will include a review of safety protocols when handling knives and how to pull chicken to utilize in a variety of recipes.	2 blocks
3	Ham & Potato Soup Lab	Students will prepare a ham & potato soup recipe and demonstrate their knowledge of food prepared with a Bechamel sauce. Students will combine a mixture of boiled potatoes, white mirepoix, bouillon granules, seasonings and the Bechamel mother sauce to create the soup. Lab preparation will include a review of safety protocols when handling knives and how to create the ribbon effect when preparing a Bechamel sauce.	1 - 1 ½ blocks
4	Get it Done!	Determining doneness is a critical skill to develop when mastering the cooking methods. Instructor provides students with a list of temperatures (degrees of doneness). Students will match the provided list of food to the proper internal cooking temperatures to determine doneness to ensure safe food to eat.	¼ block

4	Sous Vide - Cooking Methods Demonstration	Instructor will demonstrate a recipe and demonstrate their knowledge of food prepared with the sous vide cooking technique. Lab preparation will include a review of safety protocols when utilizing a sous vide machine and how to prepare food for sous vide cooking	1 - 1 ½ blocks
5	Quick write: Baking Experience	Students will write about a baking experience that they participated in or observed. Students will share what additional information they would like to know about baking.	¼ block
5	Strawberry Bread and Butter - Quick Bread Lab	Students will prepare a strawberry bread and strawberry butter recipe and demonstrate their knowledge of quick breads. Each team will prepare a loaf of bread and one team will prepare the batch of butter for the class to share. Lab preparation will include a review of pan preparation and a review of the three methods of preparing quick breads.	1 - 1 ½ blocks
5	Muffin Lab	Students will prepare a vanilla batter for muffins recipe and demonstrate their knowledge of muffin preparation. Each team will choose and prepare a different muffin flavor variation and provide enough mini muffins for the class to share. Lab preparation will include a review of pan preparation and a review of the variations needed to prepare each flavor of muffin. Students will taste, evaluate, and rate each muffin.	1 - 1 ½ blocks

Unit 6: Service and Management

Subject: ProStart I

Grade: 10, 11, 12

Name of Unit: Service and Management

Length of Unit: 7 – 8 blocks

Overview of Unit: What makes a guest return to a restaurant? Of course, good food comes to mind, but so does service. In this unit, you will learn the fundamentals of service and what makes the front of the house run. Finally, you'll discover the basic responsibilities of a manager and be introduced to leadership principles, the idea of goal setting, and problem-solving techniques. These skills will ensure your future success in a dynamic industry!

Priority Standards for unit:

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

Essential Questions:

1. What exactly are service and hospitality, and how do they affect an operation's success?
2. What are the duties, roles, and responsibilities of each service staff role?
3. What are the characteristics of a leader?

Enduring Understanding/Big Ideas:

1. Service is what restaurant and foodservice employees provide. Hospitality is the feeling that guests take with them from the experience they had in the operation.
2. Many traditional, large, full-service restaurants have a formal service organization, or group of servers, to perform service-related tasks. Front-of-the-house workers must work together to ensure that guests enjoy themselves.
3. A leader motivates and guides people, rather than simply managing tasks and procedures. A leader inspires trust and leads by acting as a positive example to employees. You can manage a group of people to reach a goal, but leaders reach that goal by encouraging and inspiring employees to achieve success. Good leaders demonstrate the following behaviors: provide direction, lead consistently, influence others, motivate others, coach and develop others, anticipate change and foster teamwork.

Unit Vocabulary:

- | | |
|---|-----------------------------|
| • Service | • Server |
| • Competitive advantage | • Food runners |
| • Dietary needs | • Bussers |
| • First-time guests | • Service tools |
| • Americans with Disabilities Act (ADA) | • Service station |
| • Comment cards | • Serving utensils |
| • Surveys | • Suggestive selling |
| • Focus groups | • Traditional service types |
| • Mystery shoppers | • Gueridon |
| • Formal service organization | • Rechaud |
| • Floor manager | • Family-style dining |
| | • Contemporary service |

- Types of knives
- Types of forks
- Types of spoons
- Snail tongs
- Shell cracker
- Types of China/dishware
- Tureen
- Snail plate
- Gravy boat
- Finger bowl
- Hot beverages
-

- Caffeine
- Cold beverages
- Mission statement
- Vision statement
- Goals
- Objective
- SMART goals
- Cross-cultural interaction
- Problem solving
- Problem-solving process
- Root cause

Unwrapped Priority Standards:

Priority Standard: NSFCS 8.7: Demonstrate the concept of internal and external customer service.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze the role of quality service as a strategic component of exceptional performance.	3
	Analyze
Students will demonstrate quality service techniques and procedures that meet industry standards in the food service industry.	2
	Apply
Students will analyze the relationship between employee attitude and skills and customer satisfaction.	3
	Analyze
Students will apply procedures for addressing and resolving complaints.	2
	Apply
Students will demonstrate sensitivity to diversity and special needs.	2
	Apply

Engaging Scenario

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

Purpose: To show the way in which food is served affects its appeal.

The teacher will serve 8 volunteers a piece of cake. Each piece is served on different types of dinnerware. (Request that the students be extremely quiet and listen to their own feelings as they observe what is happening. Use this reaction during the discussion following this activity.)

Materials needed: A fancy decorated cake cut into 8 pieces, a China or stoneware plate, 2 cloth napkins, a silver fork, Corelle plate, plastic or camp ware plate, paper plate, chopsticks, 3 paper napkins, paper towel, 2 stainless steel forks, 1 plastic fork, and the hand (pick up and place on hand of the volunteer).

Procedure: Pass out mints or some other small treat to the rest of the class to maintain rapport and eliminate complaints if desired.

Serve each student her/his cake in a different manner and in the following order (decreasing formality):

1. A China plate, cloth napkin, and silver fork___served formally, asking questions such as, "Can I get you anything else?", "Are you finished?", "May I take your plate?".
2. A Corelle plate, cloth napkin, stainless steel fork___with a little less service than #1.
3. Camp ware or a plastic plate, stainless steel fork (put on plate), paper napkin ___even less service.
4. Paper plate, plastic fork, paper napkin___stick fork in cake.
5. Paper plate, chopsticks.
6. Paper napkin___placed on table in front of person.
7. Paper towel___handed to person.
8. Using your bare hand___handed to a person saying rather rudely, "Here's yours".

Conclude the activity by asking the following questions or questions of the teacher's choosing. Answers may vary.

a. (for the last recipient ___ using the hand as the vehicle) I know you're happy to eat cake in class, but how did you feel about the way it was served?

b. (for the first recipient ___ using a nice stoneware plate) How did you feel about the way your cake was served?

c. (for the other recipients) How did you feel about the service you received?

d. (for the class) How did you feel as I (the teacher) was serving the cake?

Topic 1: Principles of Great Service

Engaging Experience 1

Title: How can I help?

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

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

Detailed Description/Instructions: Instructor poses the question: What are 3 special needs that you or someone you have been at a restaurant with have asked for? Large group discussion to share responses and the instructor ensures students know what the needs may be and how to help the customer.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Teacher Appreciation Small Plates

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- NSFCS 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:

 Suggested Client-Connected Project Opportunity	
Curriculum Alignment	<i>District curriculum connection &/or Missouri Learning Standard(s):</i> NSFCS 8.5: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
Client Engagement	<i>How this project is client-created, -initiated, or -approved:</i> Administrators wanted to provide “small plates” for staff at the end of each semester to show their appreciation for their hard work. They are collaborating with the students to determine six different offerings.

Industry Expert Involvement	<i>Industry expert(s) from which students will receive feedback:</i> A caterer or restaurant that offers catering services will come and talk to the students about food preparation, plating, and storing for service. Please note: If you struggle to find someone to come talk to your students, please reach out to the Facilitator of Community Partnerships to help you find an expert. <i>How/when feedback will be solicited throughout the project:</i> Students will have their “small plate” prepared and will have time with the expert to receive guidance on plate preparation and presentation.
Product or Deliverable	<i>Product/deliverable that will result from this project:</i> Small plates to be provided to the staff for an appreciation from the administration. <i>How this result is authentic to the industry in terms of process or product:</i> The students are providing food to the staff and will have worked with administration and experts to determine the best product and presentation for their “small plate.”
Joint Evaluation	<i>Evaluation plan (incl. involvement of teacher, client, &/or industry expert):</i> Administration and staff will fill out comment cards (similar to those found in restaurants) to provide feedback on taste and presentation. Industry expert (caterer) will be invited to attend “small plates” appreciation reception to evaluate. Teacher will evaluate on process from beginning (“small plate” decisions) to final product (taste and presentation).

Bloom’s Levels: Analyze

Webb’s DOK: 3

Topic 2: Front of the House Basics

Engaging Experience 1

Title: Quick Write-Favorite Restaurant

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

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

Detailed Description/Instructions: Instructor gives each student a large index card and asks them to write their responses to the following question and statement:

What is your favorite restaurant? Describe the type of service at this restaurant.

Once students have completed the quick write, the instructor will open discussion based on student responses and the following question:

How do the four traditional service styles differ from one another in terms of guest perception and cost to provide?

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Introduction to Management

Engaging Experience 1

Title: Quick Write-Personal Vision Statement

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

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

Detailed Description/Instructions: Students recall their resume. Students write their own personal vision statement that defines their purpose and values to potential employers. Instructors encourage students to revisit their original resume copy and make changes based on their created vision statement.

Bloom's Levels: Apply

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	How can I help?	Instructor poses the question: What are 3 special needs that you or someone you have been at a restaurant with have asked for? Large group discussion to share responses and the instructor ensures students know what the needs may be and how to help the customer.	¼ block
2	Quick write - Favorite Restaurant	Instructor gives each student a large index card and asks them to write their responses to the following question and statement: What is your favorite restaurant? Describe the type of service at this restaurant. Once students have completed the quick write, the instructor will open discussion based on student responses and the following question: How do the four traditional service styles differ from one another in terms of guest perception and cost to provide?	¼ block
3	Quick write - Personal Vision Statement	Students recall their resume. Students write their own personal vision statement that defines their purpose and values to potential employers. Instructors encourage students to revisit their original resume copy and make changes based on their created vision statement.	¼ block

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.