



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School ProStart II 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. ProStart II is a continuation of ProStart I. The industry emphasis for ProStart II is reaching your customers, managing costs, operational concerns, and nutrition. The culinary focus is breakfast, fruits, vegetables, potatoes, grains, pasta, meat, poultry, seafood, breads, desserts, and plating. 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.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
7-11 blocks	Reaching Your Customers	Topic 1: Introduction to ProStart II Topic 2: Introduction to Marketing Topic 3: Menu Management
36-40 blocks	Culinary Exploration	Topic 1: Eggs and Dairy Products Topic 2: Breakfast Cookery Topic 3: Fruits Topic 4: Vegetables Topic 5: Potatoes, Grains, and Pastas
11-16 blocks	Managing Costs	Topic 1: Introduction to Cost Control Topic 2: Food Costing Topic 3: Labor Costing Topic 4: Purchasing Topic 5: Building Successful Teams
5-9 blocks	Today's Operational Concerns	Topic 1: Sustainability Topic 2: Introduction to Nutrition Topic 3: Components of Healthful Menus
6-10 blocks	Meat, Poultry, and Seafood	Topic 1: Meat Topic 2: Poultry Topic 3: Seafood
15-21 blocks	Baking and Desserts	Topic 1: Yeast Breads Topic 2: Cakes and Pies Topic 3: Desserts Topic 4: Plating and Garnishing

* The range of blocks is due to the difference in the number of blocks offered during the semester that the course is being offered. Extra lab days can be offered during longer semesters.

Updates Spring 2024:

- Updated Units and Topics

Unit 1: Reaching Your Customers

Subject: ProStart II

Grade: 10, 11, 12

Name of Unit: Reaching Your Customers

Length of Unit: 7-11 blocks

Overview of Unit: How do you get people into your operation? In this unit, you will gain a basic understanding of marketing and how it relates to restaurants and foodservice operations. We will review menu management and how it relates to the overall success of the operation. Think about how you can set the trends for moving forward!

Priority Standards for unit:

- NSFCS 13.3: Demonstrate communication skills that contribute to positive relationships.
- NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

Essential Questions:

1. Who are your classmates?
2. What is marketing?
3. What function does a menu serve?

Enduring Understanding/Big Ideas:

1. Teams will be utilized daily in ProStart, therefore, knowing your classmates is essential to the purpose of this class.
2. Marketing is the process of communicating a business's message to its market.
3. The menu serves two purposes: planning and communication. For the planning function, the menu gives an operation an end goal to work toward. Using the menu as a planning tool helps a manager stay focused on all the behind-the-scenes work and how to best accomplish an operation's goals. As a marketing tool, the menu informs the market about what the operation offers, sells products, and creates identity.

Unit Vocabulary:

- | | |
|------------------------------|-------------------------|
| • Market | • Guest-driven |
| • Marketing | • Mass marketing |
| • Marketing mix | • Target marketing |
| • Contemporary marketing mix | • SWOT analysis |
| • Product-service mix | • Promotional mix |
| • Presentation mix | • Advertising |
| • Aesthetic | • Sales promotions |
| • Communication mix | • Personal selling |
| • Marketing plan | • Public relations (PR) |
| • Target market | • Direct marketing |

- Cooperative sales promotions
- Community relations
- Media relations
- Press release
- Press kit
- Media vehicles
- A la carte menu
- California menu
- Cyclical menu
- Du jour menu
- Fixed menu
- Limited menu
- Limited time offer (LTO) menu
- Prix fixe menu
- Table d'hôte menu
- Profit
- Margin
- Target margin
- Menu boards
- Spoken menu
- Sales mix analysis
- Menu engineering
- Sales volume
- Sales volume percentage
- Stars
- Plow horses
- Puzzles
- Dogs
- Food cost percentage method
- Contribution margin method
- Q factor

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
	Apply
Students will learn about their classmates through collaboration and team-building activities.	2
	Apply

Priority Standard: NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use computer-based menu systems to develop and modify menus.	2
	Apply
Students will apply menu-planning principles to develop and modify menus.	2
	Apply
Students will analyze food, equipment, and supplies needed for menu production.	3
	Analyze
Students will develop a variety of menu layouts, themes, and design styles.	2
	Apply
Students will record performance of menu items to analyze sales and determine menu revisions.	3
	Analyze
Students will apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.	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.)

In small groups, students will create a menu for a specific target market. Instructor provides scenarios of a variety of target markets. (ex; senior living facility, suburban neighborhood with lots of families) Students will consider the following in the planning phase: physical layout of the facility, skill of personnel, availability of ingredients, wants and needs of the target market, expectations of the target market and profit margin. Students will then design a menu considering the following: medium (materials and method), layout (how it is arranged), color, font and art. Lastly, students will cost out menu items and determine the cost on the menu. Advise students to remember the extras. (ex: sugar packets, butter on a baked potato) Once menus are created, students will present their final menu to their peers.

Topic 1: Introduction to ProStart II

Engaging Experience 1

Title: Eat Forever

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 is the food you will eat the rest of your life. The students will then move to the corner that they eat forever. When in the corners students will answer a “get-to-know-you” question, such as “What are you most looking forward to in ProStart II?”

Bloom’s Levels: Understand

Webb’s DOK: 1

Topic 2: Introduction to Marketing

Engaging Experience 1

Title: Give One, Get One

Suggested Length of Time: ½ block

Standards Addressed

Priority:

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

Detailed Description/Instructions: Students choose 1 key term from the provided vocabulary list. Each student will need to choose a different term so that all terms are represented. Students will receive a blank index card to create a word wall tile with their chosen term. Students create a tile for word wall by notating the key term, writing the definition of the term, and illustrating something to represent the term. Once cards are created, students will join in the Give One, Get One activity. Students begin by getting a partner, each student will then read the key term and definition to their partner, then partners switch cards and find a new partner. Have students repeat until all terms have been shared. Once all partners have shared, students will create a word wall by displaying the cards on a wall in the classroom.

Bloom's Levels: Understand

Webb's DOK: 1

Topic 3: Menu Management

Engaging Experience 1

Title: Collaboration: Targeting Teens

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

Detailed Description/Instructions:

Students brainstorm with their team the different menu items they enjoy ordering at a restaurant. Students will list each item on a different post-it. The team will create a chart with each menu category: appetizers, soups, salads, sandwiches, entrees, vegetables, desserts, and beverages. Together as a team, students will organize post-its into each category. If a category has less than 5 items, students will discuss with peers to gain ideas for at least 5 in each category. Finally, students will evaluate each category to determine which final 3 menu items will be on their actual menu they will create.

Bloom's Levels: Analyze

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Eat Forever	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 is the food you will eat the rest of your life. The students will then move to the corner that they eat forever. When in the corners students will answer a “get-to-know-you” question, such as “What are you most looking forward to in ProStart II?”	¼ block
2	Give One, Get One	Students choose 1 key term from the provided vocabulary list. Each student will need to choose a different term so that all terms are represented. Students will receive a blank index card to create a word wall tile with their chosen term. Students create a tile for word wall by notating the key term, writing the definition of the term, and illustrating something to represent the term. Once cards are created, students will join in the Give One, Get One activity. Students begin by getting a partner, each student will then read the key term and definition to their partner, then partners switch cards and find a new partner. Have students repeat until all terms have been shared. Once all partners have shared, students will create a word wall by displaying the cards on a wall in the classroom.	½ block
3	Collaboration: Targeting Teens	Students brainstorm with their team the different menu items they enjoy ordering at a restaurant. Students will list each item on a different post-it. The team will create a chart with each menu category: appetizers, soups, salads, sandwiches, entrees, vegetables, desserts, and beverages. Together as a team, students will organize post-its into each category. If a category has less than 5 items, students will discuss with peers to gain ideas for at least 5 in each category. Finally, students will evaluate each category to determine which final 3 menu items will be on their actual menu they will create.	1 block

Unit 2: Culinary Exploration

Subject: ProStart II

Grade: 10, 11, 12

Name of Unit: Culinary Exploration

Length of Unit: 36 – 40 blocks

Overview of Unit: The culinary focus in ProStart 2 builds on culinary skills learned in ProStart 1. Many chefs state that a sign of a good chef is whether they can cook an egg correctly. We will review that skill and learn about dairy products and the basics regarding specific ingredients like fruits and vegetables. After eggs and dairy, we will explore a favorite of many, breakfast! We will also explore potatoes, grains, and pasta!

Priority Standards for unit:

- 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.

Essential Questions:

1. What are the various types of milk and milk alternatives available today? How do they differ from each other?
2. What are the different types of breakfast service?
3. What are the various types of fruit?
4. What are the various types of vegetables?
5. What are some different types of potatoes and their characteristics?

Enduring Understanding/Big Ideas:

1. There are many types of milk with various amounts of fat; the type of milk used is often based on the nutritional value desired. Lactose-free milk is available for people who are lactose intolerant. Plant-based milks are available for those who suffer a casein allergy.
2. There are three types of breakfast service offered in the United States: American, English, and continental.
3. The three main groups of fruit are summer, winter, and tropical (exotic). Summer and winter fruits ripen in those seasons, respectively (depending on your region and climate). Tropical fruits are named for the tropical climatic conditions under which they are grown.
4. Vegetables are categorized as flower (broccoli, cauliflower, Brussels sprouts, and cabbage), fruit (avocados, cucumbers, eggplants, peppers, squash, and tomatoes), green leafy (lettuce, mustard greens, spinach, and Swiss chard), seed (corn, peas, and beans), root (carrots, beets, radishes, turnips, onions, scallions/shallots, and leeks), tuber (potatoes, sweet potatoes, and yams), and stem (asparagus, celery, artichokes, and mushrooms).
5. Potato varieties differ in starch and moisture content. Types of potatoes include sweet potatoes, yams, russet potatoes, all-purpose potatoes, new potatoes, and yellow-fleshed potatoes. All potatoes are tubers. Tubers are fat, underground stems capable of growing a new plant.

Unit Vocabulary:

- Pasteurization
- Homogenization
- Lactose intolerance
- Casein
- Cream
- Fermentation
- Probiotic
- Smoke point
- Butter substitute
- Whey
- Curdling
- Unripened
- Ripened
- Processed Cheese
- Albumen
- Chalazae
- Coddled
- Ramekins
- Shirred eggs
- Poached Eggs
- Sunnyside up
- Over easy
- Basted eggs
- Omelets
- Frittatas
- Quiche
- Souffles
- Pooled eggs
- Breakfast
- American service
- English service
- Continental service
- Brunch
- Pancakes
- Crepes
- Waffles
- French toast
- Swedish pancakes
- Hash
- Grits
- Hashed brown potatoes
- Home fries
- Fructose
- Summer fruits
- Drupes
- Winter fruits
- Tropical fruits
- Quality grades
- Ethylene gas
- Enzymatic browning
- Polyphenol oxidase
- Acids
- Alkalies
- Poached fruits
- Compotes
- Vegetable
- Flower vegetables
- Crudites
- Fruit vegetables
- Green leafy vegetables
- Brassica
- Field mixes
- Mesclun mix
- Seed vegetables
- Root vegetables
- Tuber vegetables
- Stem vegetables
- Hydroponic farming
- Dicing
- Mincing
- Parboiling
- Glazing
- Pureed
- Potatoes
- Solanine
- Single-stage technique
- Multiple-stage technique
- Lyonnaise
- Latkes
- Legumes
- Bean
- Pea
- Nut
- Seed
- Grains
- Meals
- Whole gains
- Milling process

- Hull
- Bran
- Endosperm
- Germ
- Stone ground
- Pilaf
- Risotto

- Arborio
- Dumplings
- Pierogi
- Al dente
- Resting stage
- Spaetzle
- Gnocchi

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 prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.	2
	Apply
Students will prepare breakfast meats, eggs, cereals, and batter products 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.) Students will prepare the fresh pasta recipe. Before beginning, students will view a pasta making demonstration video to review the counter preparation technique used for making noodles and pasta. Students will prepare the pasta using the counter technique and then roll and cut the pasta using a professional hand crank pasta machine. Students will dry the cut pasta overnight on a pasta drying rack. Students will prepare a Bolognese sauce that will be stored overnight to serve with the pasta the following day. The next day, students will prepare an affordable and quick dorm room version of alfredo sauce, reheat their Bolognese sauce and boil their dry pasta.

Topic 1: Eggs and Dairy Products

Engaging Experience 1

Title: Hot Cocoa-Milk Comparison Lab

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- 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.

Detailed Description/Instructions: Instructor will provide students with a basic hot cocoa recipe that includes milk as an ingredient. Each kitchen team will prepare a batch of hot cocoa that will provide a ½ cup sample serving for each student in the class. Each kitchen team will use a different type or variety of milk in their recipe. (ex: dry milk, 2 %, whole, almond, etc.) Students will share samples and evaluate the hot cocoa based on appearance, taste and texture. Students will share the fat grams per serving with their classmates and discuss how this affects the final product, nutrition and customer satisfaction.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2

Title: Cheese Tasting

Suggested Length of Time: 1block

Standards Addressed

Priority:

- 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.

Detailed Description/Instructions: Instructor will provide students with a variety of cheese to taste and compare un-ripened versus ripened. Students will complete a table of information about each variety of cheese to include the characteristics and examples. Students will rate each variety on whether they would eat it again or use it in a recipe.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 3

Title: Angel Food Cake 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 an angel food cake and a glaze to drizzle on the cake before serving. Instructor will provide students with the angel food cake recipe and students will choose their own glaze recipe. Instructor will review techniques for separating egg whites and yolks since students will need to separate a dozen eggs for this recipe. In addition, proper use of a serrated knife for serving the cake will be reviewed.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Title: Eggs 6 Different Ways 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 demonstrate a total of 6 different egg preparation techniques that will include: simmered or hard cooked, baked, shirred, poached, scrambled, and fried with choices of over easy, hard fried, basted, or sunny side up. Instructor will guide students to use steps provided in the text to prepare each recipe. Instructor will review the different skills, equipment, and ingredients necessary to prepare each type.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5

Title: Chocolate Souffle 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 chocolate souffle. Instructor will provide the recipe. Instructor will review the technique to prep a souffle dish for baking.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 6

Title: Quiche Lorraine 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 homemade pie crust and the filling for a Quiche Lorraine. Instructor will provide the pie crust recipe and the text provides the quiche recipe. Instructor will review the technique to utilize a pastry blender and how to prep a pie crust for par baking. Lab preparation will include a review of safe knife skills and grating food. Students will have the choice to prepare a small green or fruit salad with the quiche slice for plating purposes.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Breakfast Cookery

Engaging Experience 1

Title: Pancake Lab

Suggested Length of Time: 1 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 prepare a lemon scented buttermilk pancake batter and a blueberry syrup. Instructor will review tools and techniques for zesting.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Crepe 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 crepe batter that can yield either a sweet or savory crepe with some simple modifications. Students will prepare crepes and fillings for both sweet and savory so they can evaluate which they prefer more.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Stuffed French Toast and Breakfast Meat 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 versatile stuffed French toast recipe that can be modified with their chosen flavor of fruit preserve. Students will prepare their choice of a breakfast meat to be served alongside the stuffed French toast for plating purposes.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Fruits

Engaging Experience 1

Title: Mango Mousse

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 the mango mousse recipe. Students will select from a variety of stemmed serving dishes to enhance presentation and service. After chilling overnight, the mousse will be garnished with fresh whipped cream prepared by students and topped with a mint leaf to add color.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Fresh Apple Fritter 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 an apple fritter recipe provided by the former Stephenson's restaurant and orchard. Students will prepare fritters and garnish them with confectioner's sugar. Instructor will review preparing a solution to slow enzymatic browning while chopping the apples and juicing technique to yield the most juice while juicing the oranges. In addition, the instructor will review safe frying techniques.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Cheesecake with Strawberry Coulis Lab

Suggested Length of Time: 2-2 1/2 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 cheesecake recipe provided by the instructor that requires a graham cracker crust, cheesecake filling and a sour cream topping. Students will prepare a strawberry coulis to utilize as the garnish for the completed cheesecake. Instructor will review preparing a springform pan and how to bake the cheesecake in a water bath. In addition, the instructor will review safe techniques for utilizing the blender or food processor to prepare the coulis.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 4: Vegetables

Engaging Experience 1

Title: Chick Fil A Coleslaw-Cold Vegetable Side Dish Lab

Suggested Length of Time: 1 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 prepare the coleslaw recipe that Chick Fil A released when they quit serving the side dish in their restaurants. Students will prepare the cabbage mix by shredding it fine and finely chopping carrots. Students will prepare a mayonnaise-based dressing to complete the slaw. Instructor will review safe knife handling procedures and tool choices for shredding.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: KETO Cauliflower Casserole-Hot Vegetable Side Dish 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 cauliflower casserole dish that will use a variety of cooking methods and discover how different and versatile cauliflower can be. Instructor will review how to cut cauliflower and the tools needed to boil the cauliflower.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Pan Fried Zucchini Lab

Suggested Length of Time: 1 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 prepare a fried zucchini recipe. Students will have the opportunity to choose which cutting technique they would like to use to prepare the zucchini for frying. Students will choose what dipping sauce they would like to prepare to serve with the zucchini and for plating purposes.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Title: Broccoli Rabe Lab

Suggested Length of Time: 1 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 prepare a broccoli rabe recipe that is provided by their text. Students will have the opportunity to choose which cutting technique they would like to use to prepare the broccolini for boiling. Instructor will review how to clean the stem with a vegetable peeler and the significance of using the lemon wedge and red wine vinegar for plating and taste purposes.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5

Title: Salad Choice Lab-Wilted or Wedge Salad

Suggested Length of Time: 1 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 have the opportunity to choose which salad they would like to prepare from the following choices: wilted leaf lettuce with a warm bacon vinaigrette or wedge salad with their choice of preparing a blue cheese dressing or buttermilk ranch dressing. Students will have some choice on type of lettuce and salad toppings that align with the salad choices.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 4: Potatoes, Grains, and Pastas

Engaging Experience 1

Title: Yukon Gold Roasted Potato Lab

Suggested Length of Time: 1 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.

Supporting:

Detailed Description/Instructions: Students will discover a versatile side dish by preparing the Yukon Gold Roasted Potato recipe. Students will use knife techniques and fresh herbs to complete this dish.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Buckaroo Beans 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.

Supporting:

Detailed Description/Instructions: Students will prepare a meaty baked bean casserole that is great for large gatherings and holidays. Students will be introduced to a variety of beans and explore how several ingredients come together to create a savory, but sweet sauce. Instructor will review the cutting techniques of some ingredients included in the provided recipe.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Rice Pilaf 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.

Supporting:

Detailed Description/Instructions: Students will prepare a rice pilaf that utilizes saffron. Instructor will review the cost associated with the process of making the delicate spice. In addition, the instructor will review the best type of cookware for preparing the dish and the importance of the pan/lid combination.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Title: Pasta and Sauce Lab

Suggested Length of Time: 2-2 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.

Supporting:

Detailed Description/Instructions: Students will prepare homemade pasta, a Bolognese sauce and an easy Alfredo sauce. Students will prepare the pasta and Bolognese sauce the first day. The pasta will be dried overnight on a pasta drying rack and the Bolognese sauce will be labeled and stored in the refrigerator overnight. The following day, students will reheat the Bolognese sauce and let it simmer until it is ready for service. Students will prepare the Alfredo sauce and keep it warm until service. Students will boil the dried pasta. Lastly, students will plate the pasta and sauces and garnish with fresh grated parmesan.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5

Title: Spaetzle Lab

Suggested Length of Time: 1 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.

Supporting:

Detailed Description/Instructions: Students will prepare a small German dumpling called Spaetzle. Students will prepare the dumpling batter and use a ricer to drop it into boiling water for the cooking process. Once the spaetzle is created, students will sauté it with some butter and chiffonade cut spinach to create a starchy side dish that pairs well with most protein entrees. Instructor will review the classical cut chiffonade.

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	Hot Cocoa- Milk Comparison Lab	Instructor will provide students with a basic hot cocoa recipe that includes milk as an ingredient. Each kitchen team will prepare a batch of hot cocoa that will provide a ½ cup sample serving for each student in the class. Each kitchen team will use a different type or variety of milk in their recipe. (ex: dry milk, 2 %, whole, almond, etc.) Students will share samples and evaluate the hot cocoa based on appearance, taste, and texture. Students will share the fat grams per serving with their classmates and discuss how this affects the final product, nutrition, and customer satisfaction.	1 block
1	Cheese Tasting	Instructor will provide students with a variety of cheese to taste and compare unripened versus ripened. Students will complete a table of information about each variety of cheese to include the characteristics and examples. Students will rate each variety on whether they would eat it again or use it in a recipe.	1 block
1	Angel Food Cake Lab	Students will prepare an angel food cake and a glaze to drizzle on the cake before serving. Instructor will provide students with the angel food cake recipe and students will choose their own glaze recipe. Instructor will review techniques for separating egg whites and yolks since students will need to separate a dozen eggs for this recipe. In addition, proper use of a serrated knife for serving the cake will be reviewed.	1-1 ½ blocks
1	Eggs 6 Different Ways Lab	Students will demonstrate a total of 6 different egg preparation techniques that will include: simmered or hard cooked, baked, shirred, poached, scrambled, and fried with choices of over easy, hard fried, basted, or sunny side up. Instructor will guide students to use steps provided in the text to prepare each recipe. Instructor will review the	1-1 ½ blocks

		different skills, equipment, and ingredients necessary to prepare each type.	
1	Chocolate Souffle Lab	Students will prepare chocolate souffle. Instructor will provide the recipe. Instructor will review the technique to prep a souffle dish for baking.	1-1 ½ blocks
1	Quiche Lorraine Lab	Students will prepare a homemade pie crust and the filling for a Quiche Lorraine. Instructor will provide the pie crust recipe and the text provides the quiche recipe. Instructor will review the technique to utilize a pastry blender and how to prep a pie crust for par baking. Lab preparation will include a review of safe knife skills and grating food. Students will have the choice to prepare a small green or fruit salad with the quiche slice for plating purposes.	1-1 ½ blocks
2	Pancake Lab	Students will prepare a lemon scented buttermilk pancake batter and a blueberry syrup. Instructor will review tools and techniques for zesting.	1 block
2	Crepe Lab	Students will prepare a crepe batter that can yield either a sweet or savory crepe with some simple modifications. Students will prepare crepes and fillings for both sweet and savory so they can evaluate which they prefer more.	1-1 ½ blocks
2	Stuffed French Toast and Breakfast Meat Lab	Students will prepare a versatile stuffed French toast recipe that can be modified with their chosen flavor of fruit preserve. Students will prepare their choice of a breakfast meat to be served alongside the stuffed French toast for plating purposes.	1-1 ½ blocks
3	Mango Mousse	Students will prepare the mango mousse. Students will select from a variety of stemmed serving dishes to enhance presentation and service. After chilling overnight, the mousse will be garnished with fresh whipped cream prepared by students and topped with a mint leaf to add color.	1-1 ½ blocks
3	Fresh Apple Fritter Lab	Students will prepare an apple fritter recipe provided by the former Stephenson's restaurant and orchard. Students will prepare fritters and garnish them with confectioner's sugar. Instructor will review preparing a solution to slow enzymatic browning while chopping the apples and juicing	1-1 ½ blocks

		technique to yield the most juice while juicing the oranges. In addition, the instructor will review safe frying techniques.	
3	Cheesecake with Strawberry Coulis Lab	Students will prepare a cheesecake recipe provided by the instructor that requires a graham cracker crust, cheesecake filling and a sour cream topping. Students will prepare a strawberry coulis to utilize as the garnish for the completed cheesecake. Instructor will review preparing a springform pan and how to bake the cheesecake in a water bath. In addition, the instructor will review safe techniques for utilizing the blender or food processor to prepare the coulis.	2-2 ½ blocks
4	Chick Fil A Coleslaw - Cold Vegetable Side Dish Lab	Students will prepare the coleslaw recipe that Chick Fil A released when they quit serving the side dish in their restaurants. Students will prepare the cabbage mix by shredding it fine and finely chopping carrots. Students will prepare a mayonnaise-based dressing to complete the slaw. Instructor will review safe knife handling procedures and tool choices for shredding.	1 block
4	KETO Cauliflower Casserole - Hot Vegetable Side Dish Lab	Students will prepare a cauliflower casserole dish that will use a variety of cooking methods and discover how different and versatile cauliflower can be. Instructor will review how to cut cauliflower and the tools needed to boil the cauliflower.	1-1 ½ blocks
4	Pan Fried Zucchini Lab	Students will prepare a fried zucchini recipe. Students will have the opportunity to choose which cutting technique they would like to use to prepare the zucchini for frying. Students will choose what dipping sauce they would like to prepare to serve with the zucchini and for plating purposes.	1 block
4	Broccoli Rabe Lab	Students will prepare a broccoli rabe recipe that is provided by their text. Students will have the opportunity to choose which cutting technique they would like to use to prepare the broccolini for boiling. Instructor will review how to clean the stem with a vegetable peeler and the significance of using the lemon wedge and red wine vinegar for plating and taste purposes.	1 block

4	Salad Choice Lab - Wilted or Wedge Salad	Students will have the opportunity to choose which salad they would like to prepare from the following choices: wilted leaf lettuce with a warm bacon vinaigrette or wedge salad with their choice of preparing a blue cheese dressing or buttermilk ranch dressing. Students will have some choice on type of lettuce and salad toppings that align with the salad choices.	1 block
5	Yukon Gold Roasted Potato Lab	Students will discover a versatile side dish by preparing the Yukon Gold Roasted Potato. Students will use knife techniques and fresh herbs to complete this dish.	1 block
5	Buckaroo Beans Lab	Students will prepare a meaty baked bean casserole that is great for large gatherings and holidays. Students will be introduced to a variety of beans and explore how several ingredients come together to create a savory, but sweet sauce. Instructor will review the cutting techniques of some ingredients included in the provided recipe.	1-1 ½ blocks
5	Rice Pilaf Lab	Students will prepare a rice pilaf that utilizes saffron. Instructor will review the cost associated with the process of making the delicate spice. In addition, the instructor will review the best type of cookware for preparing the dish and the importance of the pan/lid combination.	1-1 ½ blocks
5	Pasta and Sauce Lab	Students will prepare homemade pasta, a Bolognese sauce, and an easy Alfredo sauce. Students will prepare the pasta and Bolognese sauce the first day. The pasta will be dried overnight on a pasta drying rack and the Bolognese sauce will be labeled and stored in the refrigerator overnight. The following day, students will reheat the Bolognese sauce and let it simmer until it is ready for service. Students will prepare the Alfredo sauce and keep it warm until service. Students will boil the dried pasta. Lastly, students will plate the pasta and sauces and garnish with fresh grated parmesan.	2-2 ½ blocks
5	Spaetzle Lab	Students will prepare a small German dumpling called Spaetzle. Students will prepare the dumpling batter and use a ricer to drop it into boiling water for the cooking process. Once the spaetzle is	1 block

		created, students will sauté it with some butter and chiffonade cut spinach to create a starchy side dish that pairs well with most protein entrees. Instructor will review the classical cut chiffonade.	
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Unit 3: Managing Costs

Subject: ProStart II

Grade: 10, 11, 12

Name of Unit: Managing Costs

Length of Unit: 11 – 16 blocks

Overview of Unit: Managing your costs is one of the most important keys to success in the restaurant and foodservice industry. How do you know if a dish is truly successful? This unit will give you everything you need to understand the numbers behind decisions made in a restaurant. You'll discover how to understand what your food costs, what labor costs and how they affect your menu. Not only will you learn about food inventory but also people and how to build teams to reflect appropriate costs.

Priority Standards for unit:

- NSFCS 8.1: Analyze career paths within the food production and food services industries.
- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 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.
- NSFCS 8.6: Demonstrate implementation of food service management and leadership functions.

Essential Questions:

1. What is cost control? Why is it important to a foodservice business?
2. How do we define and calculate food cost and food cost percentage?
3. How do labor costs affect cost control?
4. What is the purchasing function?
5. What information is included in a job description and why is it important to a business?

Enduring Understanding/Big Ideas:

1. To be successful, a business has to make more money than it spends. A business's sales, or revenue, have to be higher than its costs. This is the basis of cost control.
2. To obtain an accurate actual food cost is to use the formula: (opening inventory + purchases = total food available) - closing inventory = total food cost. Total food cost percentage is the relationship between sales and the cost of food to achieve those sales. Analyze food cost percentage by comparing it to company standards, historical costs, or even industry standards.
3. The four primary factors that affect labor costs are business volume, employee turnover, quality standards, and operational standards. Labor costs can go up and down as sales go up and down, but not necessarily in direct proportion.

4. The four major goals of purchasing are maintaining the right supply of products and services, maintaining the quality standards of the operation, minimizing the amount of money the operation spends, and staying competitive with similar operations.
5. A job description is a document that defines the work involved in a particular assignment or position.

Unit Vocabulary:

- Revenue
- Cost control
- Controllable costs
- Overhead costs
- Fixed/Noncontrollable costs
- Food costs
- Beverage costs
- Labor costs
- Operating budget
- Depreciation
- Forecast
- Historical data
- Customer count
- Average sales per customer
- Sales history
- Moving average technique
- Production sheet
- Point-of-sale (POS) systems
- Profit and loss report
- Invoice
- Packing slip
- Full-line supplier
- Inventory
- Opening inventory
- Closing inventory
- Total food cost percentage
- Recipe cost card
- Pre-portioned items
- Physical inventory
- Latest purchase price
- Actual purchase price
- Semi variable cost
- Business volume
- Employee turnover
- Quality standards
- Operational standards
- Variable cost
- Master schedule
- Crew schedule
- Specifications or specs
- Requisitions
- Requisition forms
- Buyer
- Franchise
- Franchisees
- Kickbacks
- Cash position
- Competitive position
- Channel of distribution
- Primary sources
- Intermediary sources
- Retailers
- Formal purchasing method
- Bids
- Contracts
- Request for proposal or RFP
- Informal purchasing method
- Quote or daily bid
- Purchase order
- Time value
- Form value
- Place value
- Transportation value
- Service value
- Supply and demand
- Commodity
- Commodity pricing risk
- Make-or-buy analysis
- Production records
- Stock-outs
- Overproduction
- Daily food cost sheets
- Sales mix records
- Leaders
- Losers
- Par stock
- Reorder point, or ROP
- Receiving

- Key drop delivery
- Credit memo
- Perishable products
- JIT (just in time) format
- Non-perishable products
- Refrigerated storage
- Frozen storage
- Dry storage
- Humidity
- Staples
- Vermin
- Physical inventory method
- Perpetual inventory method
- Issuing
- Pilfering
- Gross profit
- Inventory shrinkage
- Job description
- Fair Labor Standards Act (FLSA)
- Exempt
- Nonexempt
- Zero tolerance policy
- Child labor laws
- Equal Employment Opportunity Commission (EEOC)
- Discrimination
- Onboarding
- Orientation
- Employee manual
- Probationary period
- Pension
- Profit sharing
- Training
- Cross-training
- On-the-job Training
- Employee performance appraisal
- Performance appraisal form
- Nibs
- Chocolate liquor
- Chocolate, bittersweet
- Chocolate, semisweet
- Chocolate, unsweetened
- Cocoa
- Bloom
- Tempering
- Custard
- Curdle
- Creme anglaise
- Pastry creams
- Gelato
- Sherbet
- Sorbet
- Frozen yogurt
- Torte
- Fruit sauces
- Fruit syrup
- Caramel sauce
- Butterscotch-flavored sauce
- Chocolate sauce
- Sabayon or zabaglione
- Brunoise
- Design
- Arrangement
- Colors
- Height
- Shapes
- Texture
- Timbale
- Napping

Unwrapped Priority Standards:

Priority Standard: NSFCS 8.1: Analyze career paths within the food production and food services industries.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze the correlation between food production and services occupations and local, state, national, and global economies.	3
	Analyze
Students will analyze the role of professional organization in food production and service.	3
	Analyze

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 analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.	3
	Analyze

Priority Standard: NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will prepare requisitions for food, equipment, and supplies to meet production requirements.	2
	Apply
Students will apply principles of measurement, portion control, conversion, food cost analysis and control, menu terminology, and menu pricing to menu planning.	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 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

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 apply principles of purchasing, receiving, and storing in food service operations.	2
	Apply
Students will apply accounting procedures in planning and forecasting profit and loss.	2
	Apply
Students will apply principles of inventory management, labor cost and control techniques, production planning and control, sustainability, and facilities management to planning and front and back of the house operations.	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.) “Can Cutting” is a method used to compare similar products of differing quality. Instructor will purchase three different price points of ice cream for students to compare. Advise students they are evaluating three different ice creams to decide which one is the best choice to serve customers based on quality, taste, and cost. Students will open each container and empty them into separate bowls to weigh and record the weight. Once all ice cream has melted, weigh them again and record the weight. Follow up by measuring each in a large liquid measuring cup. Pose the following questions to students: How much change was there for each brand? How do you explain the difference? Finally, students will taste each price point of ice cream. Students will evaluate the pros and cons of ingredients in each brand to determine what they consider to be the best choice to serve customers.

Topic 1: Introduction to Cost Control

Engaging Experience 1

Title: Front to Back-Profit or Loss?

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFCS 8.1: Analyze career paths within the food production and food services industries.
- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 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.
- NSFCS 8.6: Demonstrate implementation of food service management and leadership functions.

Detailed Description/Instructions: Students will begin in the middle of the classroom as a large group. Instructor will make the statement-If you think training contributes to the profits of the company, come to the front of the room. If you believe it is a loss to the company, go to the back of the room. One student from each side of the room will share the reason why they chose the front or the back. Students will have the opportunity to switch sides after students share or they can stay on the side they originally chose. Instructor will share a statement for the next two prompts:

POS Systems

Laundry Service

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Food Costing

Engaging Experience 1

Title: Do you have control?

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.
- NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 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.
- NSFCS 8.6: Demonstrate implementation of food service management and leadership functions.

Detailed Description/Instructions: Working in small groups, students will create their own version of a poster displaying the steps in the food flow process. Evaluation of each step will take place within the team as students explore two-three methods to control costs at each step.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Food Costing Lab

Suggested Length of Time: 3-4 blocks

Standards Addressed

Priority:

- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 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.
- NSFCS 8.6: Demonstrate implementation of food service management and leadership functions.

Detailed Description/Instructions: Working in kitchen teams, students will select a three-course menu they would like to prepare. The team will need to prepare a presentation of the following while completing the lab experience: menu for three course meal, food costing for each course that includes cost per serving, total cost of meal and total cost per person and pictures of plated meal including table set up. Presentations will be shared after all components have been completed.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Labor Costing

Engaging Experience 1

Title: Think, Pair, Share-Turning Around Turnover

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFCS 8.1: Analyze career paths within the food production and food services industries.
- NSFCS 8.6: Demonstrate implementation of food service management and leadership functions.

Detailed Description/Instructions:

Instructor shares the following statement and questions: “It's often said that people are the most important resources a company has. In what ways do you agree and disagree with this statement? Why?” Students will think about their responses to the questions, pair up with a classmate and share their responses with each other. Instructor will choose a few students to share with the large group what responses were shared in their pairs. Instructor will share with the class about turnover in the restaurant industry. If a restaurant suffers from a high turnover rate, this will increase labor costs and bring down productivity. Instructor asks the class what happens then? Students are told to imagine that they are the manager of the restaurant with a high turnover rate. Instructor asks the question:” What steps can you take to reduce turnover in your restaurant or foodservice operation?” Students will prepare a written plan of action to lower the turnover rate in their operation.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 4: Purchasing

Engaging Experience 1

Title: Make or Buy Analysis Lab

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 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.
- NSFCS 8.6: Demonstrate implementation of food service management and leadership functions.

Detailed Description/Instructions: Chefs conduct make or buy analysis when they need to decide whether it makes better financial sense to purchase a ready-made product or to make the item from scratch. In kitchen teams, students will choose a store-bought item and find a made from scratch recipe that matches that item as closely as possible. Teams will prepare the made from scratch item in the lab and then evaluate the made from scratch item to the store-bought item.

Advise students to consider the following in their analysis:

Is the quality equal or superior to that of the item the staff has the ability to make?

What is the true cost of materials to make the item? Consider labor cost and time.

Is there ample storage space to store the ingredients for the made from scratch item or the store-bought item?

Are there enough skills to make the item from scratch?

Teams will conduct the analysis and share their findings with the class.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 5: Building Successful Teams

Engaging Experience 1

Title: Career Readiness: How to Build a Team

Suggested Length of Time: ½ block

Standards Addressed

Priority:

- NSFCS 8.1: Analyze career paths within the food production and food services industries.
- NSFCS 8.3: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 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.
- NSFCS 8.6: Demonstrate implementation of food service management and leadership functions.

Detailed Description/Instructions: Contact a favorite local restaurant and ask for the hiring manager. Set an appointment with the manager to visit the class or take the students to the restaurant for a field trip. Advise students about the topic the manager will speak about. Have students prepare questions for the manager in advance. Students should have one question about hiring and the other question can be more open to an industry related question.

Ask the manager to discuss what they look for in new employees. Some additional questions to have the manager address are as follows:

How do they build teams of people who will work effectively together?

Are there specific personality traits that the hiring manager looks for in addition to skill sets?

Give students the opportunity to ask additional questions.

Students will reflect in writing what they learned from the manager.

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	Front to Back - Profit or Loss?	Students will begin in the middle of the classroom as a large group. Instructor will make the statement-If you think training contributes to the profits of the company, come to the front of the room. If you believe it is a loss to the company, go to the back of the room. One student from each side of the room will share the reason they chose the front or the back. Students will have the opportunity to switch sides after students share or they can stay on the side they originally chose. Instructor will share a statement for the next two prompts: POS Systems Laundry Service	¼ block
2	Do you have control?	Working in small groups, students will create their own version of a poster displaying the steps in the food flow process. Evaluation of each step will take place within the team as students explore two-three methods to control costs at each step.	1 block
2	Food Costing Lab	Working in kitchen teams, students will select a three-course menu they would like to prepare. The team will need to prepare a presentation of the following while completing the lab experience: menu for three course meal, food costing for each course that includes cost per serving, total cost of meal and total cost per person and pictures of plated meal including table set up. Presentations will be shared after all components have been completed.	3-4 blocks
3	Think, Pair, Share - Turning Around Turnover	Instructor shares the following statement and questions: “It's often said that people are the most important resources a company has. In what ways do you agree and disagree with this statement? Why?” Students will think about their responses to the questions, pair up with a classmate and share their responses with each other. Instructor will choose a few students to share with the large group what responses were shared in their pairs. Instructor will	¼ block

		share with the class about turnover in the restaurant industry. If a restaurant suffers from a high turnover rate, this will increase labor costs and bring down productivity. Instructor asks the class what happens then? Students are told to imagine that they are the manager of the restaurant with a high turnover rate. Instructor asks the question:” What steps can you take to reduce turnover in your restaurant or foodservice operation?” Students will prepare a written plan of action to lower the turnover rate in their operation.	
4	Make or Buy Analysis Lab	Chefs conduct make or buy analysis when they need to decide whether it makes better financial sense to purchase a ready-made product or to make the item from scratch. In kitchen teams, students will choose a store-bought item and find a made from scratch recipe that matches that item as closely as possible. Teams will prepare the made from scratch item in the lab and then evaluate the made from scratch item to the store-bought item. Advise students to consider the following in their analysis: Is the quality equal or superior to that of the item the staff has the ability to make? What is the true cost of materials to make the item? Consider labor cost and time. Is there ample storage space to store the ingredients for the made from scratch item or the store-bought item? Are there enough skills to make the item from scratch?	2 blocks
5	Career Readiness: How to Build a Team	Contact a favorite local restaurant and ask for the hiring manager. Set an appointment with the manager to visit the class or take the students to the restaurant for a field trip. Advise students about the topic the manager will speak about. Have students prepare questions for the manager in advance. Students should have one question about hiring and the other question can be more open to an industry related question.	½ block

		Ask the manager to discuss what they look for in new employees. Some additional questions to have the manager address are as follows: How do they build teams of people who will work effectively together? Are there specific personality traits that the hiring manager looks for in addition to skill sets? Give students the opportunity to ask additional questions. Students will reflect in writing what they learned from the manager.	
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Unit 4: Today's Operational Concerns

Subject: ProStart II

Grade: 10, 11, 12

Name of Unit: Today's Operational Concerns

Length of Unit: 5 – 9 blocks

Overview of Unit: With today's popularity of both sustainability and nutrition, there's a lot of information to discern. This unit will guide you through the industry to narrow focus on the basics of sustainability and nutrition as they relate to the restaurants. You'll learn how to make positive sustainable choices and how to build healthy menus. We will explore the newest trends and best practices in sustainability and nutrition for the restaurant and foodservice industry.

Priority Standards for unit:

- NSFCFS 8.2: Demonstrate food safety and sanitation procedures.
- NSFCFS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 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. How are sustainability and conservation connected? Why is each important?
2. Why is nutrition important to the restaurant and food service industry?
3. What is a healthy diet?

Enduring Understanding/Big Ideas:

1. Sustainability refers to the practices that meet current resource needs without compromising the ability to meet future needs.
2. Nutrition is the study of nutrients in food and how they nourish the body. Foodservice operations should strive to provide menu items that make balanced, nutritious choices possible.
3. A healthy diet emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products. It includes lean meats, poultry, fish, beans, eggs, and nuts. A healthy diet is low in saturated fats, trans fats, cholesterol, salt and added sugars.

Unit Vocabulary:

- | | |
|--|-----------------------|
| • U.S. Environmental Protection Agency (EPA) | • Sun coffee |
| • Sustainability | • Shade-grown coffee |
| • Conversation | • Aquaculture |
| • Greenhouse gasses | • Surface water |
| • Local sourcing | • Groundwater |
| • Food miles | • Nonrenewable energy |
| • Organic | • Fossil fuels |
| | • Renewable energy |

- Green
- Repurpose food
- Controlled environment
- Recycling
- Composting
- Nutrition
- Nutrients
- Fiber
- Phytochemicals
- Calorie
- Simple carbohydrates
- Glucose
- Hormones
- Insulin
- Complex carbohydrates
- Lipids
- Fat
- Saturated fatty acids
- Essential fatty acids
- Exidation
- Cholesterol
- Trans-fatty acids
- Hydrogenation
- Proteins
- Amino acids
- Vegetarian
- Complete proteins
- Incomplete proteins
- Complementary proteins
- Vitamins
- Minerals
- Water
- Food additive
- Digestion
- Dietary Reference Intakes (DRIs)
- Recommended Dietary Allowances (RDAs)
- Adequate Intakes (AIs)
- Dietary Guidelines for Americans
- Malnutrition
- Obese
- Osteoporosis
- Iron-deficiency anemia
- Diabetes mellitus
- Choose MyPlate
- Discretionary calorie allowance
- Weight and calories
- Physical activity
- Vegetarian
- Vegans
- Ovo-vegetarians
- Lacto-vegetarians
- Lacto-ovo vegetarians
- Pescatarians
- Batch cooking
- Portion control
- Pesticides
- Herbicides
- Irradiation
- Hormones
- Antibiotics
- GMOs (genetically modified organisms)
- Conventional
- Organic
- Certified organic
- Local
- Natural

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 and environmentally responsible waste disposal and recycling methods.	2
	Apply

Priority Standard: NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will prepare requisitions for food, equipment, and supplies to meet production requirements.	2
	Apply
Students will apply principles of measurement, portion control, conversion, food cost analysis and control, menu terminology, and menu pricing to menu planning.	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 integrate sustainability in food production and services including menu planning, acquisition, preparation, and serving of food; storage; and recycling and waste management.	2
	Apply
Students will demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.	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.)

Instructor will assign small groups one of the following topics:

Energy Conservation

Water Conservation

The 3 R's (Reduce, Reuse, Recycle)

Composting

On poster paper, students will use different assigned color markers to brainstorm or scribe ideas related to their assigned topic.

Allow students 3 minutes to brainstorm & scribe then students rotate to the next poster, students can also star ideas they agree with or add their own ideas until all 4 posters have been covered by all groups.

Students will return to their previously created poster paper and use their different assigned color marker to revisit their topic by adding and/or subtracting concepts.

Topic 1: Sustainability

Engaging Experience 1

Title: Is it running?

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFCS 8.2: Demonstrate food safety and sanitation procedures.

Detailed Description/Instructions:

Instructor hands out 3 post-it notes to each student. Students put away all electronic devices.

Students will guess how much water is ran during each of these daily hygiene tasks:

2-minute brushing teeth

Toilet flush

15-minute shower

After answers are shared with students, instructor will lead students to a discussion about the following questions:

In what ways do you practice energy or water conservation?

At school? At home?

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Introduction to Nutrition

Engaging Experience 1

Title: Know Your Nutrients

Suggested Length of Time: ¼ block

Standards Addressed

Priority:

- NSFCS 8.2: Demonstrate food safety and sanitation procedures.
- 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 hands each student a plated placemat. Students will select 3 foods that are similar. In a large group, students will explain why they are similar.

Next, students will sort the pile into these 3 categories of nutrients:

Carbohydrates

Lipids (Fats)

Proteins

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Nutrition Comparison Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 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: Working in kitchen teams, students will prepare a class set of samples for one of six different recipes. The recipes will consist of the following:

Regular Chocolate Cupcakes versus Diet Chocolate Cupcakes

Regular Blueberry Muffins versus Low-Fat/Low-Sugar Blueberry Muffins

Regular Chocolate Brownies versus Low-Fat Brownies

Students will sample each and analyze taste, texture, and appearance in addition to nutritional differences.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Components of Healthful Menus

Engaging Experience 1

Title: Food Model Mealtime

Suggested Length of Time: ½ block

Standards Addressed

Priority:

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

Each student will create a meal using the food models on their plated placemat. In a large group, a few students share their meal with the class.

Next, hand each student a paper MyPlate. Students arrange their meal onto the paper plate version of MyPlate.

Students will Think-Pair-Share to reflect on similarities and differences between the two. Remind students they can share something they said or something their partner shared.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Health Condition Food Preparation Lab

Suggested Length of Time: 1-1 ½ blocks

Standards Addressed

Priority:

- NSFCS 8.4: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 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: Working in kitchen teams, students will prepare a class set of samples for a recipe of their choosing. Teams will prepare the regular version of the recipe and a healthier version that is prepared for someone that is working to improve a health condition. (i.e. diabetic customer, customer that struggles with a heart issue, etc.) Teams will present their recipe comparison and discuss the changes made and how they benefit the customer.

Students will sample each and analyze taste, texture, and appearance in addition to nutritional differences.

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	Is it running?	Instructor hands out 3 post-it notes to each student. Students put away all electronic devices. Students will guess how much water is ran during each of these daily hygiene tasks: 2-minute brushing teeth Toilet flush 15-minute shower After answers are shared with students, instructor will lead students to a discussion about the following questions: In what ways do you practice energy or water conservation? At school? At home?	¼ block
2	Know Your Nutrients	Instructor hands each student a plated placemat. Students will select 3 foods that are similar. In a large group, students will explain why they are similar. Next, students will sort the pile into these 3 categories of nutrients: Carbohydrates Lipids (Fats) Proteins	¼ block
2	Nutrition Comparison Lab	Working in kitchen teams, students will prepare a class set of samples for one of six different recipes. The recipes will consist of the following: Regular Chocolate Cupcakes versus Diet Chocolate Cupcakes Regular Blueberry Muffins versus Low-Fat/Low-Sugar Blueberry Muffins Regular Chocolate Brownies versus Low-Fat Brownies Students will sample each and analyze taste, texture and appearance in addition to nutritional differences.	1-1 ½ blocks
3	Food Model Mealtime	Each student will create a meal using the food models on their plated placemat. In a large group, a few students share their meal with the class.	½ block

		Next, hand each student a paper MyPlate. Students arrange their meal onto the paper plate version of MyPlate. Students will Think-Pair-Share to reflect on similarities and differences between the two. Remind students they can share something they said or something their partner shared.	
3	Health Condition Food Preparation Lab	Working in kitchen teams, students will prepare a class set of samples for a recipe of their choosing. Teams will prepare the regular version of the recipe and a healthier version that is prepared for someone that is working to improve a health condition. (i.e. diabetic customer, customer that struggles with a heart issue, etc.) Teams will present their recipe comparison and discuss the changes made and how they benefit the customer. Students will sample each and analyze taste, texture, and appearance in addition to nutritional differences.	1-1 ½ blocks

Unit 5: Meat, Poultry, and Seafood

Subject: ProStart II

Grade: 10, 11, 12

Name of Unit: Meat, Poultry, and Seafood

Length of Unit: 6 – 10 blocks

Overview of Unit: Meat, poultry, and seafood are staples in the American Diet. Being able to properly truss a chicken or trim fat from a piece of steak can make or break a dish. This unit will give you an overview of different types of meat, seafood, and poultry, cuts of those animals, fabrication, purchasing and storage guidelines, and cooking techniques. Sharpen your knives, because there is plenty to practice!

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 grades of meat?
2. What are the various grades of poultry?
3. What is the inspection and grading process for seafood?

Enduring Understanding/Big Ideas:

1. The two grades for meat are quality grade and yield grade.
2. The three grades of poultry are USDA A, B and C. A is the highest grade and should be served in whole, unprocessed portions. Grades B and C are often processed and used in other forms.
3. Seafood is not inspected by the FDA when it is caught. Instead, many processors participate in the voluntary seafood inspection program conducted by the U. S. Department of Commerce.

Unit Vocabulary:

- | | |
|-----------------|--------------|
| • Meat | • Offal |
| • Quality grade | • Game meat |
| • Yield grade | • Barding |
| • Primal cuts | • Poultry |
| • Aging | • Giblets |
| • Fabrication | • Chicken |
| • Retail cuts | • Turkey |
| • Butterflying | • Duck |
| • Medallions | • Quail |
| • Noisettes | • White meat |
| • Scallops | • Fowl |
| • Emince | • Dark meat |

- Game birds
- Boning
- Truss
- Stuffing
- Seafood
- Shellfish
- Crustaceans
- Mollusks
- Cephalopods
- IQF (individually quick frozen)
- Deveining
- Finfish
- Round Fish
- Flatfish
- Whole or round
- Drawn
- Dressed
- Fish filets
- Butterfly filet
- Steak
- Filleting
- Goujonettes
- Paupiettes
- Shucking
- En papillote
- Bouillabaisse

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 prepare various meats, seafood and poultry 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.) Students will review a variety of videos that demonstrate how to fabricate a whole chicken. Students will set up a workstation that provides food safety for the duration of the fabrication. In small groups, students will fabricate a whole bird into the eight serving pieces: 2 legs, 2 thighs, 2 wings and 2 breasts. Once the chicken is fabricated into eight pieces, students will prepare a fried chicken recipe using their cut chicken pieces.

Topic 1: Meat

Engaging Experience 1

Title: Determining Doneness

Suggested Length of Time: ¼ of 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 will provide 3 sets of printed cards that have one set of temperature cards, one set with the stated degree of doneness, for example, rare, medium rare, medium and well done. The third set of cards provided will have bulleted descriptions of the different levels of doneness. In small groups, students will work to match the descriptions with the common term indicating doneness.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Minute Steak Dijonnaise with Vegetable 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: Instructor will provide students with a recipe for Minute Steak Dijonnaise. Students will choose a green vegetable dish to prepare with the steak entree for plating purposes. Instructor will review how to tenderize meat and the safe food preparation guidelines for preparing raw meat dishes.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Poultry

Engaging Experience 1

Title: Truss it Up!

Suggested Length of Time: ½-1 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: In small groups, students will review the video that demonstrates how to truss a whole chicken for roasting. Each student will take a turn completely trussing the same bird. Students will observe each other and scribe any areas of difficulty and how they collaborated to solve the problems they encountered. Once each student has had an opportunity to truss it up, they will meet with the large group to discuss the ways the other groups trussed their birds to see if they found easier ways to truss their chicken. Instructor will pose the question, “What worked for them versus your group?” to each small group to reflect on the process.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 3: Seafood

Engaging Experience 1

Title: Finfish/Shellfish T-Chart

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 asks each student to create a T-chart on their paper. Students label the left side with the term finfish and the right side with shellfish. Students are asked to list all the different finfish they know on the left and the shellfish they know on the right. This activity will check for previous knowledge about fish and seafood before beginning the chapter. Tells students to keep the chart until the end of the chapter. At the conclusion of the chapter, have students create the chart again and repeat the activity. Provide students the opportunity to list additional information they learned as well. Students compare the increase in their knowledge about fish and seafood as a reflection to wrap up the chapter.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Sweet and Sour Shrimp 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: Instructor will provide students with a recipe for sweet and sour shrimp. Instructor will review how to prepare raw shrimp for food preparation and the safe food preparation guidelines for preparing raw seafood along with fresh vegetables and fruit.

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	Determining Doneness	Instructor will provide 3 sets of printed cards that have one set of temperature cards, one set with the stated degree of doneness, for example, rare, medium rare, medium and well done. The third set of cards provided will have bulleted descriptions of the different levels of doneness. In small groups, students will work to match the descriptions with the common term indicating doneness.	¼ block
1	Minute Steak Dijonnaise with Vegetable Lab	Instructor will provide students with a recipe for Minute Steak Dijonnaise. Students will choose a green vegetable dish to prepare with the steak entree for plating purposes. Instructor will review how to tenderize meat and the safe food preparation guidelines for preparing raw meat dishes.	1-1 ½ blocks
2	Truss it Up!	In small groups, students will review the video that demonstrates how to truss a whole chicken for roasting. Each student will take a turn completely trussing the same bird. Students will observe each other and scribe any areas of difficulty and how they collaborated to solve the problems they encountered. Once each student has had an opportunity to truss it up, they will meet with the large group to discuss the ways the other groups trussed their birds to see if they found easier ways to truss their chicken. Instructor will pose the question, “What worked for them versus your group?” to each small group to reflect on the process.	½-1 block
3	Finfish/Shellfish T-Chart	Instructor asks each student to create a T-chart on their paper. Students label the left side with the term finfish and the right side with shellfish. Students are asked to list all the different finfish they know on the left and the shellfish they know on the right. This activity will check for previous	¼ block

		knowledge about fish and seafood before beginning the chapter. Tells students to keep the chart until the end of the chapter. At the conclusion of the chapter, have students create the chart again and repeat the activity. Provide students the opportunity to list additional information they learned as well. Students compare the increase in their knowledge about fish and seafood as a reflection to wrap up the chapter.	
3	Sweet and Sour Shrimp Lab	Instructor will provide students with a recipe for sweet and sour shrimp. Instructor will review how to prepare raw shrimp for food preparation and the safe food preparation guidelines for preparing raw seafood along with fresh vegetables and fruit.	1-1 ½ blocks

Unit 6: Baking and Desserts

Subject: ProStart II

Grade: 10, 11, 12

Name of Unit: Baking and Desserts

Length of Unit: 15 – 21 blocks

Overview of Unit: Previously we studied the components of savory dishes, now we will focus on the sweet, and finish with one of the most important parts, the presentation! In this unit, you'll bake bread, cake, and pie; create general desserts and finish with plating and garnishing. In addition, we will dive into the world of chocolate and its related products.

Priority Standards for unit:

- 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.

Essential Questions:

1. What are the basic types of yeast bread dough?
2. What are cake batters and how are they prepared?
3. How is chocolate made, including chocolate liquor, cocoa butter, and cocoa powder?
4. Why and how is garnish used?

Enduring Understanding/Big Ideas:

1. Yeast is a living organism that acts as a leavener; that is, it makes baked goods rise. Breads that use yeast are called yeast breads. Yeast breads include lean doughs, rich doughs, and sourdough.
2. Cake is a sweet food baked from a dough or thick batter containing flour and sugar and often shortening, eggs, and a leavening agent.
3. Chocolate is produced from cocoa beans picked from cacao trees. Chocolate is very versatile and can be used in many dishes.
4. A garnish complements and enhances the main dish in color, flavor, and texture.

Unit Vocabulary:

- Lean doughs
- Rich doughs
- Sourdough
- Starter
- Straight-dough method
- Kneading
- Sponge method
- Sponge
- Proof
- Scaling ingredients
- Mixing and kneading ingredients
- Fermentation/pushing up
- Punching down
- Portioning
- Rounding
- Shaping
- Cooling and storing
- Cake
- Batter
- High-fat cakes
- Egg-foam cakes
- Creaming method
- Foaming method
- Two-stage method
- High-ratio methods
- Icings
- Buttercream
- Foam icing
- Fondant
- Fudge icing
- Fondant
- Fudge icing
- Ganache
- Glaze icing
- Royal icing
- 3-2-1 dough
- Blind baking
- Docked
- Roll-in dough
- Puff pastry
- Pate feuilletée
- Phyllo dough
- Pate a choux
- Profiteroles
- Nibs
- Chocolate liquor
- Chocolate, bittersweet
- Chocolate, semisweet
- Chocolate, unsweetened
- Cocoa
- Bloom
- Tempering
- Custard
- Curdle
- Creme anglaise
- Pastry creams
- Gelato
- Sherbet
- Sorbet
- Frozen yogurt
- Torte
- Fruit sauces
- Fruit syrup
- Caramel sauce
- Butterscotch-flavored sauce
- Chocolate sauce
- Sabayon or zabaglione
- Brunoise
- Design
- Arrangement
- Colors
- Height
- Shapes
- Texture
- Timbale
- Napping

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 prepare breads, baked goods, and desserts 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.)

Staff Dessert Presentation Event:

Students will utilize their culinary and plating presentation skills to prepare a variety of baked goods and desserts for the staff during a teacher appreciation event. Each kitchen team will select one baked good or dessert they would like to feature during the event. Each team will prepare and plate 25-30 plated baked goods or desserts to present and share with staff. Teams will evaluate their final product, presentation table and skills.

Topic 1: Yeast Breads

Engaging Experience 1

Title: What's your bread and butter?

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: In small groups, students will bake a variety of yeast dough recipes: 1-2 kitchen teams will prepare a lean dough recipe, 1-2 kitchen teams will prepare a rich dough recipe and the other team(s) will prepare a sourdough recipe. Students will provide samples to their peers who will taste test each type of yeast dough preparation and provide feedback based on the following questions:

1-Visually, what are the differences among the breads?

2-How does the texture, crust and taste differ between each of the breads?

3-Which type of bread would you choose to serve on the tables if you were a restaurant owner?

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Cakes and Pies

Engaging Experience 1

Title: Cupcake Wars

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: In kitchen teams, students will plan what cupcake they will prepare for the Cupcake Wars competition. Teams will choose a recipe for the cupcake and recipe for the frosting. Students will provide a copy of the recipes and a list of any additional items needed to decorate the cupcakes. Kitchen teams will present a dozen cupcakes on a bakery tray to a group of judges that will declare the winner of the cupcake war based on display/presentation, creativity, flavor of cupcake, flavor of frosting and a special ingredient.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Student Choice Pie 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: In kitchen teams, students will research and plan what pie and crust they will prepare for the pie lab. Students will provide a copy of the recipe and a list of any additional items needed to prepare the pie and crust (s). Kitchen teams will present their pie and the instructor will score based on display/presentation, creativity, flavor of cupcake, flavor of frosting and a special ingredient.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Carrot Cake 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: In kitchen teams, students will prepare a double or triple layer carrot cake with cream cheese frosting. Kitchen teams will present their cake and the instructor will score based on display/presentation, creativity, flavor of cupcake, flavor of frosting and a special ingredient.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Desserts

Engaging Experience 1

Title: Tasting Chocolate

Suggested Length of Time: 1 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 will introduce the lesson by advising students the difference between eating and tasting by sharing the following information:

Because chocolate is such a key ingredient in so many dishes, it is important to get a sense of what the various types of chocolate taste like so you know how each type of chocolate will affect the overall flavor profile of a dish. Tasting is much different from eating. There's more to it than simply popping a piece of chocolate into your mouth and chewing it until it's gone. In fact, the less chewing you do during a tasting the better.

The instructor will review the essential skills for tasting chocolate from the text so students will understand what to do when they are provided with the sample of chocolate during the tasting experience.

Next, students will taste a variety of different chocolate types such as the following:

Milk

50% Dark

75% Dark

90% Dark

White

Provide students unsalted crackers or plain bread and water to cleanse their palate between tastings. Students will evaluate each type of chocolate based on smell, taste, and texture.

Students will share their findings with the class at the end of the tasting experience.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Crème Brûlée 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: In kitchen teams, students will prepare crème Brûlée with a recipe. Instructor will review souffle dish preparation and torch usage to Brûlée. Students will learn how to bake food utilizing a water bath and how to prepare the bath to bake food.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 4: Plating and Garnishing

Engaging Experience 1

Title: Twinkie Challenge

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- 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.

Detailed Description/Instructions: Instructor will provide each kitchen team with two Twinkie cupcakes. Students will be challenged with plating the cupcakes for an elegant dinner party dessert. Teams will be instructed that they must use one Twinkie per plate, a sauce and fruit as part of their plated presentation. Students will provide a predicted plating sketch along with a list of ingredients/supplies needed for the challenge. Plates will be critiqued based on the following criteria:

Color

Shapes

Textures

Seasonality

Plating Vessel

Design

Principles of Arrangement

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Puff Pastry Roulade Lab

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- 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.

Detailed Description/Instructions: In kitchen teams, students will choose a deli meat protein, flavor of cheese slice and choice of vegetable that can be sliced. Kitchen teams will present their roulade sliced and garnished for plating. The instructor will score based on display/plating presentation, creativity, and flavor of roulade. Instructor will review egg wash techniques and how to slice a roulade for presentation.

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	What's your bread and butter?	In small groups, students will bake a variety of yeast dough recipes: 1-2 kitchen teams will prepare a lean dough recipe, 1-2 kitchen teams will prepare a rich dough recipe and the other team(s) will prepare a sourdough recipe. Students will provide samples to their peers who will taste test each type of yeast dough preparation and provide feedback based on the following questions: 1-Visually, what are the differences among the breads? 2-How does the texture, crust and taste differ between each of the breads? 3-Which type of bread would you choose to serve on the tables if you were a restaurant owner?	2 blocks
2	Cupcake Wars	In kitchen teams, students will plan what cupcake they will prepare for the Cupcake Wars competition. Teams will choose a recipe for the cupcake and recipe for the frosting. Students will provide a copy of the recipes and a list of any additional items needed to decorate the cupcakes. Kitchen teams will present a dozen cupcakes on a bakery tray to a group of judges that will declare the winner of the cupcake war based on display/presentation, creativity, flavor of cupcake, flavor of frosting and a special ingredient.	2 blocks
2	Student Choice Pie Lab	In kitchen teams, students will research and plan what pie and crust they will prepare for the pie lab. Students will provide a copy of the recipe and a list of any additional items needed to prepare the pie and crust (s). Kitchen teams will present their pie and the instructor will score based on display/presentation, creativity, flavor of cupcake, flavor of frosting and a special ingredient.	2 blocks
2	Carrot Cake Lab	In kitchen teams, students will prepare a double or triple layer carrot cake with cream cheese frosting. Kitchen teams will present their cake and the instructor will score based on display/presentation, creativity,	2 blocks

		flavor of cupcake, flavor of frosting and a special ingredient.	
3	Tasting Chocolate	Instructor will introduce the lesson by advising students the difference between eating and tasting by sharing the following information: Because chocolate is such a key ingredient in so many dishes, it is important to get a sense of what the various types of chocolate taste like so you know how each type of chocolate will affect the overall flavor profile of a dish. Tasting is much different from eating. There's more to it than simply popping a piece of chocolate into your mouth and chewing it until it's gone. In fact, the less chewing you do during a tasting the better. The instructor will review the essential skills for tasting chocolate from the text so students will understand what to do when they are provided with the sample of chocolate during the tasting experience. Next, students will taste a variety of different chocolate types such as the following: Milk 50% Dark 75% Dark 90% Dark White Provide students unsalted crackers or plain bread and water to cleanse their palate between tastings. Students will evaluate each type of chocolate based on smell, taste and texture. Students will share their findings with the class at the end of the tasting experience.	1 block
3	Crème Brûlée Lab	In kitchen teams, students will prepare crème Brûlée with a recipe. Instructor will review souffle dish preparation and torch usage to Brûlée. Students will learn how to bake food utilizing a water bath and how to prepare the bath to bake food.	1-1 ½ blocks
4	Twinkie Challenge	Instructor will provide each kitchen team with two Twinkie cupcakes. Students will be challenged with plating the cupcakes for an elegant dinner party dessert. Teams will be instructed that they must use one Twinkie per plate, a sauce and fruit as part of their plated presentation. Students will provide a predicted plating sketch along with a list of ingredients/supplies	1 block

		needed for the challenge. Plates will be critiqued based on the following criteria: - Color - Shapes - Textures - Seasonality - Plating Vessel - Design - Principles of Arrangement	
4	Puff Pastry Roulade Lab	In kitchen teams, students will choose a deli meat protein, flavor of cheese slice and choice of vegetable that can be sliced. Kitchen teams will present their roulade sliced and garnished for plating. The instructor will score based on display/plating presentation, creativity, and flavor of roulade. Instructor will review egg wash techniques and how to slice a roulade for presentation.	1 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.