

# STRANDS AND STANDARDS

## PROSTART® I



### Course Description

The ProStart® I is a program of the National Restaurant Association Educational Foundation that introduces students to career opportunities in the restaurant and foodservice industry and provides them with foundational skills in culinary arts and restaurant management that will jump-start their post-secondary experience, in college and/or careers.

In Utah, FCCLA may complement this course.

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

## STRAND 1

**Students will explore the history and careers of the food service, tourism and lodging industries.**

### Standard 1

Chapter 1: Overview of the Restaurant and Foodservice Industry

- Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them.
- Categorize the types of businesses that make up the travel and tourism industry.
- Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States.
- List chefs who have made significant culinary contributions, and note their major accomplishments.
- List entrepreneurs who have influenced foodservice in the United States.
- Identify foodservice opportunities provided by the travel and tourism industry.
- Identify career opportunities offered by the travel and tourism industry.
- Identify the two major categories of jobs in the restaurant and foodservice industry.
- Name reasons why people travel.
- Describe the differences between leisure and business travelers.
- Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments.
- List and describe the characteristic types of lodging operations.
- List and describe activities associated with front-desk operations.

## STRAND 2

**Students will keep food safe through the use of proper sanitation techniques**

### Standard 1

Chapter 2: Keeping Food Safe

- Define what a foodborne-illness outbreak is, and list the costs associated with one
- Recognize risks associated with high-risk populations.
- Identify factors that affect the growth of pathogens (FAT TOM).
- Identify characteristics of TCS food and list examples.
- Identify methods for preventing biological contamination.
- List guidelines for storing chemicals safely.
- Recognize the need for food defense systems.
- Identify the most common allergens and methods for preventing allergic reactions.
- Identify government agencies that regulate the restaurant and foodservice industry.
- List personal behaviors that can contaminate food.
- List the steps to proper handwashing, and identify when hands should be washed.
- Identify proper personal cleanliness practices and appropriate work attire.
- Identify ways to handle ready-to-eat food safely.

- Identify when food handlers should be prevented from working around food or from working in the operation.
- Identify ways to prevent cross-contamination.
- Identify ways to prevent time-temperature abuse.
- List different temperature-measuring devices and their uses.
- Identify characteristics of an approved food source.
- Identify criteria for accepting or rejecting food during receiving.
- Outline proper procedures for storing food.
- Identify the minimum internal temperature requirements for cooking various TCS food.
- Outline proper procedures for holding, cooling, and reheating TCS food.
- Identify ways to handle food ready for service.
- Outline proper procedures for preparing and serving food for off-site service.
- List the HACCP principles and explain their importance to food safety.
- Explain the difference between cleaning and sanitizing.
- Outline proper procedures for cleaning and sanitizing tools and equipment.
- Identify factors that affect the effectiveness of sanitizers.
- List the elements of a master cleaning schedule.
- Identify organizations that certify that equipment meets sanitation standards.
- Outline proper procedures for managing pests.

## STRAND 3

**Students will consistently implement workplace safety.**

### Standard 1

#### Chapter 3: Workplace Safety

- State who is legally responsible for providing a safe environment and ensuring safe practices.
- Define the role of Occupational Safety and Health Administration regulations.
- State the Hazard Communication Standard requirements for employers.
- List the requirements for storing hazardous chemicals in an operation.
- Explain the importance of general safety audits and safety training.
- Explain the importance of completing accident reports.
- Describe the purpose of an emergency plan.
- List ways to use protective clothing and equipment to prevent injuries.
- Identify electrical hazards that contribute to accidental fires.
- Classify different types of fires and fire extinguishers.
- Identify the cleaning frequency for equipment as a way to prevent fires.
- Outline the actions to take in the event of a fire at a restaurant or foodservice operation.
- Identify procedures for preventing slips, trips, and fall in a foodservice operation.
- Outline the procedure for cleaning up spills on floors.

- Demonstrate how to use ladders safely.
- Demonstrate proper lifting and carrying procedures to avoid injury.
- Demonstrate correct and safe use of knives.
- Outline basic first aid concepts and procedures.
- Recognize the importance of locking doors.

## STRAND 4

**Students will identify professional kitchen essentials and understand standardized recipes.**

### Standard 1

Chapter 4: Kitchen Essentials 1

- Define professionalism, and explain what it means to culinary professionals.
- List the stations and positions in the kitchen brigade and the dining brigade.
- Perform basic math calculations using numbers or fractions.
- Identify the components and functions of a standardized recipe.
- Convert recipes to yield smaller and larger quantities based on operational needs.
- Explain the difference between customary and metric measurement units, and convert units between the two systems.
- Demonstrate measuring and portioning using the appropriate small wares and utensils.
- Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.
- Calculate the total cost and portion costs of a standardized recipe.

## STRAND 5

**Students will identify professional kitchen equipment and techniques.**

### Standard 1

Chapter 5: Kitchen Essentials 2

- Identify the equipment needed for receiving and storing food and supplies.
- Identify the equipment needed for pre-preparation.
- List the different types of knives used in the foodservice kitchen and give examples of their uses.
- Identify basic types of pots and pans and their common uses.
- List the different types of preparation equipment used in the foodservice kitchen and give examples of their uses.
- Identify the kitchen equipment needed for holding and serving food and beverages.
- Apply effective mise en place through practice.
- Explain how to care for knives properly.
- Demonstrate the proper use of knives.
- Explain the difference between seasoning and flavoring.
- Describe and demonstration basic pre-preparation techniques.
  - List and explain how the three types of cooking work.
- Describe dry-heat cooking methods and list the foods to which they are suited.

- Describe moist-heat cooking methods and list the foods to which they are suited.
- Describe combination-heat cooking methods and list the foods to which they are suited.
- Identify ways to determine if a food is done cooking.
- List guidelines for plating or storing food that has finished cooking.
- Describe a healthy diet.
- Use the Dietary Guidelines for Americans and MyPyramid to plan meals.
- Interpret information on a nutrition label.
- Define obesity and explain how it can be prevented.

## STRAND 6

**Students will discuss, prepare and present a quality stock, sauce and soup**

### Standard 1

Chapter 6: Stocks, Sauces, and Soups

- Identify the four essential parts of stock and the proper ingredients for each.
- List and explain the various types of stock and their ingredients.
- Demonstrate three methods for preparing bones for stock.
- Prepare the ingredients for and cook several kinds of stocks.
- Explain how and why to degrease stock.
- List the ways to cool stock properly.
- Identify the grand sauces and describe other sauces made from them.
- List the proper ingredients for sauces.
- Prepare several kinds of sauces.
- Match sauces to appropriate food.
- Identify the two basic kinds of soups and give examples of each.
- Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups.
- Prepare several kinds of soups.

## STRAND 7

**Students will describe and identify various effective communication processes.**

### Standard 1

Chapter 7: Communication

- Describe the communication process.
- Identify obstacles to effective communication and explain how to prevent them.
- Explain how personal characteristics can affect communication.
- List and demonstrate effective listening skills.
- List and demonstrate effective speaking skills.
- Identify and use business-appropriate telephone skills.
- List and demonstrate effective writing skills.
- Define organizational communication and give examples of when it might be used.

- Describe interpersonal communication.
- List ways to build relationships through interpersonal communication.

## STRAND 8

**Students will identify the essentials of effective management in the work place.**

### Standard 1

#### Chapter 8: Management Essentials

- State the difference between school and workplace environments.
- Explain how stereotypes and prejudices can negatively affect working together.
- Identify the benefits of diversity to a workplace.
- List ways to promote diversity in the workplace.
- Describe what a harassment-free environment and mutually respectful workplace is.
- List guidelines for handling harassment claims.
- Explain the concept of teamwork.
- Describe ethics, and explain their importance to the restaurant and foodservice industry.
- Identify the behaviors of a leader.
- Identify common expectations that employees have about managers.
- Define motivation, and explain a leader's responsibility to motivate employees.
- Define organizational goal, and explain why this type of goal should be SMART.
- Explain the purpose of vision statements and mission statements.
- Identify how employees' roles and jobs impact a mission and goals.
- List the steps for solving a problem and explain how each step contributes to finding a solution.
- Explain the importance of individual development to your restaurant or foodservice career.
- Explain what is included in a job description and explain the importance of these documents to a business.
- Identify the difference between exempt and non-exempt employees.
- Explain a manager's responsibility for maintaining labor law knowledge.
- Identify discriminatory language and practices in the hiring process.
- Identify methods for ensuring a fair and consistent hiring process.
- Describe the typical phases of onboarding and explain its importance to a business.
- Explain what employees can expect during orientation.
- List items that employees receive during orientation.
- Identify the typical topics addressed in orientation sessions and employee manuals.
- Identify the benefits of training.
- List skills that a trainer should have.

- Identify the key points of effective employee training.
- List the benefits of cross-training.
- Summarize and discuss effective group training and on-the-job training.
- Describe the employee evaluation process.

## STRAND 9

**Students will explore and utilize fruits and vegetables.**

### Standard 1

Chapter 9: Fruits and Vegetables

- Identify and describe different types of fruit.
- List and explain the USDA quality grades for produce.
- List factors that affect produce purchasing decisions.
- Identify procedures for storing fruit.
- Explain how to prevent enzymatic browning of fruit.
- Match and cook fruit to appropriate methods.
- Identify and describe different types of vegetables.
- Describe hydroponic farming.
- Identify procedures for storing vegetables.
- Match and cook vegetables to appropriate methods.
- List ways to hold vegetables that maintain their quality.

## STRAND 10

**Students will discuss the importance of serving your guests.**

### Standard 1

Chapter 10: Serving Your Guests

- Explain the importance of customer service to the restaurant and foodservice industry.
- List the reasons for making a good first impression and give examples of how to make one.
- Describe the types of customers that may have special needs.
- Identify ways to identify customer needs.
- Outline the process for receiving and recording reservations and special requests.
- Outline the process for taking orders at the table, beginning with the greeting.
- Define suggestive selling, and give examples of how to do it.
- Identify basic guidelines for serving alcohol to guests.
- List methods for processing payment.
- List ways to obtain feedback from guests and determine their satisfaction.
- Explain how customer complaints should be resolved.
- Describe the four traditional styles of service: American, French, English, and Russian.
- Identify contemporary styles of service.

- Demonstrate setting and clearing items properly.
- Describe traditional service staff roles, and list the duties and responsibilities of each.
- Identify various server tools and the correct way to stock a service station.

## STRAND 11

**Students will properly identify the selection, storage and use of potatoes and grains**

### Standard 1

Chapter 11: Potatoes and Grains

- Identify and describe different types of potatoes.
- Outline methods to select, receive, and store potatoes.
- Using a variety of recipes and cooking methods, prepare potatoes.
- Identify and describe different types of grains and legumes.
- Using a variety of recipes and cooking methods, prepare grains and legumes.
- Outline methods to select, receive, and store grains.
- Identify and describe different types of pasta.
- Using a variety of recipes and cooking methods, prepare pasta.
- Describe and prepare dumplings.

## STRAND 12

**Students will explore building a successful career in the hospitality industry.**

### Standard 1

Chapter 12: Building a Career in the Industry. Identify skills needed by foodservice professionals.

- Outline a plan for an effective job search.
- Write a resume that lists your experience, skills, and achievements.
- Write an effective cover letter.
- Compile the best examples of your work into a portfolio.
- Read and complete a job application form.
- Outline the steps to choosing a college or trade school and identify resources for answering those questions.
- Read and complete college and scholarship application forms.
- List ways to find and apply for scholarships.
- List the steps to an effective job interview.
- Identify the differences between closed- and open-ended questions in interviews.
- Explain the follow-up steps for a job interview.
- List factors for maintaining health and wellness throughout a restaurant or foodservice career.
- Describe the relationship between time and stress.
- List ways to manage time and stress.
- Outline the steps to resigning a job



- Explain the importance of professional development and list ways to achieve it.

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**ProStart® I test is an Industry Test that needs to be reported to USBE to support School District Funding.**

**FCCLA Integration into ProStart® I:**

**STAR Events:** Career Investigation, Entrepreneurship, Illustrated Talk, Interpersonal Communication, Job Interview, Life Event Planning, Nutrition & Wellness, Chapter Service Project Display, Chapter Service Project Portfolio, National Programs in Action, Applied Math for Culinary Management, Culinary Arts, Food Innovations, Hospitality, Tourism and Recreation, Sports Nutrition.

**Skill Demonstration Events:** Culinary Chicken, Culinary Food Art, Culinary Knife Skills, Consumer Math, Culinary Math, Hospitality, Tourism and Recreation, Nutrition, Science in FACS.

**National Programs:** Career Connection, Power of One, Student Body.