

Colorado CTE Course – Scope and Sequence

Course Name	ProStart 2	Course Details	120 45-minute periods or 60 90-minute periods (Full year course)		
		Course = 0.50 Carnegie Unit Credit			
Course Description	This course from the National Restaurant Association Educational Foundation and Colorado Restaurant Foundation, allows students to continue developing college and career employment skills for the restaurant and hospitality industries. The basic skills taught in ProStart I will be reviewed and additional competencies such as customer relations, accounting procedures, and more advanced food preparation skills will be taught. 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. Students will investigate industry career paths and have the opportunity to work in paid internships at hotel and lodging properties. Additionally, successful participants will also 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.				
Note:	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. Chapter by Chapter Scope & Sequence ProStart 102 Daniela Evans Grandview HS:: https://docs.google.com/document/d/1m4TtO36t3uQtYqoP-AbObsCHbdjeb26M8OBxAveP_Sk/edit?usp=sharing				
SCED Identification #		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.			
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 National FCS Standards located at LEADFCS NATIONAL STANDARDS					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
ProStart Level 2 Bootcamp Professional Expectations What is ProStart Kitchen Basics Kitchen Equipment	2 weeks	8.3Demonstrate 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	3.1 Define professionalism, and explain what it means to hospitality professionals. 3.2 Understand the importance of personal appearance and	-Knife Skills -Career Exploration

			procedures and OSHA requirements. 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. 8.3.4 Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods. 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools. 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.	grooming standards to your employment. 11.1 Identify the equipment needed for receiving and storing food and supplies. 11.2 List the different types of food-preparation equipment, and give examples of their uses. 11.3 Demonstrate correct and safe use of food-preparation equipment (e.g., slicers, mixers, etc.). 11.4 Identify the kitchen equipment needed for holding and serving food and beverages. 12.1 Identify hand tools and small equipment. 12.2 List the different types of knives used in the foodservice kitchen, and give examples of their uses. 12.3 Demonstrate the correct holding and cutting motions for a chef's knife. 12.4 Demonstrate the classical knife cuts.	
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				13.1 List the major positions in a modern, professional kitchen. 13.2 Explain the importance of <i>mise en place</i>. 13.3 Explain the difference between seasoning and flavoring. 13.4 Describe and demonstrate basic preparation techniques. 13.5 Interpret information on a nutrition label. 18.1 List and explain the three types of heat transfer. 18.2 Describe dry-heat cooking methods, and list the foods to which they are suited. 18.3 Describe moist-heat cooking methods, and list the foods to which they are suited. 18.4 Describe combination-heat cooking methods, and list the foods to which they are suited. 18.5 Describe <i>sous vide</i> and microwave cooking techniques. 18.6 Identify ways to determine if a food has	
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				reached the correct degree of doneness.	
Unit 1: Marketing & Menu-Activities -Market a GF Product to a Teen -Gluten Free Lab/Taste Test -Create a Menu for an assigned type of restaurant		8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. 8.7 Demonstrate the concept of internal and external customer service. 10.2 Analyze career paths within the hospitality, tourism and recreation industries. 8.1 Analyze career paths within the food production and food services industries.		1.1 Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them. 1.2 Categorize the types of businesses that make up the hospitality, lodging, and tourism industries, and identify their foodservice opportunities. 22.1 List the major responsibilities of a manager. 22.2 Identify the behaviors of a leader. 22.3 Identify common expectations that employees have about managers. 22.4 List ways to promote diversity in the workplace. 22.5 List the steps for solving a problem, and explain how each step	

				contributes to finding a solution. 22.6 Explain what a SMART goal is. 22.7 Explain the purpose of vision statements and mission statements, and contrast their differences.	
Chapter 1: Intro to Marketing	1 week				
Chapter 2: Menu Management	1 week				
Unit 2: MyPlate Food Preparation Activities: -Eggs Benedict -Cheese Taste Test -Brunch Lab -Smoothie Bowls -Homemade Pies, Fruit Salsa -Chicken Pot Pie with Veggies, Make Veggie Stock -Homemade Dumplings, Cinnamon Rolls, Pasta		8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.			Gourmet Sweet or Gourmet Savory
Chapter 3: Eggs & Dairy	1 week				
Chapter 4: Breakfast Cookery	1 week				
Chapter 5: Fruits	1 week				
Chapter 6: Vegetables	1 week				

Chapter 7: Potatoes, Grains, and Pasta	1 week				
Unit 3: Managing Costs Activities: Marinara Sauce Lab Costing Pie Fundraiser Costing Store Bought vs. Homemade Lab comparison , Split class in ½ and do a cook off		10.2 Analyze career paths within the hospitality, tourism and recreation industries. 8.1 Analyze career paths within the food production and food services industries.		8.5 Identify criteria for accepting or rejecting food during receiving. 8.6 Outline procedures for storing food. 8.7 Outline procedures for preparing and cooking various TCS food. 8.8 Outline procedures for holding, cooling, and reheating TCS food. 8.9 Identify ways to handle food ready for service.	
Chapter 8: Intro to Cost Control	1 week			14.1 Perform basic math calculations using numbers or fractions. 14.2 Identify the components and functions of a standardized recipe. 14.3 Convert recipes to yield	

				smaller and larger quantities based on operational needs. 14.4 Explain the difference between customary and metric measurement units, and convert units between the two systems. 14.5 Demonstrate measuring and portioning using the appropriate smallwares and utensils.	
Chapter 9: Food Costing	1 week			14.6 Given a problem, calculate as purchased (AP) and edible portion (EP) amounts. 14.7 Calculate the total cost and portion costs of a standardized recipe.	
Chapter 10: Labor Costing	1 week				
Chapter 11: Purchasing	1 week				
Unit 4: Restaurant Operations activities:		8.7 Demonstrate the concept of internal and external		Outline the growth of the hospitality industry	

-Demo Almond Milk & make almond flour, healthy recipes, healthy swaps, working together, communication lab		customer service. 10.1 Analyze career paths within the hospitality, tourism and recreation industries. 8.1 Analyze career paths within the food production and food services industries.		throughout the history of the United States. 6.7 Recognize the need for food defense systems. 6.8 Identify government agencies that regulate the restaurant and foodservice industry.	
Chapter 12: Building Successful Teams	1 week				
Chapter 13: Sustainability	1 week				
Unit 5: Nutrition Activities -Homemade hummus, Vegan/GF Snacks, Beyond Meat vs. Ground Beef, Nutrition Documentary					Food Innovations
Chapter 14: Intro to Nutrition	1 week				
Chapter 15: Components of Healthful Menus	1 week				
Unit 6: Meat, Poultry & Seafood Activities: Make homemade beef jerky and do a comparison taste test, fabricate		8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a		6.5 Identify ways food becomes unsafe. 6.6 Identify the most common	

chicken, chicken wings, chicken parmesan, beef recipes around the world, fish fabrication, guest speakers, shrimp tacos, sushi or poke bowls		variety of food products that meet customer needs. 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.		allergens and methods for preventing allergic reactions. 6.1 Define what a foodborne-illness outbreak is, and list the costs associated with one. 18.1 List and explain the three types of heat transfer. 18.2 Describe dry-heat cooking methods, and list the foods to which they are suited. 18.3 Describe moist-heat cooking methods, and list the foods to which they are suited. 18.4 Describe combination-heat cooking methods, and list the foods to which they are suited. 18.5 Describe <i>sous vide</i> and microwave cooking techniques. 18.6 Identify ways to determine if a food has reached the correct degree of doneness.	
Chapter 16: Meats	1 week				

Chapter 17: Poultry	1 week				
Chapter 18: Seafood	1 week				
Unit 7: Baking & Desserts Activities: yeast experiment, homemade rainbow bagels, homemade bread, types of cakes, truffles, ice cream, custards, creme brulee, plating & garnishing competition		8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.		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.	Competition: Cake Design
Chapter 19: Yeast Breads	1 week				
Chapter 20: Cakes & Pies	1 week				
Chapter 21: Desserts	1 week				
Chapter 22: Plating & Garnishing	1 week				

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Reading, Writing, & Communicating

Standard 1: Oral Expression and Listening

- **Prepared Graduate 1:** Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
- **Prepared Graduate 2:** Deliver effective oral presentations for varied audiences and varied purposes.

Standard 2: Reading for All Purposes

- **Prepared Graduate 4:** Read a wide range of informational texts to build knowledge and to better understand the human experience.

Standard 3: Writing and Composition

- **Prepared Graduate 9:** Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Standard 4: Research Inquiry and Design

- **Prepared Graduate 10:** Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version