

Colorado CTE Course – Scope and Sequence

Course Name	ProStart 1		Course Details	60 90-minute periods (Full year course)		
			Course = 1.0 Carnegie Unit Credit			
Course Description	<p>This course from the National Restaurant Association Educational Foundation and Colorado Restaurant Foundation introduces students to a competency-based foodservice & hospitality management curriculum offered to students in grades 10-12. It is a study of culinary arts, restaurant and lodging management, employability skills, and business entrepreneurship coupled with paid mentored work internships in a broad spectrum of industry restaurant, foodservice, and lodging operations. Students who wish to obtain the national ProStart certification must complete a 400 - hour guided internship and pass the exams for both ProStart 1 & 2. Successful participants in the program will have the opportunity to receive college credits, earn industry certifications and credentials, compete in the ProStart Invitational Competitions, and apply for industry scholarships. FCCLA is also an integral part of this course.</p>					
Note:	<p>This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.</p>					
SCED Identification #		<p>Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.</p>				
<p>All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills. The technical standards for Family and Consumer Sciences are found on the National Administrators for Family and Consumer Sciences website at http://www.nasafacs.org/national-standards-and-competencies.html</p>						
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration	
Unit 1: Bootcamp/ Introduction to ProStart Professional Expectations Kitchen Basics Foodservice Equipment Knives and smallwares		8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.	8.3.1 Operate tools and equipment following safety procedures and OSHA requirements. 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.	3.1 Define professionalism, and explain what it means to hospitality professionals. 3.2 Understand the importance of personal appearance and grooming standards to your employment.	Knife Skills event	

			<p>8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.</p> <p>8.3.4 Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.</p> <p>8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.</p> <p>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.</p>	<p>11.1 Identify the equipment needed for receiving and storing food and supplies.</p> <p>11.2 List the different types of food-preparation equipment, and give examples of their uses.</p> <p>11.3 Demonstrate correct and safe use of food-preparation equipment (e.g., slicers, mixers, etc.).</p> <p>11.4 Identify the kitchen equipment needed for holding and serving food and beverages.</p> <p>12.1 Identify hand tools and small equipment.</p> <p>12.2 List the different types of knives used in the foodservice kitchen, and give examples of their uses.</p> <p>12.3 Demonstrate the correct holding and cutting motions for a chef's knife.</p> <p>12.4 Demonstrate the classical knife cuts.</p> <p>13.1 List the major positions in a modern, professional kitchen.</p>	
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				<p>13.2 Explain the importance of <i>mise en place</i>.</p> <p>13.3 Explain the difference between seasoning and flavoring.</p> <p>13.4 Describe and demonstrate basic preparation techniques.</p> <p>13.5 Interpret information on a nutrition label.</p> <p>18.1 List and explain the three types of heat transfer.</p> <p>18.2 Describe dry-heat cooking methods, and list the foods to which they are suited.</p> <p>18.3 Describe moist-heat cooking methods, and list the foods to which they are suited.</p> <p>18.4 Describe combination-heat cooking methods, and list the foods to which they are suited.</p> <p>18.5 Describe <i>sous vide</i> and microwave cooking techniques.</p> <p>18.6 Identify ways to determine if a food has reached the correct degree of doneness.</p>	
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<p>Unit 2: Introduction to Restaurant Management</p>		<p>8.6</p>		<p>1.1 Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them.</p> <p>1.2 Categorize the types of businesses that make up the hospitality, lodging, and tourism industries, and identify their foodservice opportunities.</p> <p>22.1 List the major responsibilities of a manager.</p> <p>22.2 Identify the behaviors of a leader.</p> <p>22.3 Identify common expectations that employees have about managers.</p> <p>22.4 List ways to promote diversity in the workplace.</p> <p>22.5 List the steps for solving a problem, and explain how each step contributes to finding a solution.</p>	<p>Career Connection</p>
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				<p>22.6 Explain what a SMART goal is.</p> <p>22.7 Explain the purpose of vision statements and mission statements, and contrast their differences.</p>	
Unit 3: Industry History and types of restaurants		<p>10.1 Analyze career paths within the hospitality, tourism and recreation industries.</p> <p>8.1 Analyze career paths within the food production and food services industries.</p>	<p>10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.</p>	<p>1.3 Outline the growth of the hospitality industry throughout the history of the United States.</p>	
Unit 4: Communication				<p>4.1 Describe the communication process.</p> <p>4.2 Identify obstacles to effective communication, and explain how to prevent them.</p> <p>4.3 Demonstrate effective listening skills.</p> <p>4.4 Demonstrate effective speaking skills.</p> <p>4.5 Demonstrate effective writing skills.</p> <p>4.6 Describe interpersonal communication in the workplace.</p>	<p>STAR Event: Interpersonal Communications</p>

<p>Unit 5: Safe operation unit, food safety & sanitation</p>		<p>10.2 Demonstrate procedures applied to safety, security, and environmental issues.</p> <p>8.2 Demonstrate food safety and sanitation procedures.</p>	<p>10.2.1 Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.</p> <p>10.2.2 Demonstrate procedures for assuring guest or customer safety.</p> <p>10.2.3 Evaluate evacuation plans and emergency procedures.</p> <p>10.2.4 Demonstrate management and conservation of resources for energy efficiency and protection of the environment.</p> <p>10.2.5 Design a system for documenting, investigating, and taking action on safety, security, and environmental issues.</p> <p>8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p>	<p>ServSafe Certification</p> <p>6.1 Define what a foodborne-illness outbreak is, and list the costs associated with one.</p> <p>6.2 Recognize risks associated with high-risk populations.</p> <p>6.3 Identify factors that affect the growth of pathogens (FAT TOM).</p> <p>6.4 Identify characteristics of TCS food and list examples.</p> <p>6.5 Identify ways food becomes unsafe.</p> <p>6.6 Identify the most common allergens and methods for preventing allergic reactions.</p> <p>6.7 Recognize the need for food defense systems.</p>	<p>STAR Event: Advocacy</p>
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			<p>8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid.</p> <p>8.2.3 Use knowledge of systems for documenting, investigating, reporting, and preventing foodborne</p> <p>8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.</p> <p>8.2.5 Practice standard personal hygiene and wellness procedures.</p> <p>8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.</p> <p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.</p>	<p>6.8 Identify government agencies that regulate the restaurant and foodservice industry.</p> <p>8.1 Identify ways to prevent cross-contamination.</p> <p>8.2 Identify ways to prevent time-temperature abuse.</p> <p>8.3 List the steps for calibrating a bimetallic stemmed thermometer using the ice-point method.</p> <p>8.4 Identify characteristics of an approved food source.</p> <p>8.5 Identify criteria for accepting or rejecting food during receiving.</p> <p>8.6 Outline procedures for storing food.</p> <p>8.7 Outline procedures for preparing and</p>	
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			<p>8.2.8 Analyze current types of cleaning and sanitizing materials for proper use.</p> <p>8.2.9 Use the Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.</p> <p>8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.</p> <p>8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.</p>	<p>cooking various TCS food.</p> <p>8.8 Outline procedures for holding, cooling, and reheating TCS food.</p> <p>8.9 Identify ways to handle food ready for service.</p> <p>8.10 Outline procedures for preparing and serving food for off-site service.</p> <p>8.11 Explain what a food safety management system is and why it's important.</p>	
Unit 6: Career Opportunities and Beginning your Career		10.1 Analyze career paths within the hospitality, tourism and	10.1.2 Analyze opportunities for employment in hospitality,	2.1 Identify the two major categories of jobs in the restaurant and foodservice industry.	STAR Event: Career Investigation

		<p>recreation industries.</p> <p>8.1 Analyze career paths within the food production and food services industries.</p>	<p>tourism, and recreation careers.</p> <p>10.1.3 Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.</p> <p>10.1.4 Analyze the correlation between the hospitality industry and local, state, national and global economies.</p> <p>10.1.5 Create an employment portfolio to communicate hospitality, tourism, and recreation knowledge and skills.</p> <p>8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.</p> <p>8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>8.1.3 Summarize education and training requirements and</p>	<p>2.2 Identify skills needed by foodservice professionals.</p> <p>2.3 Identify career opportunities in the restaurant and foodservice industry.</p> <p>2.4 List factors for maintaining health and wellness throughout a restaurant or foodservice career.</p> <p>5.1 Outline a plan for an effective job search.</p> <p>5.2 Read and complete a job application form.</p> <p>5.3 List the steps to an effective job interview.</p> <p>5.4 Identify the differences between closed- and open-ended questions in interviews.</p> <p>5.5 Explain the follow-up steps for a job interview.</p>	<p>STAR Event: Job Interview</p>
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			<p>opportunities for career paths in food production and services.</p> <p>8.1.4 Analyze the correlation between food production and services occupations and local, state, national, and global economies.</p> <p>8.1.5 Create an employment portfolio to communicate food production and services knowledge and skills.</p> <p>8.1.6 Analyze the role of professional organizations in food production and services</p>		
Unit 7: Culinary Math		8.7 Demonstrate the concept of internal and external customer service.		<p>14.1 Perform basic math calculations using numbers or fractions.</p> <p>14.2 Identify the components and functions of a standardized recipe.</p> <p>14.3 Convert recipes to yield smaller and larger quantities based on operational needs.</p>	STAR Event: Applied Math for Culinary Management

				<p>14.4 Explain the difference between customary and metric measurement units, and convert units between the two systems.</p> <p>14.5 Demonstrate measuring and portioning using the appropriate smallwares and utensils.</p> <p>14.6 Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.</p> <p>14.7 Calculate the total cost and portion costs of a standardized recipe.</p>	
Unit 8: Salad, Dressings, Dips, Sandwiches, Pizza Stocks, Soups, and Sauces		8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.		<p>15.1 Explain the roles of salads on the menu.</p> <p>15.2 Identify and describe the various ingredients used to make salads.</p> <p>15.3 List the four parts of a salad, and explain the role of each.</p> <p>15.4 Identify and prepare various types of salad.</p>	

				<p>15.5 Identify procedures for cleaning and storing salad greens.</p> <p>15.6 Differentiate among various oils and vinegars.</p> <p>15.7 Prepare vinaigrettes and other emulsions.</p> <p>15.8 Describe and prepare various common dips.</p> <p>16.1 Give examples of different types of sandwiches, including simple hot, open-faced, tea (or finger), grilled, deep-fried, and simple cold.</p> <p>16.2 Explain the roles of the three components of a sandwich: bread, spread, and filling.</p> <p>16.3 List the components of a sandwich station.</p> <p>16.4 Prepare several types of sandwiches.</p> <p>16.5 Give examples of</p>	
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				<p>different styles of pizza.</p> <p>16.6 Prepare various types of pizza.</p> <p>17.1 Identify the four essential parts of stock and the proper ingredients for each.</p> <p>17.2 List and explain the various types of stock and their ingredients.</p> <p>17.3 Demonstrate three methods for preparing bones for stock.</p> <p>17.4 Prepare the ingredients for and cook several kinds of stocks.</p> <p>17.5 Explain how and why to remove fat from stock.</p> <p>17.6 List the ways to cool stock properly.</p> <p>17.7 Prepare the mother sauces, and describe other sauces made from them.</p> <p>17.8 List the proper ingredients for sauces and explain how to create them.</p> <p>17.9 Prepare various small sauces.</p> <p>17.10 Identify ways to use sauces.</p> <p>17.11 Identify the two basic kinds of soups, and give examples of each.</p> <p>17.12 Prepare the basic ingredients for broth, consommé, purée, clear, and cream soups.</p>	
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<p>Unit 9: Baking (Intro)</p>		<p>8.5</p>		<p>19.1 Calculate ingredient weights using baker's percentages. 19.2 Convert baking recipes to a new yield. 19.3 Prepare various types of cookies. 19.4 Prepare various types of quick bread.</p>	<p>CO Competitive Event: Cake Design STAR Event: Baking & Pastry</p>
<p>Unit 10: Front of House and Service Basics</p>		<p>10.3</p>		<p>20.1 Explain the importance of customer service to the restaurant and foodservice industry. 20.2 List the reasons for making a good first impression, and give examples of how to make one. 20.3 Describe special needs that some customers might have. 20.4 List ways to obtain feedback from guests and determine their satisfaction. 20.5 Explain how customer complaints should be resolved.</p>	<p>Front of House Thematic Table Setting</p>

				<p>21.1 Describe service staff roles, and list the duties and responsibilities of each.</p> <p>21.2 Identify various server tools and the correct way to stock a service station.</p> <p>21.3 Outline the process for receiving and recording reservations and special requests.</p> <p>21.4 Demonstrate taking orders at the table, beginning with the greeting.</p> <p>21.5 Define suggestive selling, and give examples of how to do it.</p> <p>21.6 Identify basic guidelines for serving alcohol to guests.</p> <p>21.7 Describe the four traditional styles of service: American, French, English, and Russian.</p> <p>21.8 Identify contemporary styles of service.</p> <p>21.9 Demonstrate setting and clearing items properly.</p> <p>21.10 Prepare various types of hot beverages.</p> <p>21.11 Demonstrate service procedures for hot beverages.</p> <p>21.12 Prepare various types of cold beverages.</p> <p>21.13 Demonstrate service procedures for cold beverages.</p> <p>21.14 List methods for processing payment.</p>	
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