<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is ProStart?</td>
<td>3</td>
</tr>
<tr>
<td>WLRA Education Foundation</td>
<td>4</td>
</tr>
<tr>
<td>Program Timeline</td>
<td>6</td>
</tr>
<tr>
<td>New Supplies &amp; Budget Increase</td>
<td>7</td>
</tr>
<tr>
<td>Purchasing Apparel</td>
<td>10</td>
</tr>
<tr>
<td>Textbooks &amp; Print Resources</td>
<td>12</td>
</tr>
<tr>
<td>Advertising Your Class</td>
<td>13</td>
</tr>
<tr>
<td>College Articulation Agreements</td>
<td>16</td>
</tr>
<tr>
<td>Certification of Achievement</td>
<td>18</td>
</tr>
<tr>
<td>Forming Your Mentor Group</td>
<td>19</td>
</tr>
<tr>
<td>Teacher Professional Development</td>
<td>21</td>
</tr>
<tr>
<td>Online ProStart Course</td>
<td>23</td>
</tr>
<tr>
<td>Exam Prep Material</td>
<td>24</td>
</tr>
<tr>
<td>ServSafe</td>
<td>37</td>
</tr>
<tr>
<td>School-Based Enterprises (Restaurant Simulations)</td>
<td>39</td>
</tr>
<tr>
<td>Student Portfolios</td>
<td>41</td>
</tr>
<tr>
<td>Scholarships</td>
<td>43</td>
</tr>
<tr>
<td>ProStart Related SLOs</td>
<td>44</td>
</tr>
<tr>
<td>Student Invitational Competition</td>
<td>46</td>
</tr>
<tr>
<td>Unit Plans</td>
<td>48</td>
</tr>
<tr>
<td>Forming Your Mentor Group</td>
<td>19</td>
</tr>
<tr>
<td>Teacher Professional Development</td>
<td>21</td>
</tr>
<tr>
<td>Online ProStart Course</td>
<td>23</td>
</tr>
<tr>
<td>Exam Prep Material</td>
<td>24</td>
</tr>
<tr>
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<td>37</td>
</tr>
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</tr>
<tr>
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</tr>
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<td>43</td>
</tr>
<tr>
<td>ProStart Related SLOs</td>
<td>44</td>
</tr>
<tr>
<td>Student Invitational Competition</td>
<td>46</td>
</tr>
<tr>
<td>Unit Plans</td>
<td>48</td>
</tr>
<tr>
<td>*Disclaimer: These plans are most helpful when used in conjunction with the ProStart Foundations Level 1 textbook &amp; activity guide, which need to be purchased from Pearson.</td>
<td></td>
</tr>
<tr>
<td>Recipes</td>
<td>65</td>
</tr>
<tr>
<td>Appendix</td>
<td>79</td>
</tr>
<tr>
<td>Food Network Report</td>
<td>79</td>
</tr>
<tr>
<td>How Do I Know if I Can Be a ProStart School?</td>
<td>80</td>
</tr>
<tr>
<td>Culinary Employment Portfolio</td>
<td>81</td>
</tr>
<tr>
<td>The Job Hunt</td>
<td>82</td>
</tr>
<tr>
<td>Job Interview</td>
<td>82</td>
</tr>
<tr>
<td>Sample Resume</td>
<td>84</td>
</tr>
<tr>
<td>Reference List</td>
<td>85</td>
</tr>
<tr>
<td>Thank You’s</td>
<td>86</td>
</tr>
<tr>
<td>Flyer to Students</td>
<td>87</td>
</tr>
<tr>
<td>Sample Knife Cuts</td>
<td>88</td>
</tr>
</tbody>
</table>
What is ProStart?

If you have this Teacher’s Guide, then you likely already know the answer to this question. However, when you are just starting this program at your school, prepare to be asked this question over and over again by students, parents, colleagues, and administrators. Here are some ways to answer this question:

"It's an advanced Foods class"

"Think 'AP' Foods"

"It's the highest level course a high school student can take in food service"

"You know that show 'Chopped'... that's what it's like"

"It's a college-level course designed for students who have a passion for food"

Here is the textbook answer taken from the ProStart Executive Summary:

"ProStart® is a nationwide, two-year program for high school students that develops the best and brightest talent into tomorrow’s restaurant and foodservice industry leaders. From culinary techniques to management skills, ProStart’s industry-driven curriculum provides real-world educational opportunities and builds practical skills and a foundation that will last a lifetime."
Who Are the Lead ProStart Partners?

*Wyoming Lodging & Restaurant Association Education Foundation (WLRAEF)*

The Wyoming Lodging & Restaurant Association Education Foundation is a 501(c)(3) non-profit organization that works closely with the WLRA and the National Restaurant Association Educational Foundation and is responsible for statewide operations of the ProStart® program.

The Education Foundation has been in existence since 2001 and functions in part as a liaison between secondary schools and food service operators throughout Wyoming. Its mission is to help promote hospitality and food service as a professional career path, attract and educate future leaders of the industry and provide affordable, quality training and education for those already working in the industry. It has no dues-paying members and is fully funded through donations, grants, underwriting of programs and program revenue.

Education Foundation programs include: ServSafe® risk management, ProStart® program for high schools, scholarships and educational seminars, in addition to facilitating the Hospitality & Tourism Management Program across the state. Some of the major activities, events and fundraisers for the Foundation include: Salute to the Industry Gala (January/February), Wyoming Student Invitational Culinary Competition (March), WLRA Golf Classic (September) and Fall Teacher Training & Culinary Conference (October/November).

Currently, of the sixty secondary schools within the state of Wyoming, ProStart® programs are taught in twenty-nine of them, reaching over 750 students annually. The Foundation also partners with four of the state’s Community Colleges and is working closely with the University of Wyoming as well.

*Wyoming Lodging & Restaurant Association (WLRA)*

The mission of the WLRA is to serve the interests of the lodging and restaurant industry across our state by working to improve the political, social and economic environment in which it operates.

WLRA strives to be the most effective voice and resource provider for hospitality and tourism in the state of Wyoming. Serving nearly 500 members throughout the state, one of its key components is the WLRA Education Foundation. This partnership helps ensure a continued strong and skilled workforce for the industry.
National Restaurant Association Educational Foundation (NRAEF)

Founded in 1987, the NRAEF is the philanthropic foundation of the National Restaurant Association. The NRAEF impacts the prosperity of the restaurant industry by developing a stronger workforce and building the next generation of industry leaders. The Foundation's educational initiatives provide culinary, management, food safety and employability skills training to build a pipeline of talent for the growing industry.

The Foundation's cornerstone program - ProStart®- is a two-year, nationwide program that develops the best and brightest talent into tomorrow's restaurant and foodservice leaders. ProStart serves 95,000 students at over 1,900 high schools in 50 states, Guam and U.S. military bases.

Additionally, the NRAEF awards scholarships to students and educators to provide continued industry education. Since 1997, the NRAEF has awarded $14 million in scholarships. Contributions to the NRAEF ensure the continued growth of our industry by directly supporting future chefs, managers, operators and suppliers.
Program Timeline

This is a sample timeline of ProStart® events and activities with the Wyoming Lodging & Restaurant Association Education Foundation and the National Restaurant Association Educational Foundation during the school year.

**August**
- National COA Scholarship Applications Due

**November**
- Fall Teacher Training & Culinary Conference
- Signed School Profile Due
- National Competition Rules Released

**December**
- State Competition Rules Released

**January/February**
- Wyoming Salute to the Industry Gala

**March**
- State Student Invitational Competition

**April**
- National ProStart Invitational

**May**
- National ProStart Invitational
- National Educator Excellence Awards
- National Restaurant Association Food Show

**June/July**
- NRAEF Summer Institutes

**ANYTIME OF YEAR**
- Submit COA Applications
New Supplies & Budget Increase

In a perfect world, we would all have million dollar kitchen set-ups for the students to work with, right?! But you certainly are not required to have a commercial kitchen to teach ProStart. If you are thinking about taking your students to the state Student Invitational Culinary Competition, it is helpful to have two stainless steel tables and two butane burners in your classroom to practice with (since that is what's used at the Competition). Additionally, here is a list of equipment suggested by the National Restaurant Association Educational Foundation for the classroom kitchen (keep in mind, customize your program to fit your specific needs and budget):

### Hot Food Equipment List

<table>
<thead>
<tr>
<th>Good</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6 Burner Stove/Range</td>
<td>Residential</td>
</tr>
<tr>
<td>Deep Fryer</td>
<td>Stove Top Frying</td>
</tr>
<tr>
<td>Broiler</td>
<td>Stove/Range Broiler</td>
</tr>
<tr>
<td>Grill</td>
<td>Stove Top French Grill</td>
</tr>
<tr>
<td>Oven</td>
<td>Conventional Oven</td>
</tr>
<tr>
<td>Steamer</td>
<td>Stove Top</td>
</tr>
</tbody>
</table>

### Refrigeration List

<table>
<thead>
<tr>
<th>Good</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refrigerator</td>
<td>2-3 Reach-In Units</td>
</tr>
<tr>
<td>Freezer</td>
<td>1-2 Reach-In Units</td>
</tr>
<tr>
<td>Refrigerated Display Cabinets</td>
<td>1-4 Foot Deli Display Cabinet</td>
</tr>
<tr>
<td>Slicer</td>
<td>Hand Slicing Knife</td>
</tr>
<tr>
<td>Table Top Mixers</td>
<td>3-5 Units</td>
</tr>
<tr>
<td>Floor Standing Mixers</td>
<td>-</td>
</tr>
<tr>
<td>Refrigerated Display Cabinets</td>
<td>1-8 Food Display Cabinet</td>
</tr>
<tr>
<td>Slicer</td>
<td>Commercial Slicer</td>
</tr>
<tr>
<td>Table Top Mixers</td>
<td>8-12 Units</td>
</tr>
<tr>
<td>Floor Standing Mixers</td>
<td>1 Unit</td>
</tr>
</tbody>
</table>

### Additional Items for Restaurant or Catering Options

Based on the Size of the Operation

<table>
<thead>
<tr>
<th>Full Hotel Pans</th>
<th>Half Hotel Pans</th>
<th>Third Hotel Pans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Perforated Hotel Pans</td>
<td>Chafers</td>
<td>Speed Rack</td>
</tr>
</tbody>
</table>

### Storage Containers

Adequate Based on Class Size and Storage Space Available

<table>
<thead>
<tr>
<th>Lidded Containers</th>
<th>2, 4, 5 Quart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Storage Boxes</td>
<td>12x18x6, 12x18x12, 18x26x6, 18x26x12</td>
</tr>
</tbody>
</table>
**Recommended Station Set-Up:** Items for each station or kitchen area

<table>
<thead>
<tr>
<th>Smallwares</th>
<th>Good</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quart Sauce Pan</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.5 Quart Sauce Pan</td>
<td>*</td>
<td>2</td>
</tr>
<tr>
<td>4 Quart Sauce Pan</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7&quot; Sauté Pans</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10&quot; Sauté Pans</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10 Quart Stock Pots</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>12&quot; Sautéir</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>12 Qt Rondeau/Brazier</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Set of Stainless Bowls</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6-8&quot; China Cap</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Off Set Spatulas</td>
<td>*</td>
<td>1-2</td>
</tr>
<tr>
<td>Serving Spoons/Solid</td>
<td>1</td>
<td>2-3</td>
</tr>
<tr>
<td>Serving Spoons/Slotted</td>
<td>1</td>
<td>2-3</td>
</tr>
<tr>
<td>6-8&quot; Wire Whisk</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Set of Ladles (1, 2, 4, 6 oz)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Metal Tongs</td>
<td>1</td>
<td>2-3</td>
</tr>
<tr>
<td>Heat Resistant Rubber Spatulas</td>
<td>1</td>
<td>2-3</td>
</tr>
<tr>
<td>Meat Forks</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Roasting Pans</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Full Sheet Pans</td>
<td>*</td>
<td>2</td>
</tr>
<tr>
<td>Half Sheet Pans</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Bus Tubs</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Dough Cutter</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Bowl Scraper</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pastry Brush</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Smallwares Cont’d</td>
<td>Good</td>
<td>Best</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>8” Chef Knife</td>
<td>1</td>
<td>2+</td>
</tr>
<tr>
<td>7” Santoku</td>
<td>*</td>
<td>2+</td>
</tr>
<tr>
<td>6” Boning Knife</td>
<td>1</td>
<td>2+</td>
</tr>
<tr>
<td>3” Paring Knife</td>
<td>1</td>
<td>2+</td>
</tr>
<tr>
<td>8” Bread Knife</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>8” Carving Knife</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Vegetable Peelers</td>
<td>1</td>
<td>2+</td>
</tr>
<tr>
<td>Knife Steel</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Cutting Board</td>
<td>1</td>
<td>2-3</td>
</tr>
<tr>
<td>Measuring Spoons (sets)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Measuring Cups (sets)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Large Measuring Cups (2, 4 cups)</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Bread Pans</td>
<td>*</td>
<td>2</td>
</tr>
<tr>
<td>8” Cake Pans</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>12 Cup Muffin Pans</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cake Decorating Sets</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>8” “trainers”</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Colander</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Rolling Pins</td>
<td>*</td>
<td>1</td>
</tr>
</tbody>
</table>

*Items may be less than one per station, but should be available for use.
Purchasing Apparel

Apparel for Classroom and Competition

There are many great apparel companies out there. ProStart has done a great job with partnering with several companies to offer apparel to ProStart programs without having to go through all the set-up hassles and avoid the charges that go along with that. Below are some companies that have worked well with ProStart and some suggested items you should have for your students.

*Side Note:* Many school programs opt to charge a fee for apparel to the student while others budget and/or seek grant funding or local sponsorship. It can provide an ideal opportunity to work with a local restaurant or prominent local business. The sponsorship for them can be very cost effective advertising as well as being a nice give back to the community and is 100% tax deductible. Also remember that cheaper is not always better; do your research. The companies below are *recommendations* only.

Companies that work with ProStart to provide clothing options for schools

- **Chef Uniforms:** www.chefuniforms.com, 1-800-283-8708
- **National Chef Supply:** www.nationalchefsupply.com, 1-888-330-6279
- **New Chef:** www.newchef.com, 1-800-New-Chef
- **Chef Works:** www.chefworks.com, 1-800-372-6621
- **Land’s End:** www.landsend.com/business, 1-800-587-1541
- **Shoebacca:** www.shoebacca.com
- **Shoes for Crews:** www.shoeforcrews.com

**Recommended Uniform Items**

- Chef Coat
- Aprons
- Hat
- Non-Slip Work Shoes
- Neckerchiefs
Ideally, your students would have three sets of uniforms. Again, that is an ideal, not a requirement.

<table>
<thead>
<tr>
<th>Uniforms</th>
<th>In Class</th>
<th>State Competition</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Kitchen Jackets + Aprons</td>
<td>Kitchen Jackets + Aprons + Hats</td>
<td>Matching business casual attire</td>
</tr>
<tr>
<td># Needed</td>
<td>This one is the one you’ll need most of; have at least one set per student.</td>
<td>One set per team member; have extras on hand just in case; nice to have matching ones also for yourself and your mentors</td>
<td>One full outfit per student is fine.</td>
</tr>
<tr>
<td>Restrictions</td>
<td>Make them safe and easy to take care of.</td>
<td>Must be White Jackets.</td>
<td>See official Rules for any restrictions.</td>
</tr>
<tr>
<td>Notes</td>
<td>This is a great chance for a fresher style of jacket, maybe something that shows school pride.</td>
<td>This is a great potential branding place for your sponsors. Must follow competition guidelines.</td>
<td>These are not typically a business sponsored item – no logos should be on the shirts/uniforms.</td>
</tr>
</tbody>
</table>

For classroom everyday use consider doing a black coat as this will not show wear and stains; especially if you have a two year program with students.

For competition use an all-white coat. In addition, use a white apron, proper hair covering, side towels, anti-slip work shoes, and neckerchiefs.

Consider having the ProStart logo embroidered on coats as it is a good branding tool for your program. School logos are nice but may cost you extra in set-up charges. Adding student names to coats is a good idea for students who own their coats.

For the Management Competition, it can sometimes be difficult to find matching clothing for both male and female students. Using a uniform company can help to relieve that problem. Typical requirements are a collared shirt (polo or button down), slacks or pants that are hemmed appropriately, belts for gentleman, and dress shoes. Ladies can wear a hemmed skirt just above the knees or business slacks.
Textbooks & Print Resources

1. **Foundations of Restaurant Management & Culinary Arts** (Levels 1 and 2), Pearson
   - This is the official ProStart textbook
   - Purchase a classroom set from Pearson
   - Also purchase the "Activity Guide", the
   - "Teacher's Resource DVD" (this includes PowerPoints for each chapter), and the
   - "Test Generator with Exam View" (this gives you all of the chapter tests and answer keys).
   - There is an online version of this textbook that you can purchase for students with special needs or if you offer an online class.
   - Here is a link to the Pearson online catalog -
     [http://now.pearsonschool.com/e/101482/index-cfm-locator-PS2rT7/2gmcc5/58619950](http://now.pearsonschool.com/e/101482/index-cfm-locator-PS2rT7/2gmcc5/58619950)

   - This book is a great resource for planning labs.
   - There are great pictures of the dishes and explanations of what goes into the dish and why.
   - The specific recipes you'll have to find on your own, but this shows you how to put all the components together in a way that looks appealing to your guests.

3. **Food Presentation Secrets** by Cara Hobday & Jo Denbury, 2010
   - This is an excellent resource for plating ideas, tips, and tricks.
   - There are over 70 different techniques to try with great pictures and explanations.
   - This is not a recipe book.
Advertising Your Class

Just as with any elective class, it is important to advertise and promote ProStart throughout your school so you get enough students to enroll and allow you to run the class. Classes across the state vary greatly from school to school; some as small as just three or four students total, other have waiting lists. The ideal class size in a ProStart classroom is between 12 - 18 students. If you have six kitchen stations this means only two or three students at each station and as a result each student gets more hands-on experience with the food. If kitchen group sizes are four or more students, it is difficult to ensure that each student gets to practice each skill involved in a specific cooking lab. As mentioned before, customize your program to fit your specific needs.

In smaller schools, it may be difficult to get enough student enrollment in ProStart to allow you to run the course based on your district's minimum class size cut-off. Below are a few strategies you may consider to promote your program:

- **Course Handbook Flyers**
  Create a one-page flyer advertising ProStart and give it to your guidance department to be included in course registration materials that get handed out to students.

- **Course Brochures**
  Create a brochure that highlights the main components of your program (such as college credits, objectives, scholarship opportunities, etc.) and hand it out at open-house, parent-teacher conferences, and other school events as appropriate.

- **Culinary Arts Photobook**
  For one semester of ProStart, take pictures of every dish the students create. Put those pictures together in a book and give a short description of the lesson that was taught related to each food. Show this book at conferences and open house so parents and other community members can better understand what you do in ProStart. You can also show pictures of mentor chefs and the ProStart competition, if you compete.

- **Taste Test Tuesdays**
  Have your ProStart class work together to create a small appetizer menu of items that can easily be prepared one day and served the next. Share this menu with all of the teachers in the building and ask if anyone would like to sign their class up for a "Taste Test Tuesday." During the last 10 minutes of class, deliver the appetizer to the class, have your students explain the dish, and also give a brief explanation of your program. It would be best to do this around course registration time.
Hallway Bulletin Boards
Create a bulletin board that advertises all of the elective classes that you teach, including ProStart. Here’s is one group’s example:

Create a bulletin board that advertises your accomplishments at the ProStart Invitational. Another example:
Daily Announcements
Create an announcement to be read over the school intercom during daily announcements for 3 days before the sophomore registration period. For example: "Attention Sophomores and Juniors: If you haven't already heard, there is a new class starting up next year called ProStart Culinary Arts. It's an advanced foods class that is ideal for anyone considering a career in the foodservice industry or anyone else who just wants to learn advanced cooking and plating techniques. Only 18 spots in the class! Stop by Mrs. Correll's room today to pick up an application and to ask questions."

Course Invites
Make many copies of your course flyer. Go through your introductory foods class roster and find all of your previous foods students who would be eligible to take ProStart. Address a flyer to each of the eligible students and have your guidance department or student aides distribute them prior to course registration.

Competition practice in a public place
Once you have a Competition team up and running, have them hold a few practices in the lunchroom in front of their peers. This could happen during the lunch hour or after school. It is a great way to advertise your class and the program. This also helps your competition team practice transporting all of their equipment like they will need to do for their competition.

Community Events
Reach out to your district's foundation or athletic booster club and let them know about your program. Offer to cater one of their events and use the profits to fund your program. Have the students wear their chef coats and instruct them to advertise your ProStart program to guests when they are asked.

Utilize the WLRA events for visibility
Contact the Ed Foundation and ask how your students can get involved in various WLRA activities around the state (i.e. food production or service for their events).
College Articulation & Transcripted Credit Agreements

Differentiation between Articulation and Transcribed Credit

Articulation is when the student meets the requirement agreed upon by the college or university. If the student decides to attend that school he or she will get credits based upon which courses the college or university identifies.

Transcribed credit is when the student earns credit at the high school and then also earns credit with the college at the same time. The difference is this will be transcripted and can be considered transferrable to another college and or university.

As your state ProStart Coordinator, we are able to provide you with a list of the community colleges in Wyoming that currently offer transfer credit opportunities for ProStart students who complete the full program (complete level 1 and level 2, pass the certification exams, and complete at least 400 work hours).

Even though this list is already set up, it may be a good idea from your school's standpoint to take it one step further and set up a specific agreement between your local technical college and your district. This is a brief timeline and overview of that process:

- Talk with your district's Director of Instruction (or Superintendent if you don't have someone in that role). He/She should be able to get you in contact with the local technical college and more specifically the dean of the culinary arts program.

- Set up a meeting (or two) with the dean or whoever is in charge of high school articulation agreements.
  - Bring to the meeting: a copy of your course textbook(s), your syllabus, the ProStart standards, your course "scope & sequence" and your daily lesson plans with objectives and standards.
  - With this information, the tech college should be able to verify that you are indeed covering the same curriculum and then be able to specify exactly how many credits your students will earn at their technical college if they complete your full ProStart program.
  - You will need to register yourself as an "instructor" at that specific technical college in order to allow the credit transfers for your students. The dean or the person you are coordinating with at the tech college should be able to walk you through this process. It is as simple as filling out a few forms and verifying your credentials.
The technical college will send you the official "agreement" between your district and the college. You will have to sign the agreement and get the signatures of your superintendent and your principal. Send the agreement back once it's signed.

This whole process could take up to a year depending on how long it takes the technical college to review your curriculum and draft the agreement. However, once this is all done you have now done something great for your students and your district. Although it takes time, this process is definitely worth it.
**Certificate of Achievement**

The *Certificate of Achievement (COA)* is the biggest honor a ProStart student can achieve. For a COA, a student must work *at least* 400 hours in the industry, complete at least 52 of 75 competencies on the Student Work Experience Checklist, and pass both the year 1 and year 2 National ProStart exams. The 400 work hours start accumulating the summer *before* the student enters his or her third year of high school, and stop accumulating the August *after* he or she graduates from high school.

Eligible workplaces for these 400 hours are broadly defined. Hours can be earned working in a school-based enterprise, such as a student run, in-school restaurant/café, fundraisers, or school concessions. Other hours can be earned in any foodservice and hospitality establishment, including (but not limited to) restaurants, coffee shops, grocery stores, gas stations, and hotels. Hours from multiple jobs can be combined for the total.

Why get the Certificate of Achievement?

The COA shows potential employers and colleges that the student has the drive to be part of the industry and is willing to put in the extra effort to achieve his or her goals. It also means that a student is entering the college and/or the industry ahead of the competition, with a whole range of necessary job skills already learned in a professional setting.

Students are eligible to receive credits from selected community colleges throughout Wyoming. They are also eligible for credits at over 60 institutions throughout the United States. The full list can be found at www.nraef.org.

COA recipients are also eligible for special scholarships through the National Restaurant Association Educational Foundation (www.nraef.org).

Tracking

All exam scores and work hours are tracked online at www.nraef.org. Students should create their own account there. Make sure that the names the students use for their accounts are the same names they put on their exams (i.e. consistently use a full name or nickname) in order to keep the test scores linked to the correct students. Hours and employment information can be logged at anytime. Accounts are valid toward the COA for three years.
Forming Your Mentor Group

Simply put... Finding great mentors for your ProStart program is ESSENTIAL. One of the cornerstones of ProStart is the liaison between class & industry.

**For you:** it should mean lessons taught, resources provided, professional guidance, preparation for competitions, and the bedrock of your community support.

**For students:** an advocate for scholarships, a direct pipeline for career opportunities, a resumé builder, and an invaluable source of curriculum knowledge.

Where to start?

- First check with your school regarding bringing mentors into the school and what board policies may be in place regarding these procedures.
- If you are replacing somebody try and find out if he/she worked with anyone prior.
- If you are brand new to the game then consider reaching out to your State Restaurant Association or ProStart Coordinator to get leads on potential mentors.
- See if you can attend a local chef association meeting to network with industry professionals. Be sure to have business cards and brochures on hand to give to potential contacts.
- Ask your building Principal or Superintendent for ideas of business contacts they might have in the food industry. Also check with your local technical college to see if they would have any professors interested in being a mentor.
- Invite industry professionals in for an evening meeting and have students prepare food for the meeting. Do a small presentation and have supplemental materials available to give to attendees. Be very clear about your expectations of time and frequency. Understand that being flexible and having the least amount of restrictions will bode well for you.
- Consider getting several different types on board. *Example:* Chef, Pastry Chef, Restaurant Manager, General Manager, Food and Beverage Director, Human Resources, Marketing Specialists. The more diversity you have the more outlets you will have for classroom experiences, and stronger competition preparation.

Next...

Once you have your people on board, consider setting up a schedule with dates and times that you would like to have them be available to you. Try and work around their schedules and be respectful of their time. Make sure when you have them scheduled to come in you and the students are ready for them. Their time is valuable and you need to respect that. Also be sure to provide reminders and updates when dates are approaching and or there are changes to the schedule.
Recognition

Anytime you can, be sure to recognize your mentors. There are a variety of ways to do this. Below are some suggestions:

▪ Writing newspaper articles or school newsletters
▪ Thank you cards and pictures
▪ Inviting them to share a dinner prepared by the students
▪ Recognition plaques when team reaches success
▪ Recognizing them when you are interviewed by media
▪ Reach out to them during months you are not active and keep a dialogue going

Schedule Success:
Sometimes, wrangling up mentors can be like herding cats. One tip: schedule them. It helps you both come together on what the mentor is willing to give time-wise, and what you’re expecting. Also, if a mentor is locked into a predictable date and time, they are far more likely to show up and to be ready to work with your students.
Teacher Professional Development

If your FCS degree offered little hands-on training in culinary arts, you might feel a bit overwhelmed starting the ProStart program. Don't worry! You are definitely not alone. There are a few great opportunities for professional development in culinary arts.

**Option #1: ProStart Summer Institutes**

The National Restaurant Association has put together GREAT learning experiences specifically designed for ProStart educators called *Summer Institutes*. These are offered in the summer time at various culinary campus locations throughout the US and are each approximately a week long. There are four levels you can take to gain more knowledge and experience that will help you teach this curriculum. The best-case scenario is that you sign up for one level each summer in the first few years of teaching ProStart. Many instructors choose to do theirs in conjunction with a family vacation even.

*Payment:* The National Restaurant Association has money available each year that you can apply for to offset the costs of these classes. The registration cost for the institute sessions runs about $675 each and then you also have to pay for your flight and hotel. After your trip you send in all of your receipts to the National Restaurant Association Educational Foundation (NRAEF) and they will send you a reimbursement check.

The NRAEF and your state restaurant association support you. They want you to learn more and teach your students well so that when you send those students out into the world they will go on to be great chefs and great restaurant managers in your state. Take their support!

Here is the link to find out more info: http://www.nraef.org/Educators/Professional-Development/Summer-Institutes
Option #2: WLRA Teacher Training

This is a multi-day training for Wyoming ProStart teachers that is held in the Fall (typically November). For the last several years, we have partnered with Central Wyoming College - Jackson to hold this event, which means the location has been in Jackson itself. Topics cover a wide variety of areas, including competition preparation, plating techniques, knife skills & demonstration, curriculum sharing, an opportunity to network with fellow ProStart teachers, and so much more!

The training is held in conjunction with the annual Jackson Hole Culinary Conference, which allows everyone to have two days of hands on cooking demos and work in the kitchen as well. Ask your state ProStart Coordinator for more details.
Online ProStart Course

Creating a Digital Classroom

In keeping with the customization theme, designing a digital classroom is another option that may work in your area. Creating a virtual classroom has many benefits. One of the biggest advantages of online learning is the ability to reach more students with the content. Many students today are pushed to take as many AP classes as they can and are left with a jam-packed schedule that doesn't allow room for electives like ProStart. Offering an online version of ProStart is one way to reach those students who would otherwise not be able to take the course in person.

Since ProStart is such a hands-on class, there are obviously some drawbacks with not being able to do food demos or see the students cook. For this reason, it is usually not possible to offer students your local articulation agreement or the ProStart COA. Therefore, the online format is not a class intended for students who are serious about pursuing a career in the industry but more for students who just have an interest in cooking and want to learn more. Regardless, the students will still learn a lot about the Food Service Industry and get advanced knowledge in food preparation. There are many online platforms that can be used, such as Moodle or Blackboard. Consult your district's director of curriculum to find out what options you have available.

Example Course Requirements (1 semester):

- Read chapters 1 through 5 in the first level of the course textbook and complete the work packet that goes along with each chapter
- Complete the section review questions for chapters 1 through 5
- Complete 4 cooking labs at home (Example: knife skills lab, garnishing lab, chicken fabrication lab, grand sauces lab), have parent fill out an evaluation form and student submits pictures of finished dishes and cooking process
- Create Student Portfolio with reflections on the 4 cooking labs (see separate instructions in the "student portfolio" section of this manual)
- Complete two unit exams and one final exam (All done electronically. Moodle offers a great platform for creating digital exams)
- All of these documents can be uploaded to your course website and submitted electronically. See your school's IT department if you need technical assistance.
Example Course Calendar (1 semester):
(Due dates by week)

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Exam Prep Material

Go ProStart
  - www.goprostart.com
  - For online skill and drill practice for both Foundations Exams and ServSafe

ProStart Examview Suite
  - Comprehensive Practice Exams for Download
National Restaurant Association Year 1 Exam Review

**Directions:** Answer the following questions in complete sentences and reference the page number in the red book where you found the answer. This will be due on the day of the final exam.

1. What is "Group Training?" Page #: ____________

2. How did the Renaissance period of history change the Restaurant and Foodservice Industry? Page #: ____________

3. What is a "near miss?" Give an example. Page #: ____________

4. What is the Fair Labor Standards Act and how does it benefit employees? Page #: ____________

5. A chef needs 10 pounds of beets for a recipe with a yield factor of 65%, how many pounds should the chef order? Page #: _____(that helped you reach the solution)

6. Explain the "ICE" technique of first aid. Page #: ____________

7. Describe the uses and characteristics of a Russet potato. Page #: ____________

8. What is a Maitre d'hotel? Page #: ____________

9. How should a plate be garnished? Page #: ____________

10. What's the difference between jargon and semantics? Page #: ____________

11. What's the main reason to season a dish? Page #: ____________

12. What is braising? Page #: ____________

13. What's the difference between the AAA TourBook and the Michelin Guide? Page #: ____________

14. What is a scimitar? Page #: ____________

15. What's the difference between fumet and remouillage? Page #: ____________
16. Name the grand sauces. Page #: ____________

17. What are the four essential parts of a stock? Page #: ____________

18. What is the MSDS and what does it define? Page #: ____________

19. What is on-boarding? Page #: ____________

20. Explain how a combi oven works. Page #: ____________

21. What is anaphylaxis? Page #: ____________

22. What is ethylene gas and how does it affect fruit? Page #: ____________

23. What does "TC" food" mean? Page #: ____________

24. What is OSHA and what do they do? Page #: ____________

25. Make a chart that lists all of the classes and fire extinguishers and their purposes. (I know you did this once before; do it again) Page #: ____________

26. Give 5 examples of tuber vegetables. Page #: ____________

27. What is a steam-jacketed kettle used for? Page #: ____________

28. What is the difference between AP and EP? How do you calculate each? Page #: ____________

29. Describe the kitchen brigade system. Page #: ____________

30. Explain the process of braising. Page #: ____________
ProStart Chapter 2 Test - Study Guide

1. What are the six conditions pathogens need to grow?

2. An effective sanitation program involves both cleaning surfaces AND__________surfaces.

3. How many cases of foodborne illnesses occur in the U.S. every year?

4. What are some signs of food spoilage caused by yeast?

5. What is the difference between cross-contact and cross-contamination?

6. In what cases of illness may an employee still come to work? For example, can they still come to work if they are vomiting?

7. Explain each of the following types of thermometers:
   a. Air probe
   b. Surface probe
   c. Immersion probe
   d. Penetration probe

8. If ready-to-eat foods are kept at correct temperature, they must still be thrown out after ________days.

9. Eggs hot held for service must be kept at an internal temp of__________.

10. Hot “TC” food that’s being held for service must have its temperature checked every ________ hours.

11. What type of pathogen needs to live in a host in order to grow?

12. What are the three components to an IPM (Integrated Pest Management) system?
1. What is the chef de cuisine responsible for?

2. Who leads the dining room brigade?

3. What is another term for "bread baker"?

4. What is umami?

5. What is a toque?

6. What does a garde manger do?

7. What does an expeditor do?

8. Old yield = 30, new yield = 20, what is the conversion factor?

9. Identify and explain the different roles in the kitchen brigade system.

10. What is the formula for converting Celsius to Fahrenheit?

11. Identify and explain the different roles in the dining room brigade.

12. What's the difference between mass and volume?

13. What is the AP equation?

14. How many milliliters are in 1 cup?

15. Explain a spring scale.
ProStart Chapter 5 Review

1. Draw and label the following parts of a knife: spine, blade, heel, tang, bolster, rivets.

2. Explain how to use a bimetallic stemmed thermometer (the kind we use in class).

3. What's the difference between honing and sharpening a knife?

4. What is a china cap used for?

5. What is a sieve?

6. What is a zester?

7. How does a double boiler work?

8. What are some other names for a braising pan?

9. What do you use a spring form pan for?

10. How do you use an immersion blender?

11. What is a salamander?

12. What is a rondeau?

13. What the difference between a combi-oven and a tandoori oven?

14. Explain the bain-marie cooking method.

15. What is the translation of "mise en place"?

16. What's the difference between an herb and a spice?

17. What's the difference between flavoring and seasoning?
18. What speeds the loss of flavor and color in herbs and spices?

19. Why should you use salt and pepper at the beginning of the cooking process?

20. Explain the difference between conduction, convection and radiation.

21. What is barding?

22. Explain the double-basket method of deep-frying.

23. Name 3 moist-heat cooking methods

24. Name one combination cooking method

25. What is a goulash?

26. What is a bouillabaisse?

27. What is a Matelote?

28. What is a Daube?

29. Explain Sous Vide cooking method

30. What type of vegetarian consumes all vegan food plus eggs too?

31. What is the problem with the BMI calculation?

32. What is recovery time?

33. What are paupiettes?

34. What do you call a light, fine, mesh gauze for straining liquids, bundling herbs or thickening yogurt?

35. What knife do you use to cut fish?

36. What is an oyster knife used for?
37. What knife do you use to separate meat from bone?

38. What is a hotel pan used for?

39. What does a crepe pan look like?

40. What do you use a flat beater paddle for?

41. Explain what a rotary oven looks like.

42. What is larding?

43. Explain the estouffade dish.

44. Less than ________ of calories should come from fat. How many nutrients does the human body require for good health?

45. A BMI of 26.3 is considered....?

46. What do you call the hand that is not holding the knife?

47. What is the definition, given in your book, for a batter?

48. What is used to "grind and hone the edges of steel tools and implements?"

49. What is a straight spatula used for?

50. Your total cholesterol should not exceed__________ milligrams.
Chapter 6 Test Study Guide

1. What is the correct way to properly reheat cream soup?

2. What is the composition of mirepoix?

3. What is the composition of a bouquet garni?

4. What are the four essential parts of a stock?

5. What's the difference between stock and broth?

6. What is characteristic about fumet?

7. What's the definition of glace?

8. What's the difference between glace and jus?

9. What is a remouillage?

10. How long can you hold on to frozen stock?

11. How do you make each of the grand sauces?
    a. B__________________ =
    b. E__________________ =
    c. T__________________ =
    d. H__________________ =
    e. V__________________ =

12. What is creole sauce a derivative of?

13. What's the difference between roux and beurre manié?

14. What is a coulis?

15. What’s the difference between bisque and consommé?
16. What is a liaison made of?

17. What's the definition of an aromatic?

18. Give three examples of a clear soup:
   a. 
   b. 
   c. 

19. What is a slurry used for?

20. Béarnaise is made from which grand sauce?

21. How do you make compound butter?

   We "tempered" the hollandaise we made in class by slowly adding the hot butter to the eggs. Why did we do this?

22. Straining tomatoes with a cheesecloth or filter so that no seeds or skins get into the stock is known as....?

23. If your consommé comes out cloudy, what should you do to fix it?

24. List each of the grand sauces and a classical dish that could be made with each one.
Chapter 8 Test Review

1. Use the course book to find the definitions of the following terms:

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<th>Vocab Word</th>
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2. What is the best tool to eliminate sexual harassment?

3. Describe the difference between internal and external motivation.

4. What is the purpose of organizational goals?

5. Describe the difference between a vision statement and a mission statement. Which one is directed toward employees?

6. Which agency enforces laws that ensure everyone gets a fair chance at a job opening?

7. What is the difference between orientation and onboarding?
8. List and describe all of the stages of onboarding:

9. In which type of training would uniform requirements be discussed?

10. Which type of training is best suited to teach effective customer service techniques?

11. The type of orientation that an employee receives depends on what?

12. Give an example of professional development for a restaurant manager.

13. Positions not covered under the Fair Labor Standards Act are considered.... what?

14. List out the steps of the problem-solving model. Be ready to give an example and apply these steps in a scenario on the test.
Chapter 10 Test Review

1. Where should the napkin be placed in a traditional setting?

2. What is a service station?

3. What side should soups and beverage be served from?

4. Who is responsible for making sure a complaint gets resolved?

5. In which type of service is food arranged on plates in the kitchen by cooks and brought directly to the guests' table by the server?

6. Which dining room employee is responsible for the overall management of the service?

7. Where are spoons places in American-style settings?

8. What is suggestive selling?

9. In the U.S., it is illegal for someone to drive if their blood alcohol level is above what?

10. Which monitoring method calls a group of customers together to brainstorm ways to improve service?

11. Which fork is served with clams?

12. What is a demitasse spoon?

13. The warming unit in the tablesidem cart used in French service is called what?

14. What do you call a large covered bowl used to serve soup for up to 8 people?

15. Which type of china has a special spout to prevent spilling when pouring?
ServSafe

ServSafe Food Safety Manager’s License

ServSafe is not required to be taught in conjunction with ProStart, but it is another great opportunity to offer your students. There are many ways to incorporate the program into your ProStart curriculum. One example would be offering “ServSafe Fridays” where you cover one chapter each week and then offer the test at the end of 10 weeks. ServSafe should not be used in place of ProStart, but it is a great supplement.

As the teacher, you need to hold a current ServSafe Manager Certification as well as an instructor’s license and proctor’s license. You need to update your own certification every five years. You can obtain your instructor's license and your proctor's license from the ServSafe website: https://www.servsafe.com/

ServSafe Learning Activities

- Chapter readings and corresponding study guides
- Powerpoint lectures for each chapter (free download from ServSafe website)
- Chapter quizzes (free download from ServSafe website)
- ServSafe Videos (6 total - need to purchase)
- 80-question Diagnostic Test (free download from ServSafe website)
- 40-question Practice Test (free download from ServSafe website)

Instructional Delivery

Since teaching ServSafe is not a required component of ProStart, how you offer it to your students will be based on how it best fits into your schedule. Options could include:

- Every Friday for 1 semester
- A separate summer school course
- Two full weeks at the beginning of the semester
- Online
Materials to Purchase from www.servsafe.com

- ServSafe textbooks (1 per student)
- You can choose to use the ServSafe "Managers" text or the "Coursebook" text
- ServSafe Videos
- Online Exam Vouchers (1 per student)

If you are an approved ProStart school in Wyoming and want to order materials, you can utilize this link - https://www.servsafe.com/access/SS/UserProfile/UserLogin/?sra=SRA_WY - and receive 20% off of your order.

Administering the Exam

- Pick a day and a time that allows students 2-hours of uninterrupted silence. This will most likely need to happen after the school day.
- Reserve the computer lab or make sure all students will have access to a computer during your scheduled exam time
- Before the day of the exam, have students go to www.servsafe.com and setup their free account. Setting this up ahead of time will allow the test day to run more smoothly.
- On the ServSafe website, log in to your teacher's account.
- "Schedule the Exam" and choose the online version
- You may offer the traditional exam with paper and pencil instead of online but it will take up to two weeks for students to find out their scores. When they take the exam online, they will get their scores immediately.
- After the exam in scheduled, print the exam access code that's provided for you and also print the "Exam Administration Handbook". The handbook will provide more details on exactly what you need to say as you are proctoring the exam for your students.

Which Exam?

The ServSafe website offers two options that apply to high school students, either a "Food Handler" card or a "ServSafe Manager's License." The Food Handler option is what many fast food restaurants use to train their staff, but the Manager's license is the better option if your students plan on a career in the foodservice industry. Even if they aren't planning a career in the industry, any time they apply for a part-time job in food service (in high school or college, etc.) the Manager's certification sets them apart from other applicants because it's recognized as a great asset to any food service company to have employees with that level of food safety knowledge. Also, if you have an articulation agreement where students get credit for having their ServSafe license, then you may be required to offer the Manager's License only. Costs vary depending on which route you choose to go and funding assistance can be provided through a variety of sources. Contact your State ProStart Coordinator for details.
School-Based Enterprises (Restaurant Simulations)

Restaurant simulations and catering opportunities are great ways to provide your students with a practical learning experience. This can be as simple or complicated as you desire. It could be a prix fixe meal or a limited menu, buffets or plated service; those work best for many smaller programs that don't run a full time program.

You may decide to work with your school foodservice to help you buy items for your event. They can be of help when buying in bulk if you do not have an account of your own.

Many schools use the simulation as a whole class project. Some will have the year 2 students plan the menu and do the cooking in the kitchen, while the year 1 students perform the front of the house duties.

You can use class time to test recipes, do costing, create and layout a menu, practice cooking the dishes, and go through table service techniques.

Example #1 - Cafe 150

Reducing our footprint, one bite at a time
Example #2 - Badger’s Restaurant 210 and Badger Catering Co.
Student Culinary Portfolios

A student portfolio is a collection of a student’s work over a period of time. For Culinary Arts, this allows students to document their skills in the kitchen and show how much they have improved throughout the course. Students can also use this portfolio in the future for many reasons, such as job interviews, college applications, or IEP meetings.

Listed below are the steps to creating an online student portfolio using Google Sites. You can adjust these instructions to fit your needs in your classroom.

- Have each student log-in to his or her Google email account. It may be wise to have them use a personal gmail account rather than a school-related account so that their online portfolios don't get deleted at the end of the school year.
- Once in gmail, go to "sites" and click on "create".
- Decide what you want students to name the site and also what standardized template you want them all to use. There are a lot of options so make sure you decide this before you implement this lesson with students.
- Once the site is created, click on settings and then "manage site." Here is where you can change the side navigation of the site and decide how many pages you want and what you want to title those pages.
- Once it's set up, provide students with class time every week or every two weeks to update their portfolios with pictures of the labs they've completed and their reflections.

Example Portfolio

![Example Portfolio Image]
Date: 10/18/14
Name of Dish: Cheese cake with blueberry compote

Describe the techniques you used in this lab:
In this dish I used the dry heat cooking method of baking the cheese cake, I creamed the cream cheese mixture, and I applied plating techniques.

What new skill did you learn through this lab:
In this lab I learned how to turn regular fruits into jams with a little bit of sugar and heat.

What could you improve upon the next time you make this?
I would say that next time I should really let the jam simmer longer to obtain a thicker consistency.

Date: 12/10/14
Name of Dish: Eggs Benedict

Describe the techniques you used in this lab:
In this lab, I poached the egg and created an emulsion with the hollandaise sauce.

What new skill did you learn through this lab:
One new skill I learned through this lab is the creation of the hollandaise sauce which is an emulsion. Meaning two things that don’t regularly mix.

What could you improve upon the next time you make this?
One thing I can improve on next time is the timing order so that the food is as hot as possible because nobody likes cold eggs.

Date: 12/14/14
Name of dish: Chicken Fabrication

Describe the techniques you used in this lab: In this lab, I used a lot of techniques. I had to get the wishbone out of the chicken, and I had to cut along the natural fat lines to get all 6 pieces of chicken off of the body.

What new skill did you learn through this lab? One new skill I learned in this lab was fabricating the chicken. I have never fabricated a chicken before and now I know how to.

What could you improve upon the next time you make this? Next time I do this lab, I will make sure that I am able to get more meat off of the carcass and I make sure to cut the tender part off with the breast.
Scholarships

The WLRA Education Foundation awards scholarships during the Student Invitational Culinary Competition. Over $500,000 in scholarships are awarded annually to culinary arts and hospitality management students across the state to a variety of Culinary Schools including Escoffier, Johnson & Wales and Louisiana Culinary Institute.

Special scholarships are also available to students who have received a Certificate of Achievement.
ProStart-Related SLOs

These are some examples of Student Learning Objectives created for and used with a ProStart class.

Instructor Example #1

**SLO Statement:** Over the course of semester 1, all ProStart students will improve their pre-test score by 20%, as measured by a teacher-developed final exam based on National Restaurant Association Standards and Wyoming State Standards in Culinary Arts.

**Interval:** Every two weeks students will take a unit test. I will compare their scores from the pre-test given at the beginning of the semester to their unit tests to see if there is incremental improvement occurring. If students failed to improve their unit scores by at least 20% then students will be required to complete an additional review assignment focused on the weakest areas from the test.

**Rationale:** During the first week of the ProStart Culinary Arts class, all students took the final exam. Obviously, all of their scores were failing. My goal is to help these students all improve their knowledge of culinary arts through cooking labs and class work so that by the end of the semester when they take this final exam again they will have improved their scores and prove what they have learned. I chose to base my SLO on this population because it is the most rigorous class that I teach and it potentially leads to student certification from the National Restaurant Association Educational Foundation.

**Documentation:** I recorded each student's pre-unit and post-unit test scores in a Google doc that also showed their overall improvement for each unit. When averaged together, if the entire class didn't improve by the minimum 20% marker, then a re-teach activity was created (flipped lesson, new studyguide, etc), implemented, and a re-test was given. In all cases, the re-teach activity helped bring the classes' average improvement up to at least 20%. The flipped lessons were created with an ipad app called "howMe" and then posted on Moodle for the students to watch at home while completing a video follow-along worksheet.

Sample (with student names changed):

<table>
<thead>
<tr>
<th></th>
<th>Chapter 3 - Update</th>
<th></th>
<th>Improvement</th>
<th>Average Improvement = 47%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test score</td>
<td>Post-unit score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joe</td>
<td>3/10</td>
<td>10/10</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Jane</td>
<td>6/10</td>
<td>9/10</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Jake</td>
<td>5/10</td>
<td>7/10</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Justin</td>
<td>3/10</td>
<td>9/10</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Jerry</td>
<td>5/10</td>
<td>9/10</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Jasmine</td>
<td>4/10</td>
<td>9/10</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Jack</td>
<td>2/10</td>
<td>8/10</td>
<td>60%</td>
<td></td>
</tr>
</tbody>
</table>
**Related PPG:** Over the course of the school year, I will learn more about the "flipped classroom" model by collaborating with other teachers and researching online and I will create 3 flipped lessons for my students in ProStart Culinary Arts. My hope is to improve their learning and retention of subject matter by having them complete lessons at home and then be able to do more hands-on activities and practice in the classroom.

**Example #2**

**SLO Statement/Rationale:** All of my students in Culinary Arts both Level One and Two Students will demonstrate Mastery of the Six Mother Sauces (Bechamel, Espagnole, Tomato, Hollandaise, Veloute, Demi Glace). Baseline indicators will show that student knowledge of these sauces is limited or unknown. Students will perform an initial lab with minimal teacher intervention. Then students will receive feedback necessary to improve their skills. Lastly students will be assessed through lab to perform a minimum of 3 sauces at random, completing them at a level of proficient or higher.

**Interval:**
Pretest Fall 2014  
Midterm Winter 2015  
Final Test Spring 2015

**Documentation:**
Rubric Assessments  
Student Surveys
What is the State Student Invitational?

There are three sections to the State Student Invitational Competition – Culinary, Management and Professional Baking. Each area has its own set of Rules, judging criteria and skills testing techniques. In the year before you plan to bring a team to the competition, teachers should attend the state competition and observe the flow. You can get admission passes for free by contacting your state ProStart Coordinator. It is also a good idea to bring along your school's Principal and/or administrators so they can better understand the program and competition and all that it entails.

Recommended Practice Supplies

Get a bid from a few food service supply companies in your area. Check with your state ProStart Coordinator to find out the brand of burners and size of tables used at the competition and try to get those same ones for your students to practice with.

- 2 butane burners & fuel
- 2 stainless steel tables
- Food cart or baker's rack on wheels
Tips & Best Practices

- Hold tryouts for your culinary competition team.
- Give students the recipe beforehand so they can practice at home.
- Ask your chef mentors to come in to judge tryouts.
- Have students perform knife cuts first and then create the meal.
- Give them freedom to plate the dish how they want so you can see their sense of creativity.
- As the classroom teacher, you can give input on who you feel would be best on the team, but ultimately have the mentors make the final decision.
  - If parents (and students) know the decision was made by industry professionals, this takes the pressure off of you.
- Give your team plenty of time to prepare.
- Consider holding team tryouts in November each year when the state competition is in March.
  - This gives the team about 4 months to work together and "gel" as a group. This also gives you enough time to test out many recipes and decide on your dish.
- Declare your menu "complete" at least 3 weeks before the state competition. If you keep changing little garnishes or sauces too close to the competition it will stress you and your students out.
## Unit Plans

*Disclaimer:* These plans are most helpful when used in conjunction with the ProStart Foundations Level 1 textbook & activity guide, which need to be purchased from Pearson.

### Scope & Sequence

#### ProStart Level 1

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Approx. Days of Instruction (with 50 min. classes)</th>
<th>Topics</th>
<th>Sample Recipes (provided in this packet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Industry</td>
<td>14</td>
<td>History of Food Famous Chefs Careers in Lodging &amp; Tourism</td>
<td>Salade Crevette</td>
</tr>
<tr>
<td>2</td>
<td>Sanitation</td>
<td>13</td>
<td>Food Sanitation ServSafe HACCP</td>
<td>Salisbury Steak with Mushroom Sauce</td>
</tr>
<tr>
<td>3</td>
<td>Workplace Safety</td>
<td>8</td>
<td>OSHA Safety Stations</td>
<td>Flank Steak with Adobo Marinade</td>
</tr>
<tr>
<td>4</td>
<td>Kitchen Essentials 1</td>
<td>11</td>
<td>Professionalism Standardized Recipes Culinary Math - AP/EP</td>
<td>Egg Cookery Lab</td>
</tr>
<tr>
<td>5</td>
<td>Kitchen Essentials 2</td>
<td>15</td>
<td>Equipment Knives/Knife Skills Herbs/Spices Mise en Place Cooking Methods Nutrition</td>
<td>Sous Vide Salmon</td>
</tr>
<tr>
<td>6</td>
<td>Stocks, Sauces, Soups</td>
<td>15</td>
<td>Grand Sauc es Stock &amp; Bouquet Garni Clear Soup/Thick Soup</td>
<td>- Macaroni &amp; Cheese with Béchamel - Veloute Allemande Liaison Lab</td>
</tr>
<tr>
<td>7</td>
<td>Communication</td>
<td>5</td>
<td>Appropriate communication with co-workers and customers</td>
<td>Spaghetti Sauce Recipe</td>
</tr>
<tr>
<td>8</td>
<td>Management Essentials</td>
<td>10</td>
<td>Teamwork Leadership Hiring &amp; Training Procedures</td>
<td>Steak Salad with Goat Cheese Fritters</td>
</tr>
<tr>
<td>----</td>
<td>----------------------</td>
<td>----</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Fruits and Vegetables</td>
<td>18</td>
<td>Vegetable Science Cooking with fruit</td>
<td>Vegetable Curry</td>
</tr>
<tr>
<td>10</td>
<td>Serving Your Guests</td>
<td>14</td>
<td>Handling Customer Complaints Types of Dining Styles</td>
<td>California Roll</td>
</tr>
<tr>
<td>11</td>
<td>Potatoes and Grains</td>
<td>15</td>
<td>Potatoes, Legumes, Pasta, Grains, Dumplings</td>
<td>Au Gratin or Scalloped Potatoes</td>
</tr>
<tr>
<td>12</td>
<td>Building Successful Careers</td>
<td>15</td>
<td>Career Portfolio College Search Scholarship Applications Stress Management</td>
<td>German Spaetzle</td>
</tr>
</tbody>
</table>

(Based on 180 contact days, 50 minute class periods)

Days not accounted for above are used in the following ways:

- ServSafe (17 Days)
- ProStart Competition (2 Days)
- Final Exam Prep & Exam Week (9 Days)
ProStart Level 1

Unit # 1
Title: Introduction to the Foodservice Industry

Related Standards & Learning Objectives

**National Standards for Family & Consumer Science:**
- **HTR1.a:** Analyze career paths within the hospitality, tourism and recreation industries.
- **HTR1.d:** Demonstrate practices and skills involved in lodging occupations.
- **HTR1.e:** Demonstrate practices and skills for travel related services.

**ProStart Learning Objectives:**
- **1.1** Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each.
- **1.2** Categorize the types of businesses that make up the travel and tourism industry.
- **1.3** Outline the growth of the hospitality industry in the history of the world, emphasizing growth in the U.S.
- **1.4** List chefs who have made significant culinary contributions, and note their major accomplishments.
- **1.5** List entrepreneurs who have influenced foodservice in the United States.
- **1.6** Identify foodservice opportunities provided by the travel and tourism industry.
- **1.7** Identify career opportunities offered by the travel and tourism industry.
- **1.8** Identify the two major categories of jobs in the restaurant and foodservice industry.
- **1.9** Name reasons why people travel.
- **1.10** Describe the differences between leisure and business travelers.
- **1.11** Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments.
- **1.12** List and describe the characteristic types of lodging operations.
- **1.13** List and describe activities associated with front-desk operations.

**Enduring Understanding:**
- The hospitality & tourism industry is a very large system which encompasses a vast array of careers. The industry has been evolving over many years to meet changing customer needs.

**Essential Questions:**
- How does the foodservice industry impact the U.S. economy?
- Which chefs have made the most significant culinary contributions?
- Describe how foodservice fits into the travel and tourism industry.

**Assessment Options**

**Summative Assessment:**
- Chapter 1 test
- Famous Chef's Project (Activity Guide)

**Formative Assessment:**
- Cooking labs
- Test Review Assignment
- Career Portfolio (online)
- Chapter Review Questions
- "Research Famous Chefs" (from Activity Guide)
ProStart Level 1

Unit # 2
Title: Keeping Food Safe

Related Standards & Desired Results

National Standards for Family & Consumer Science:
- FPS1.b: Demonstrate food safety and sanitation procedures.
- FMM1.c: Demonstrate sanitation procedures for a clean and safe environment.

ProStart Learning Objectives:
- 2.1 Define what a foodborne-illness outbreak is, and list the costs associated with one
- 2.2 Recognize risks associated with high-risk populations.
- 2.3 Identify factors that affect the growth of pathogens (FAT TOM).
- 2.4 Identify characteristics of TCS food and list examples.
- 2.5 Identify methods for preventing biological contamination.
- 2.6 List guidelines for storing chemicals safely.
- 2.7 Recognize the need for food defense systems.
- 2.8 Identify the most common allergens and methods for preventing allergic reactions.
- 2.9 Identify government agencies that regulate the restaurant and foodservice industry.
- 2.10 List personal behaviors that can contaminate food.
- 2.11 List the steps to proper handwashing, and identify when hands should be washed.
- 2.12 Identify proper personal cleanliness practices and appropriate work attire.
- 2.13 Identify ways to handle ready-to-eat food safely.
- 2.14 Identify when foodhandlers should be prevented from working around food or from working in the operation.
- 2.15 Identify ways to prevent cross-contamination.
- 2.16 Identify ways to prevent time-temperature abuse.
- 2.17 List different temperature-measuring devices and their uses.
- 2.18 Identify characteristics of an approved food source.
- 2.19 Identify criteria for accepting or rejecting food during receiving.
- 2.20 Outline proper procedures for storing food.
- 2.21 Identify the minimum internal temperature requirements for cooking various TCS food.
- 2.22 Outline proper procedures for holding, cooling, and reheating TCS food.
- 2.23 Identify ways to handle food ready for service.
- 2.24 Outline proper procedures for preparing and serving food for off-site service.
- 2.25 List the HACCP principles and explain their importance to food safety.
- 2.26 Explain the difference between cleaning and sanitizing.
- 2.27 Outline proper procedures for cleaning and sanitizing tools and equipment.
- 2.28 Identify factors that affect the effectiveness of sanitizers.
- 2.29 List the elements of a master cleaning schedule.
- 2.30 Identify organizations that certify that equipment meets sanitation standards.
- 2.31 Outline proper procedures for managing pests.

Enduring Understanding:
- Biological, chemical, and physical hazards need to be prevented in the kitchen in order to keep customers safe.

Essential Questions:
- How can you prevent customers from contracting a foodborne illness?
- What is the importance of a well-functioning HACCP program?
- What is considered proper personal hygiene in the kitchen?
Assessment Options

<table>
<thead>
<tr>
<th>Summative Assessment:</th>
<th>Formative Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Chapter 2 Test</td>
<td>▪ Cooking labs</td>
</tr>
<tr>
<td>▪ Restaurant Review Experience</td>
<td>▪ Chapter Review Questions</td>
</tr>
<tr>
<td></td>
<td>▪ Crime Scene Kitchen activity</td>
</tr>
<tr>
<td></td>
<td>▪ Use HACCP to evaluate a recipe</td>
</tr>
<tr>
<td></td>
<td>▪ &quot;Food Allergies&quot; (from Activity Guide)</td>
</tr>
</tbody>
</table>

ProStart Level 1

Unit # 3
Title: Workplace Safety

Related Standards & Desired Results

National Standards for Family & Consumer Science:
- FPS1.b: Demonstrate food safety and sanitation procedures.
- HTR1.b: Demonstrate procedures applied to safety, security and environmental issues.

ProStart Learning Objectives:
- 3.1 State who is legally responsible for providing a safe environment and ensuring safe practices.
- 3.2 Define the role of Occupational Safety and Health Administration regulations.
- 3.3 State the Hazard Communication Standard requirements for employers.
- 3.4 List the requirements for storing hazardous chemicals in an operation.
- 3.5 Explain the importance of general safety audits and safety training.
- 3.6 Explain the importance of completing accident reports.
- 3.7 Describe the purpose of an emergency plan.
- 3.8 List ways to use protective clothing and equipment to prevent injuries.
- 3.9 Identify electrical hazards that contribute to accidental fires.
- 3.10 Classify different types of fires and fire extinguishers.
- 3.11 Identify the cleaning frequency for equipment as a way to prevent fires.
- 3.12 Outline the actions to take in the event of a fire at a restaurant or foodservice operation.
- 3.13 Identify procedures for preventing slips, trips, and fall in a foodservice operation.
- 3.14 Outline the procedure for cleaning up spills on floors.
- 3.15 Demonstrate how to use ladders safely.
- 3.16 Demonstrate proper lifting and carrying procedures to avoid injury.
- 3.17 Demonstrate correct and safe use of knives.
- 3.18 Outline basic first aid concepts and procedures.
- 3.19 Recognize the importance of locking doors.

Enduring Understanding:
- Establishing guidelines and safety plans is critical for any safe workplace.

Essential Questions:
- What role does OSHA play in the workplace?
- Why is it important for observing safe lifting and carrying practices?
- How should you handle workplace accidents?
### Assessment Options

<table>
<thead>
<tr>
<th>Summative Assessment:</th>
<th>Formative Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Chapter 3 Test</td>
<td>▪ Cooking Labs</td>
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<tr>
<td>▪ ServSafe Exam</td>
<td>▪ Chapter Review Questions</td>
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<tr>
<td></td>
<td>▪ Demonstrate P.A.S.S.</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate Safe Lifting Practice</td>
</tr>
<tr>
<td></td>
<td>▪ &quot;Safety Posters&quot; (from Activity Guide)</td>
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</tbody>
</table>

### ProStart Level 1

**Unit # 4**  
**Title: Kitchen Essentials 1**

#### Related Standards & Desired Results

**National Standards for Family & Consumer Science:**
- FPS1.c: Demonstrate industry standards in selecting, using and maintaining food production and food service equipment.
- FCS1.a.2.e: Identify ways to make money.

**ProStart Learning Objectives:**
- 4.1 Define professionalism, and explain what it means to culinary professionals.
- 4.2 List the stations and positions in the kitchen brigade and the dining brigade.
- 4.3 Perform basic math calculations using numbers or fractions.
- 4.4 Identify the components and functions of a standardized recipe.
- 4.5 Convert recipes to yield smaller and larger quantities based on operational needs.
- 4.6 Explain the difference between customary and metric measurement units, and convert units between the two systems.
- 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils.
- 4.8 Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.
- 4.9 Calculate the total cost and portion costs of a standardized recipe.
Enduring Understanding:
- A culinary professional is someone who shows dedication, respect, good judgment, and personal responsibility in the workplace. A culinary professional must also understand how to convert recipes and use basic business math in order to make a profit.

Essential Questions:
- What is the purpose of the kitchen brigade system?
- How do AP and EP yields relate to each other?
- Why can't you measure liquids and solids in the same way?
- What is a "culinarian"?
- Why is it important to understand how to "cost" a recipe?

**Assessment Options**

<table>
<thead>
<tr>
<th>Summative Assessment:</th>
<th>Formative Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Chapter 4 Test</td>
<td>▪ Cooking Labs</td>
</tr>
<tr>
<td></td>
<td>▪ Chapter Review Questions</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate AP vs EP calculations</td>
</tr>
<tr>
<td></td>
<td>▪ Complete sample &quot;costing sheets&quot; used at the state competition (from WLRA website)</td>
</tr>
</tbody>
</table>
ProStart Level 1

Unit # 5
Title: Kitchen Essentials 2

Related Standards & Desired Results

National Standards for Family & Consumer Science:
- FPS1.c: Demonstrate industry standards in selecting, using and maintaining food production and food service equipment.
- FPS1.b: Demonstrate food safety and sanitation procedures.
- FSDN1.c: Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
- FSDN1.d: Apply basic concepts of nutrition and nutritional therapy in a variety of settings.

ProStart Learning Objectives:
- 5.1 Identify the equipment needed for receiving and storing food and supplies.
- 5.2 Identify the equipment needed for pre-preparation.
- 5.3 List the different types of knives used in the foodservice kitchen and give examples of their uses.
- 5.4 Identify basic types of pots and pans and their common uses.
- 5.5 List the different types of preparation equipment used in the foodservice kitchen and give examples of their uses.
- 5.6 Identify the kitchen equipment needed for holding and serving food and beverages.
- 5.7 Apply effective mise en place through practice.
- 5.8 Explain how to care for knives properly.
- 5.9 Demonstrate the proper use of knives.
- 5.10 Explain the difference between seasoning and flavoring.
- 5.11 Describe and demonstrate basic pre-preparation techniques.
- 5.12 List and explain how the three types of cooking work.
- 5.13 Describe dry-heat cooking methods and list the foods to which they are suited.
- 5.14 Describe moist-heat cooking methods and list the foods to which they are suited.
- 5.15 Describe combination-heat cooking methods and list the foods to which they are suited.
- 5.16 Identify ways to determine if a food is done cooking.
- 5.17 List guidelines for plating or storing food that has finished cooking.
- 5.18 Describe a healthy diet.

Enduring Understanding:
- Setting up a workstation before beginning to cook (mise en place) saves time, prevents frustration, and can be applied to many life situations.
- To be successful in the kitchen, a chef must know all of the tools available and which tool is best for the task at hand.
- Moderation and proper portion size is key to preventing obesity

Essential Questions:
- Why does it matter which type of knife you use in the kitchen?
- How can you tell if a protein is done cooking?
- What’s the difference between moist and dry heat cooking methods?
- Which foods are best prepared with a combination-heat cooking method?
- What are proper storing guidelines for cooked TCS food?
- What is a "healthy" diet?
- How can obesity be prevented?

Assessment Options

Summative Assessment:
- Chapter 5 Test
- Knife Skills lab

Formative Assessment:
- Cooking Labs
- Chapter Review Questions
- "Know Your Knives" (from Activity Guide)
- Nutrition Label Reading Exercise
ProStart Level 1

Unit # 6
Title: Stocks, Sauces, Soups

Related Standards & Desired Results

National Standards for Family & Consumer Science:
▪ FPS1.e: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

ProStart Learning Objectives:
▪ 6.1 Identify the four essential parts of stock and the proper ingredients for each.
▪ 6.2 List and explain the various types of stock and their ingredients.
▪ 6.3 Demonstrate three methods for preparing bones for stock.
▪ 6.4 Prepare the ingredients for and cook several kinds of stocks.
▪ 6.5 Explain how and why to degrease stock.
▪ 6.6 List the ways to cool stock properly.
▪ 6.7 Identify the grand sauces and describe other sauces made from them.
▪ 6.8 List the proper ingredients for sauces.
▪ 6.9 Prepare several kinds of sauces.
▪ 6.10 Match sauces to appropriate food.
▪ 6.11 Identify the two basic kinds of soups and give examples of each.
▪ 6.12 Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups.
▪ 6.13 Prepare several kinds of soups.

Enduring Understanding:
▪ Stocks, Sauces and Soups is a knowledge and skill that new cooks should master to help in building their repertoire of cooking skills.

Essential Questions:
▪ What are the essential components to producing a clean and clear stock?
▪ What function does a stock provide when creating sauces and soups?
▪ What can be done with mother or grand sauces?

Assessment Options

Summative Assessment:
▪ Chapter 6 Test
▪ Master 3 Mother Sauces at Random

Formative Assessment:
▪ Cooking Labs
▪ Chapter Review Questions
▪ Identify the Mother or Grand Sauces and list a derivative sauce example for each one.
▪ "The Mother Sauces" poster (from Activity Guide)
# ProStart Level 1

## Unit # 7

**Title: Communication**

### Related Standards & Desired Results

<table>
<thead>
<tr>
<th>National Standards for Family &amp; Consumer Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ IR1.c: Demonstrate communication skills that contribute to positive relationships.</td>
</tr>
<tr>
<td>▪ IR1.d: Evaluate effective conflict prevention and management techniques.</td>
</tr>
<tr>
<td>▪ IR1.f: Demonstrate standards that guide behavior in interpersonal relationships.</td>
</tr>
<tr>
<td>▪ HTR1.c: Apply concepts of quality service to assure customer satisfaction.</td>
</tr>
</tbody>
</table>

### ProStart Learning Objectives:

| ▪ 7.1 Describe the communication process. |
| ▪ 7.2 Identify obstacles to effective communication and explain how to prevent them. |
| ▪ 7.3 Explain how personal characteristics can affect communication. |
| ▪ 7.4 List and demonstrate effective listening skills. |
| ▪ 7.5 List and demonstrate effective speaking skills. |
| ▪ 7.6 Identify and use business-appropriate telephone skills. |
| ▪ 7.7 List and demonstrate effective writing skills. |
| ▪ 7.8 Define organizational communication and give examples of when it might be used. |
| ▪ 7.9 Describe interpersonal communication. |
| ▪ 7.10 List ways to build relationships through interpersonal communication. |

### Enduring Understanding:

- Understanding effective communication is key to effectively running an operation.

### Essential Questions:

- What are the main parts to communication?
- Why is it important to have good Interpersonal Communication skills?
- Why is it important to be a good listener?

### Assessment Options

#### Summative Assessment:

- Chapter 7 Test

#### Formative Assessment:

- Cooking Labs
- Chapter Review Questions
- "Handwritten Notes" (from Activity Guide)
- "Clarifying Written Communication" (from Activity Guide)
### Related Standards & Desired Results

#### National Standards for Family & Consumer Science:
- **CS1.a:** Analyze career paths within consumer service industries.
- **FPS1.d:** Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- **FPS1.f:** Demonstrate implementation of food service management and leadership functions.
- **HTR1.f:** Demonstrate management of recreation, leisure and other programs and events.

#### ProStart Learning Objectives:
- **8.1** State the difference between school and workplace environments.
- **8.2** Explain how stereotypes and prejudices can negatively affect working together.
- **8.3** Identify the benefits of diversity to a workplace.
- **8.4** List ways to promote diversity in the workplace.
- **8.5** Describe what a harassment-free environment and mutually respectful workplace is.
- **8.6** List guidelines for handling harassment claims.
- **8.7** Explain the concept of teamwork.
- **8.8** Describe ethics, and explain their importance to the restaurant and foodservice industry.
- **8.9** Identify the behaviors of a leader.
- **8.10** Identify common expectations that employees have about managers.
- **8.11** Define motivation, and explain a leader's responsibility to motivate employees.
- **8.12** Define organizational goal, and explain why this type of goal should be SMART.
- **8.13** Explain the purpose of vision statements and mission statements.
- **8.14** Identify how employees' roles and jobs impact a mission and goals.
- **8.15** List the steps for solving a problem and explain how each step contributes to finding a solution.
- **8.16** Explain the importance of individual development to your restaurant or foodservice career.
- **8.17** Explain what is included in a job description and explain the importance of these documents to a business.
- **8.18** Identify the difference between exempt and non-exempt employees.
- **8.19** Explain a manager's responsibility for maintaining labor law knowledge.
- **8.20** Identify discriminatory language and practices in the hiring process.
- **8.21** Identify methods for ensuring a fair and consistent hiring process.
- **8.22** Describe the typical phases of onboarding and explain its importance to a business.
- **8.23** Explain what employees can expect during orientation.
- **8.24** List items that employees receive during orientation.
- **8.25** Identify the typical topics addressed in orientation sessions and employee manuals.
- **8.26** Identify the benefits of training.
- **8.27** List skills that a trainer should have.
- **8.28** Identify the key points of effective employee training.
- **8.29** List the benefits of cross-training.
- **8.30** Summarize and discuss effective group training and on-the-job training.
- **8.31** Describe the employee evaluation process.

---

**Enduring Understanding:**
- Management essentials are a set of knowledge and skills that one should possess in order to become an effective manager.

**Essential Questions:**
- From a legal standpoint why is important to understand labor laws? What are the costs associations with onboarding employees?
- What is the importance of proper onboarding of employees?
### Assessment Options

<table>
<thead>
<tr>
<th>Summative Assessment:</th>
<th>Formative Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Chapter 8 Test</td>
<td>▪ Cooking Labs</td>
</tr>
<tr>
<td></td>
<td>▪ Chapter Review Questions</td>
</tr>
<tr>
<td></td>
<td>▪ Write a SMART GOAL for this Class</td>
</tr>
<tr>
<td></td>
<td>▪ &quot;Preventing Harassment&quot; poster (from Activity Guide)</td>
</tr>
</tbody>
</table>

### ProStart Level 1

#### Unit # 9
**Title: Fruits & Vegetables**

#### Related Standards & Desired Results

**National Standards for Family & Consumer Science:**
- FPS1.e: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- FSDN1.b.5.e: Identify locations of proper food storage.
- FSDN1.c.15.h: Apply principles of food production to maximize nutrient retention in prepared foods.

**ProStart Learning Objectives:**
- 9.1 Identify and describe different types of fruit.
- 9.2 List and explain the USDA quality grades for produce.
- 9.3 List factors that affect produce purchasing decisions.
- 9.4 Identify procedures for storing fruit.
- 9.5 Explain how to prevent enzymatic browning of fruit.
- 9.6 Match and cook fruit to appropriate methods.
- 9.7 Identify and describe different types of vegetables.
- 9.8 Describe hydroponic farming.
- 9.9 Identify procedures for storing vegetables.
- 9.10 Match and cook vegetables to appropriate methods.
- 9.11 List ways to hold vegetables that maintain their quality.

**Enduring Understanding:**
- There are many types of fruits and vegetables and each belongs to a specific category. Fruits and Vegetables must be cooked, held, and stored properly to prevent foodborne illness.

**Essential Questions:**
- What is the proper way to cook fruits and vegetables to prevent foodborne illness?
- How are vegetables categorized?
- How should you store fruit and vegetables to prolong the life and flavor?
### Assessment Options

<table>
<thead>
<tr>
<th>Summative Assessment:</th>
<th>Formative Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Chapter 9 Test</td>
<td>- Cooking Labs</td>
</tr>
<tr>
<td>- Essential Skills Lab (examples: dicing onions, mincing</td>
<td>- Chapter Review Questions</td>
</tr>
<tr>
<td>carrots, mincing garlic, slicing celery-activity in</td>
<td>- &quot;Fruits of the World&quot; (from Activity Guide)</td>
</tr>
<tr>
<td>textbook)</td>
<td>- Garnishing Lab (from Activity Guide)</td>
</tr>
<tr>
<td></td>
<td>- Vegetarian Diet Report (from Activity Guide)</td>
</tr>
</tbody>
</table>

### ProStart Level 1

**Unit # 10**

**Title: Serving Your Guests**

### Related Standards & Desired Results

#### National Standards for Family & Consumer Science:
- **FPS1.g**: Demonstrate the concept of internal and external customer service.
- **HTR1.c**: Apply concepts of quality service to assure customer satisfaction.

#### ProStart Learning Objectives:
- 10.1 Explain the importance of customer service to the restaurant and foodservice industry.
- 10.2 List the reasons for making a good first impression and give examples of how to make one.
- 10.3 Describe the types of customers that may have special needs.
- 10.4 Identify ways to identify customer needs.
- 10.5 Outline the process for receiving and recording reservations and special requests.
- 10.6 Outline the process for taking orders at the table, beginning with the greeting.
- 10.7 Define suggestive selling, and give examples of how to do it.
- 10.8 Identify basic guidelines for serving alcohol to guests.
- 10.9 List methods for processing payment.
- 10.10 List ways to obtain feedback from guests and determine their satisfaction.
- 10.11 Explain how customer complaints should be resolved.
- 10.12 Describe the four traditional styles of service: American, French, English, and Russian.
- 10.13 Identify contemporary styles of service.
- 10.14 Demonstrate setting and clearing items properly.
- 10.15 Describe traditional service staff roles, and list the duties and responsibilities of each.
- 10.16 Identify various server tools and the correct way to stock a service station.

### Enduring Understanding:
- Customer Service is the cornerstone of any service operation. Understanding the essentials is paramount to providing excellent service.

### Essential Questions:
- What is customer service?
- What is the sequence for table service?
- Why is customer feedback important to service?
- What are the different styles of service?
- How should a service station be stocked?
Assessment Options

<table>
<thead>
<tr>
<th>Summative Assessment:</th>
<th>Formative Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Chapter 10 Test</td>
<td>● Cooking Labs</td>
</tr>
<tr>
<td>● Restaurant Simulation with Front of The House Service Evaluation</td>
<td>● Chapter Review Questions</td>
</tr>
<tr>
<td></td>
<td>● Poster Activity Illustrating Different Table Service</td>
</tr>
<tr>
<td></td>
<td>● Role Play Proper Table Service</td>
</tr>
<tr>
<td></td>
<td>● “service “lipups” (from Activity Guide)</td>
</tr>
<tr>
<td></td>
<td>● “suggestive “elling” (from Activity Guide)</td>
</tr>
<tr>
<td></td>
<td>● &quot;Handling Customer Complaints&quot; (from Activity Guide)</td>
</tr>
</tbody>
</table>

ProStart Level 1

Unit # 11
Title: Potatoes & Grains

Related Standards & Desired Results

National Standards for Family & Consumer Science:
- FPS1.e: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

ProStart Learning Objectives:
- 11.1 Identify and describe different types of potatoes.
- 11.2 Outline methods to select, receive, and store potatoes.
- 11.3 Using a variety of recipes and cooking methods, prepare potatoes.
- 11.4 Identify and describe different types of grains and legumes.
- 11.5 Using a variety of recipes and cooking methods, prepare grains and legumes.
- 11.6 Outline methods to select, receive, and store grains.
- 11.7 Identify and describe different types of pasta.
- 11.8 Using a variety of recipes and cooking methods, prepare pasta.
- 11.9 Describe and prepare dumplings.

Enduring Understanding:
- Potato and grains play an important part as an accompaniment, or as a dish on their own. Understanding how to select and prepare those are an integral part of becoming a successful cook.

Essential Questions:
- What are the desired cooking methods for cooking potatoes?
- What factors are of concern when holding TCS foods such as rice?
- What are the proper ways for cooking pastas?
## Assessment Options

<table>
<thead>
<tr>
<th>Summative Assessment:</th>
<th>Formative Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Chapter 11 Test</td>
<td>▪ Cooking Labs</td>
</tr>
<tr>
<td></td>
<td>▪ Chapter Review Questions</td>
</tr>
<tr>
<td></td>
<td>▪ Identify is it a Pasta, Rice or Grain (from Activity Guide)</td>
</tr>
<tr>
<td></td>
<td>▪ &quot;Types of Pasta&quot; (from Activity Guide)</td>
</tr>
</tbody>
</table>
## ProStart Level 1
### Unit # 12
### Title: Building Successful Careers

### Related Standards & Desired Results

<table>
<thead>
<tr>
<th>National Standards for Family &amp; Consumer Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.</td>
</tr>
<tr>
<td>▪ CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.</td>
</tr>
<tr>
<td>▪ CD4: Students will identify and apply employability skills.</td>
</tr>
<tr>
<td>▪ FPS1.a.10.h: Create an employment portfolio for use with applying for internships and work-based learning opportunities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ProStart Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 12.1 Identify skills needed by foodservice professionals.</td>
</tr>
<tr>
<td>▪ 12.2 Outline a plan for an effective job search.</td>
</tr>
<tr>
<td>▪ 12.3 Write a resume that lists your experience, skills, and achievements.</td>
</tr>
<tr>
<td>▪ 12.4 Write an effective cover letter.</td>
</tr>
<tr>
<td>▪ 12.5 Compile the best examples of your work into a portfolio.</td>
</tr>
<tr>
<td>▪ 12.6 Read and complete a job application form.</td>
</tr>
<tr>
<td>▪ 12.7 Outline the steps to choosing a college or trade school and identify resources for answering those questions.</td>
</tr>
<tr>
<td>▪ 12.8 Read and complete college and scholarship application forms.</td>
</tr>
<tr>
<td>▪ 12.9 List ways to find and apply for scholarships.</td>
</tr>
<tr>
<td>▪ 12.10 List the steps to an effective job interview.</td>
</tr>
<tr>
<td>▪ 12.11 Identify the differences between closed- and open-ended questions in interviews.</td>
</tr>
<tr>
<td>▪ 12.12 Explain the follow-up steps for a job interview.</td>
</tr>
<tr>
<td>▪ 12.13 List factors for maintaining health and wellness throughout a restaurant or foodservice career.</td>
</tr>
<tr>
<td>▪ 12.14 Describe the relationship between time and stress.</td>
</tr>
<tr>
<td>▪ 12.15 List ways to manage time and stress.</td>
</tr>
<tr>
<td>▪ 12.16 Outline the steps to resigning a job</td>
</tr>
<tr>
<td>▪ 12.17 Explain the importance of professional development and list ways to achieve it.</td>
</tr>
<tr>
<td>▪ 12.18 Identify career opportunities in the restaurant and foodservice industry.</td>
</tr>
<tr>
<td>▪ 12.19 Identify career opportunities in the lodging industry.</td>
</tr>
<tr>
<td>▪ 12.20 Identify career opportunities in the travel industry.</td>
</tr>
<tr>
<td>▪ 12.21 Identify career opportunities in the tourism industry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ The hospitality and foodservice industry is a growing field with many career possibilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ What factors are most important in choosing a college?</td>
</tr>
<tr>
<td>▪ How do you apply for scholarships?</td>
</tr>
<tr>
<td>▪ How do you have a successful job interview?</td>
</tr>
<tr>
<td>▪ What career possibilities exist in the foodservice industry?</td>
</tr>
<tr>
<td>▪ What are some examples of professional development in the hospitality industry?</td>
</tr>
</tbody>
</table>
## Assessment Options

<table>
<thead>
<tr>
<th>Summative Assessment:</th>
<th>Formative Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Chapter 12 Test</td>
<td>▪ Chapter Review Questions</td>
</tr>
<tr>
<td>▪ Level One Foundations Exam</td>
<td>▪ Completion of Online Culinary Portfolio</td>
</tr>
<tr>
<td></td>
<td>▪ Scholarship application</td>
</tr>
<tr>
<td></td>
<td>▪ Employment Portfolio (see outline in appendix - this includes interview questions, cover letter, and resume)</td>
</tr>
</tbody>
</table>
Scalloped Potatoes "Au Gratin"

Ingredients

Kitchen spray
3 pounds russet potatoes, unpeeled, sliced into 1/4-inch slices
3 cups cold milk (1 percent low-fat)
1/4 cup all-purpose flour
2 cloves garlic, minced
1 large or 2 small sprigs thyme
1 3/4 cups grated Cheddar cheese (6 ounces)
1 1/2 teaspoons salt

Directions

1. Preheat the oven to 350 degrees F. Spray a 2 quart, shallow baking dish with olive oil spray.
2. Put the potatoes into a large pot and cover with water. Bring to a boil over medium heat. Reduce the heat and simmer until the potatoes are just tender, about 8 minutes. Drain and set aside to cool somewhat.
3. Put the milk and flour into a large saucepan and whisk until the flour is dissolved. Add the garlic and thyme and heat over a medium-high heat, stirring constantly, until the mixture comes to a boil and is thickened, about 8 minutes. Remove from the heat, discard the thyme sprig, and stir in the salt. Add 1 cup of the cheese and stir until melted.
4. Arrange half of the potatoes in the baking dish. Pour over half of the cheese sauce. Add the remaining potatoes and top with rest of the sauce. Sprinkle with the remaining cheese and bake for 25 minutes, until bubbling. Put under the broiler and broil on high until the top is browned, about 2 minutes. Serve hot.
California Roll (Adapted from recipe by Alton Brown)

Lesson: Working with grains, in particular sushi rice
For a 3 minute video tutorial, search on YouTube for "How to Make Sushi Rolls"

Ingredients

Juice of 1/2 lemon
1 medium avocado, peeled, pitted, and sliced into 1/4-inch thick pieces
4 sheets nori
1 batch sushi rice, recipe follows (MAKE THIS FIRST!)
1/3 cup sesame seeds, toasted
1 small cucumber, peeled, seeded, and cut into matchstick-size pieces
4 crabsticks, torn into pieces
Soy sauce, for serving

Directions

1. Squeeze the lemon juice over the avocado to prevent browning.
2. Cover a bamboo rolling mat with plastic WLRAp.
3. Lay 1 sheet of nori, shiny side down, on the plastic covered mat. Wet your fingers with water and spread about 1/2 cup of the rice evenly onto the nori.
4. (Optional) For sushi rolls that have rice on the outside, sprinkle the rice with sesame seeds and then turn the sheet of nori over so that the rice side is down.
5. Place 1/8 of the cucumber, avocado and crab sticks in the center of the sheet. Grab the edge of the mat closest to you, keeping the fillings in place with your fingers, and roll it into a tight cylinder, using the mat to shape the cylinder.
6. Pull away the mat and set aside. Cover with a damp cloth. Repeat until all of the rice has been used. Cut each roll into 6 pieces. Serve with soy sauce.

Sushi Rice

1 cup sushi or short grain rice
1 cup water, plus extra for rinsing rice
1 tablespoon rice vinegar
1 tablespoon sugar
1.5 tsp kosher salt

1. Place the rice into a mixing bowl and cover with cool water. Swirl the rice in the water, pour off and repeat 2 to 3 times or until the water is clear.
2. Place the rice and 1 cup of water into a medium saucepan and place over high heat. Bring to a boil, uncovered. Once it begins to boil, reduce the heat to the lowest setting and cover. Cook for 15 minutes. Remove from the heat and let stand, covered, for 10 minutes.
3. Combine the rice vinegar, sugar and salt in a small bowl and heat in the microwave on high for 30 to 45 seconds. Transfer the rice into a large wooden or glass mixing bowl and add the vinegar mixture. Fold thoroughly to combine and coat each grain of rice with the mixture. Allow to cool to room temperature before using to make sushi.
Egg Cookery Lab

Ingredients

3 eggs  
1 Tbsp. butter  
1 pinch salt & 1 pinch pepper, combined  
tsp. vinegar  
4 slices toast  
4 slices bacon

Directions

You are making three kinds of eggs and all of them must be presented to your instructor when finished.

1. Cook bacon on parchment paper in oven at 350F and broil toast in oven when bacon is done.

2. **Hard Boiled Egg**
   a. Place egg in saucepot and cover with cold water  
   b. Put pot on stove and bring water to rapid boil  
   c. Remove pot from heat, cover and let sit for 15 minutes  
   d. Drain hot water and put cold ice water in pot. Wait 3 minutes to allow egg to cool

3. **Fried Egg**
   a. Heat butter in skillet until moderately hot (test with cold water)  
   b. Break egg into a saucer (check for shell pieces)  
   c. Slip egg into hot fat  
   d. Reduce heat to low and poke holes in the white to cook it all  
   e. Cook 3-4 minutes (if you cover the skillet then this will allow the top of the egg to cook as well as the bottom)  
   f. Sprinkle with salt and pepper to taste

4. **Poached Egg**
   a. Fill deep skillet with at least 2 inches of water  
   b. Add vinegar and bring to boil  
   c. Reduce heat to simmer  
   d. Break egg into saucer (check for shells)  
   e. Gently slide the egg into the water being careful not to break the yolk  
   f. Cover pan with lid and turn off heat  
   g. Let eggs remain in water 3-5 minutes or until done  
   h. Lift egg from water with slotted spoon, drain, and serve (may be served plain or on top of toast)
Marinated and Grilled Flank Steak with Adobo Marinade

Ingredients

6 tbsp fresh lime juice
2 tbsp fresh orange juice
3 garlic cloves, mashed into a paste (use Kosher Salt to assist with the mashing) 1/4 tsp ground cumin
1/2 tsp dried oregano 3/4 tsp kosher salt
1/4 tsp freshly ground black pepper 1 pound flank steak

Directions

1. To prepare the marinade, first juice the limes and orange. Measure and set aside.
2. Peel and coarsely chop the garlic. Place the garlic, cumin, dried oregano, salt and pepper and make a smooth paste mixture. Stir in the citrus juice, bit by bit, to combine. Make sure to taste the marinade and adjust it to suit your tastes, if necessary.
3. Place the flank steak into a shallow dish coat with the marinade for 30 minutes at room temperature. For longer marinating (Cover and transfer to the refrigerator. Let marinate for 3 to 4 hours.)
4. When ready to cook, preheat your grill to high. Clean and then oil the grate with a paper towel that has been doused in oil.
5. Drain the flank from the marinade and lightly pat dry. Discard the marinade.
6. Place the flank steak diagonally onto the grill. Grill each side for approximately 4 minutes (for medium-rare) or until cooked to your liking.
7. Transfer to a tray lined with a rack and cover with vented foil to rest for a few minutes.
8. Once rested, slice the meat across the grain into 1/4" -inch thick slices. Sprinkle with Kosher or sea salt and freshly ground black pepper to taste. Serve with fresh lime wedges and hot sauce, if desired.
German Spaetzle Dumplings

Ingredients

1 cup all-purpose flour  
1/4 cup milk  
2 eggs  
1/2 teaspoon ground nutmeg  
1 pinch freshly ground white pepper  
1/2 teaspoon salt  
1 quart hot water  
4 slices bacon  
2 tablespoons chopped fresh parsley

Directions

1. Mix together flour, salt, white pepper, and nutmeg. Beat eggs well, and add alternately with the milk to the dry ingredients. Mix until smooth.
2. Press dough through spaetzle maker, or a large-holed cheese grater.
3. Drop a few at a time into simmering liquid. Cook 5 to 8 minutes. Drain well.
4. Cook bacon in medium skillet. Remove bacon from skillet but DO NOT drain the grease. Sauté the cooked spaetzle in the bacon grease 3-4 minutes. Chop bacon into bits and add back to the sauté pan.
5. Remove from pan and garnish with chopped parsley.
Macaroni and Cheese

Ingredients

For the béchamel:
4 cups (1 quart) whole milk
8 tablespoons unsalted butter (1 stick)
1/2 cup all-purpose flour
2 tablespoons kosher salt

To assemble:
Kosher salt
1 pound pasta
8 ounces shredded cheddar cheese (about 3 cups)
3 ounces grated parmesan cheese (about 1 cup)
2/3 cup panko
¼ cup of melted butter (for panko)

Directions (Preheat Oven to 400°F) For the béchamel:

1. Heat the milk in a medium saucepan over medium-high heat until it just comes to a simmer, then turn off the heat and set aside.
2. In a large, heavy-bottomed saucepan, melt the butter over medium heat. Add the flour and whisk constantly until the mixture turns light brown in color, about 3 minutes. Remove from the heat.
3. While whisking constantly, slowly add the hot milk to the flour mixture until evenly combined and smooth. (It will get very thick when you first add the milk, then thin out.)
4. Return the saucepan to medium-high heat and while whisking constantly, cook until the sauce thickens and coats the back of a spoon, about 2 to 3 minutes. Stir in 1 tablespoon of the salt, taste, and add the remaining salt as desired. Remove from the heat and set aside.

To assemble:

1. Bring a large pot of heavily salted water to a boil over high heat. Add the pasta and cook until it's almost al dente (just on the edge of being underdone), then drain and rinse with cold water; set aside.
2. Place the reserved saucepan of béchamel over medium heat and stir in both cheeses just until melted and smooth. Add the pasta and continue cooking, stirring occasionally, until the pasta is heated through and steaming, about 2 to 4 minutes. Transfer to a 5-quart baking dish, sprinkle with the panko coated in melted butter, and bake until bubbling and brown on top, about 25 to 30 minutes.
"Salade Crevette" = Shrimp Salad
Boiled shrimp over long-grain & wild rice garnished with salsa verde and arugula
Yield: 3 servings

Shrimp
6 large prawns, deveined

Directions
Fill medium sauce pot with 4 inches water. Bring to boil. Stir in shrimp. Cover and remove from heat. Let stand 8-10 minutes or until shrimp are cooked through.

Long Grain & Wild Rice
½ box Uncle Ben’s Quick Cooking ‘rice

Directions
Follow directions on box. Use rice mold for plating technique

Salsa Verde: Green Tomatillo Salsa
3 medium tomatillos, husked and rinsed
½ jalapeno, stemmed
3 sprigs fresh cilantro (thick stems removed), roughly chopped 2 Tbsp. finely chopped onion
Salt

Directions
Roughly chop the tomatillos and the chiles. In a food processor, combine the tomatillos, chiles, cilantro and 2 Tbsp water. Process to a coarse puree, then scrape into a serving dish. Rinse the onion under cold water, then shake to remove excess moisture. Stir into the salsa and season with salt, usually a generous 1/8 teaspoon.

Arugula Garnish
2 c. baby arugula

Directions
Wash before plating. No further alteration of greens is necessary. Plate on top of shrimp.
# Salisbury Steak with Mushroom Sauce

**Total Time:** 45 minutes  
**Yield:** 2 servings

## Ingredients

<table>
<thead>
<tr>
<th>Salisbury Steak</th>
<th>Mushroom Sauce</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ tablespoon butter</td>
<td>1 cups beef stock</td>
</tr>
<tr>
<td>½ tablespoon olive oil</td>
<td>2 Tbsp cup heavy cream</td>
</tr>
<tr>
<td>¼ cup chopped onions</td>
<td>Pinch of salt</td>
</tr>
<tr>
<td>1 Tbsp milk</td>
<td>Few grinds black pepper</td>
</tr>
<tr>
<td>1 Tbsp heavy cream</td>
<td>¼ tsp chopped fresh thyme</td>
</tr>
<tr>
<td>1 Tbsp beef stock</td>
<td>¼ teaspoon Worcestershire sauce</td>
</tr>
<tr>
<td>½ tsp Worcestershire sauce</td>
<td>¼ teaspoon Bouquet Garni</td>
</tr>
<tr>
<td>½ tsp chopped fresh thyme</td>
<td>1.5 ounces butter divided</td>
</tr>
<tr>
<td>⅛ teaspoon onion powder</td>
<td>½ tablespoon olive oil</td>
</tr>
<tr>
<td>¼ teaspoon garlic powder</td>
<td>1/8 cup chopped onions</td>
</tr>
<tr>
<td>¼ teaspoon salt</td>
<td>4 ounces baby bella mushrooms, sliced</td>
</tr>
<tr>
<td>¼ c. white bread, crust cut off</td>
<td>1 ounce flour</td>
</tr>
<tr>
<td>½ egg, beaten</td>
<td></td>
</tr>
<tr>
<td>½ pound ground chuck</td>
<td></td>
</tr>
<tr>
<td>¼ pound ground sirloin</td>
<td></td>
</tr>
<tr>
<td>¼ pound ground pork</td>
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</tbody>
</table>

## Directions

1. In a medium sauté pan, melt butter in olive oil and cook onions for three minutes over medium heat. Remove from heat and add milk, cream, stock, Worcestershire sauce, thyme, onion powder, garlic powder, salt, pepper and the bread. Mix to combine letting bread soak up all liquid. Once mixture is completely cool, add beaten egg and stir again to dissolve bread and egg into mixture.

2. In a large bowl, combine three meats and add onion and bread mixture. Gently work mixture with your hands but do not over work the meat.

3. Form into five equal sized football shaped patties.

4. For sauce, in a medium saucepan, heat beef stock, cream, salt, pepper, thyme, Worcestershire sauce and Bouquet Garni. Hold on medium heat.

5. In a large skillet, heat 1 ounce of butter and olive oil over medium high heat. Once hot and frothy, add the meat patties and cook about five minutes on each side. Gently remove to a platter. They will not be fully cooked at this point.

6. Add the onions to the pan and cook over same heat for one minute. Add the mushrooms and increase heat to almost high. Cook for four or five minutes until mushrooms are browned and have absorbed the liquid. Remove mushrooms to a bowl and hold.

7. Reduce heat to medium and add the remaining butter. Once melted add flour and cook for five minutes until raw flour smell is gone. One third at a time add hot stock whisking with each third.

8. Add reserved mushrooms and stir with wooden spoon. Add Salisbury steaks to sauce, along with any liquid from the platter and then spoon sauce over top of each steak. Cover pan and cook on medium low for 15-20 minutes or until a probe thermometer reaches 155 degrees when inserted into the center of one of the steaks.
Any good dinner plate has 4 parts: a protein, a starch, a veggie & a sauce to hold it together. For this entree, you will create Salisbury steak, mashed potatoes, mixed veggies, and mushroom sauce. Be creative in your plating & presentation to impress the judges.

**Mashed Potatoes**

**Ingredients**

- 2 Yukon gold potatoes
- Pinch of salt
- Cream
- 2 oz. butter
- White pepper, to taste

**Directions**

Scrub potatoes clean. Peel and roughly chop. Put in small saucepan and cover with cold water. Add salt. Bring to a boil, lower heat to medium and simmer until tender. Drain water. Continue cooking over low heat. Mash the potatoes. Add butter a little at a time until fully incorporated. Slowly stir in cream until desired consistency. Add salt and pepper to taste.

**Mixed Veggies**

**Ingredients**

- Carrots Green beans
- Yellow pepper

**Directions**

You can cut and prepare the veggies in any way you choose but you must demonstrate at least 1 knife cut.
Sous Vide Salmon with Smashed Potatoes and Mustard Béchamel

Unlike fish made in a traditional oven, the exterior of sous vide—cooked salmon never contracts and dries out from exposure to too much heat—we rest ours in a bath set to 122 °F / 50 °C, about the temperature of the hottest setting on your kitchen sink. Yield: 3 servings, Time: 45 min.

Ingredients

Salmon
3 (4 oz.) salmon fillet (skinned)
2 Tbsp olive oil
1 Ziploc bag (qt. size)
1 digital thermometer
1 binder clip (optional, to hold bag in place)

Potatoes
2 medium Yukon gold potatoes
1/8 c. chicken broth, warmed
1/8 c. sour cream
2 tsp chives, chopped
Salt & white pepper tt.

Sauce
5 tablespoons butter
4 tablespoons all-purpose flour
4 cups milk
2 Tbsp mustard

Directions

Salmon
1. Prepare water bath. Fill a medium saucepot with about 1.5 quarts of water. Bring water to temp of 122 °F.
2. Place oil and salmon in Ziploc bag but do not yet seal. Gently place bag in water while holding on to the top. Once partially submerged, seal the bag. This will help all of the air escape (this is referred to as the "water displacement method"). Then you can use the binder clip to attach the bag to the edge of the pot while it cooks. Use the thermometer to make sure the water maintains a temp of 122 °F.
3. After 35 minutes, remove salmon from water bath and transfer to plate. Season with salt and pepper to taste.

Potatoes
1. Place potatoes in a steamer basket fitted over a large pot of boiling water. Cover and steam for about 15 minutes, or until potatoes are tender.
2. Transfer potatoes to a large bowl. Add the broth, and coarsely mash the potatoes. Stir in the sour cream and chives. Season with salt and pepper, to taste, and serve.

Sauce
1. In a medium saucepan, heat the butter over medium-low heat until melted. Add the flour and stir until smooth. Over medium heat, cook until the mixture turns a light, golden sandy color, about 6 to 7 minutes.
2. Meanwhile, heat the milk in a separate pan until just about to boil. Add the hot milk to the butter mixture 1 cup at a time, whisking continuously until very smooth. Bring to a boil. Cook 10 minutes, stirring constantly, then remove from heat.
3. Whisk in the mustard and serve right away.
Zesty Spaghetti Sauce

Sauce Ingredients
1 pound ground beef 
1 tablespoon olive oil 
½ medium onion, chopped 
1 clove garlic, minced 
1 teaspoon oregano 
1 teaspoon dried basil 
¼ teaspoon of red pepper flakes 
1 teaspoon salt (or to taste) 
¼ teaspoon ground pepper (or to taste) 
3 oz. tomato paste 
32 oz. tomato sauce (Freshly Made is Best!) 
16 oz. diced tomatoes

Pasta Ingredients
4 Quart Sauce Pan filled with water 2/3 full 
1 Tbsp of Kosher Salt 
2 cups of dry pasta

Directions
1. Brown the ground beef, onion and garlic in olive oil with oregano, basil, red pepper flakes, salt and pepper. 
2. Begin heating pasta water with salt; covered with lid. 
3. Add tomato paste, tomato sauce and diced tomatoes. 
4. Stir well and bring to a simmer over medium heat. 
5. Cover and simmer for 45 minutes. 
6. With 15 minutes remaining cook pasta until Al Dente 
7. Serve completed sauce with cooked pasta; garnish with Parmesan Cheese.
Steak Salad with Goat Cheese Fritters (From "You Eat with Your Eyes")
Yield: 3 plates

Ingredients

1 red beet  
1 yellow/golden beet  
36 French green beans (aka "haricot verts")  
12 oz. steak (tenderloin) 1  
green apple  
½ log goat cheese (5 oz.)  
Dental floss (1 piece)  
1 egg white  
1.5 c. bread crumbs 1  
T. oil  
Dash of salt  

Dressing:

¾ tsp Dijon mustard 1  
tsp sugar  
Dash of salt and pepper 3  
T apple cider vinegar 1/3  
c. vegetable oil

Directions

1. Wash and peel the beets. Use a mandolin to thinly slice them. Place them around the edges of the plate, alternating colors.  
2. Trim the green beans and quickly blanch them. Arrange them in the center of the plate link "Lincoln logs" (6 going one way and 6 more on top going the other way)  
3. Pan-fry the steak until medium well. (about 160°F). Thinly slice the steak and lay over top the green beans.  
4. Cut the apple into medium dices. Arrange over top the beets around the edge of the green beans.  
5. Use a piece of floss to slice the goat cheese log into ¼-1/2 inch thick slices. Dip the cheese into the beaten egg white and then roll it in the bread crumbs. Pan fry the cheese in the oil to make fritters. Place a fritter on each corner of the plate. Season to taste.

For the Dressing

1. Whisk the mustard, sugar, salt, pepper, and vinegar together in a bowl.  
2. Slowly drizzle in the oil, whisking constantly, until thickened.  
3. Adjust the seasonings to taste.
South Indian-Style Vegetable Curry

This easy one-pot meatless main gets its complex flavor from a combination of spices including coriander, cumin, turmeric, cayenne, and cinnamon. The spices marry in a rich, flavorful sauce that has a comforting, belly-warming appeal. Serves 6.

Ingredients

1 cup white rice  
2 Tbs. canola oil  
1 large yellow onion, finely diced  
4 medium cloves garlic, minced  
1 Tbsp. fresh ginger, peeled and grated  
1 Tbs. ground coriander  
1 ½ tsp. ground cumin  
¾ tsp. ground turmeric  
½ tsp. cayenne  
1 Tbs. tomato paste  
2 cups lower-salt chicken broth or vegetable broth  
1 cup light coconut milk  
One 3-inch cinnamon stick

Fine sea salt and freshly ground black pepper  
1 small cauliflower, broken into 1-1/2-inch florets (about 4 cups)  
1 lb. sweet potatoes, peeled and cut into 1-inch cubes (about 3 cups)  
2 medium tomatoes, cored, seeded, and coarsely chopped (about 1-1/2 cups)  
2 large carrots, peeled and cut into 1/2-inch-thick rounds (about 1 cup)  
One 15½ oz. can chickpeas, drained and rinsed  
4 oz. baby spinach (about 4 lightly packed cups)  
2 Tbs. fresh lime juice  
1 tsp. finely grated lime zest  
2 Tbs. chopped fresh cilantro

Directions

1. Cook rice according to package directions and set aside.
2. In a 5- to 6-quart Dutch oven or other heavy-duty pot, heat the oil over medium-high heat. Add the onion and cook, stirring occasionally, until beginning to brown, 3 to 4 minutes. Reduce the heat to medium (or medium low if necessary) and cook until the onion is richly browned, 5 to 7 minutes more. Add the garlic and ginger; cook, stirring, for 1 minute to blend the flavors. Add the coriander, cumin, turmeric, and cayenne; stir for 30 seconds to toast the spices. Add the tomato paste and stir until well blended with the aromatics, about 1 minute.
3. Add the broth, coconut milk, cinnamon stick, 1 tsp. salt, and 1/4 tsp. pepper and bring to a boil. Reduce the heat to medium low or low and simmer for 10 minutes.
4. Add the cauliflower, sweet potatoes, tomatoes, and carrots. Raise the heat to medium high and return to a boil. Reduce the heat to medium low, cover, and simmer until the vegetables are tender, 20 to 25 minutes. Discard the cinnamon stick.
5. Stir in the chickpeas, spinach, lime juice, and zest; cook until the spinach has wilted, about 3 minutes more. Season to taste with salt. Serve garnished with the cilantro, over rice.
Veloute/Allemande Sauce Lab
Ve`lou`te´ (Veloute)

A white sauce or stock made by boiling down ham, veal, beef, fowl, bouillon, etc., then adding soup stock, seasoning, vegetables, and thickening, and again boiling and straining.

Liaison

In the culinary arts, a liaison is a mixture of egg yolks and heavy cream that is used to thicken a sauce.

Tempering

"Temper" is a culinary term meaning to stabilize certain products. For instance, when a hot liquid, like soup, is mixed with cold cream, it is added slowly, whisking the entire time, so the dairy product doesn't curdle.

Temper egg mixtures

Slowly add a little bit of the hot liquid to the cold egg mixture whisking. Then add back to the hot liquid whisking until blended smooth. Keep whisking under heat until the mixture thickens to the proper consistency.

Knappe

To coat the back of a spoon. Dip into mixture and draw a line on the back of the spoon. If the line holds then it is thick enough to be considered "knappe".
Appendix

Food Network Report

Each week, you will watch 1 show on the Food Network. Possible options are Chopped, Pioneer Woman, Cutthroat Kitchen, Diners Drive-ins and Dives, Good Eats, and many more. After watching one episode, you will fill out the form below and turn it in on Monday morning. The purpose of this continuing assignment is for you to learn more cooking & plating techniques and get better connected with the Foodie culture.

Student's name: _____________________________________________________________

Show watched: _____________________________________________________________

Episode title: ______________________________________________________________

Date you watched the show: _________________________________________________

1. What is the name of the chef(s) featured on this episode?

2. Describe what happened in this episode. (1 paragraph, full sentences)

3. Explain one new cooking idea, technique or trick you learned from watching this episode. (If your answer is "nothing," then pick another show)

4. What is your opinion of the food that was made? Would you eat it? Why/why not? Describe how the dish looked and how that affects your answer.
How Do I Know if I Can Be a ProStart School?

Part of the WLRA Education Foundation funding comes from the National Restaurant Association. They base that funding in part on the number of active official ProStart schools we have in our state. Each Fall, teachers receive an email asking them to log into the National site and verify their contact information and select which category they fit into from the table below. The funds allocation is based on that data received and is critical for the Foundation to be able to continue to provide trainings and the state Competition. If you are not already in one of the first two categories, please contact your state ProStart Coordinator to assist you in moving forward to join in the network of official active schools.

### 2016-2017 ProStart Program School Criteria

<table>
<thead>
<tr>
<th></th>
<th>Premier ProStart School</th>
<th>Full Program ProStart School</th>
<th>Curriculum Only Schools (Note: these are not ProStart programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text</strong></td>
<td>FRMCA used in classroom</td>
<td>FRMCA used in classroom</td>
<td>FRMCA or “Becoming” used in classrooms</td>
</tr>
<tr>
<td><strong>Register</strong></td>
<td>Educators register on website as ProStart Educator</td>
<td>Educators register on website as ProStart Educator</td>
<td>Educators may register as FRMC Educators but not as ProStart Educators</td>
</tr>
<tr>
<td><strong>Educator Status</strong></td>
<td>Educators approved by State Coordinator as ProStart Educators</td>
<td>Educators approved by State Coordinator as ProStart Educators</td>
<td>Educators not approved by State Coord. as ProStart Educators</td>
</tr>
<tr>
<td><strong>COA</strong></td>
<td>- Promotes COA to students; assists students apply for &amp; earn COA</td>
<td>- Promotes COA to students</td>
<td>- Students not eligible for COA</td>
</tr>
<tr>
<td><strong>Exam</strong></td>
<td>- Administers FRMCA exams, at a minimum, to students interested in earning the COA</td>
<td>- May administer exams</td>
<td>- May administer FRMCA Exam; “Becoming” exams no longer available</td>
</tr>
<tr>
<td><strong>COA</strong></td>
<td>- Approves COA applications in timely manner</td>
<td>- No COAs awarded</td>
<td>- N/A</td>
</tr>
<tr>
<td><strong>COA</strong></td>
<td>Submits student COA documents to Coordinator within 5 days of Educator Approval</td>
<td>- N/A</td>
<td>- N/A</td>
</tr>
<tr>
<td><strong>Prof. Divp.</strong></td>
<td>Educators attend state Professional Development Conference, unless excused by Coordinator</td>
<td>Educators may or may not attend Professional Development Conference</td>
<td>Invitation to Professional Development Conference at discretion of Coordinator</td>
</tr>
<tr>
<td><strong>Scholarships</strong></td>
<td>Promotes NRAEF Scholarships to students</td>
<td>Promotes NRAEF Scholarships to students</td>
<td>May promote NRAEF Scholarships</td>
</tr>
<tr>
<td><strong>Data</strong></td>
<td>Participates in NRAEF Data Collection and, if asked, in surveys.</td>
<td>Participates in NRAEF ProStart Data Collection System and, if asked, in surveys.</td>
<td>Not eligible to participate in NRAEF ProStart Data Collection System.</td>
</tr>
<tr>
<td><strong>Industry Connections</strong></td>
<td>Connects with Industry through <strong>two or more of</strong> the following:</td>
<td>Connects with industry through <strong>at least one</strong> of the following:</td>
<td>May have industry connections</td>
</tr>
<tr>
<td></td>
<td>1. Arrange for industry guest speakers &amp;/or industry tours at least twice per year.</td>
<td>1. Arrange for industry guest speakers &amp;/or industry tours at least twice per year.</td>
<td>Not eligible to compete in National ProStart Invitational.</td>
</tr>
<tr>
<td></td>
<td>2. Recruit and work w/ industry mentor for entire class.</td>
<td>2. Recruit and work w/ industry mentor for entire class.</td>
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<td></td>
<td>3. Work with an Industry Advisory Board.</td>
<td>3. Work with an Industry Advisory Board.</td>
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<td>5. Participate in SRA events.</td>
<td>5. Participate in SRA events.</td>
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<td></td>
<td>6. Represent ProStart at industry/community events.</td>
<td>6. Represent ProStart at industry/community events.</td>
<td></td>
</tr>
<tr>
<td><strong>Optional</strong></td>
<td>Additional criteria at discretion of State Coordinator; valid upon notification and approval of NRAEF.</td>
<td>Additional criteria at discretion of State Coordinator; valid upon notification and approval of NRAEF.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Overview of Culinary Employment Portfolio
Due Date: ________________

The goal of this project is for you to have a portfolio to take with you into your future as you interview for part-time jobs now and your career. All documents should be printed and turned in together in a professional document holder (see picture above). The final project should include all of the parts listed below. There are individual instructions for all parts.

- Cover Page (with picture)
- Interview Questions
- Resume
- Reference List
- Thank You Letter

<table>
<thead>
<tr>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1. Interview Questions (20 points) | Interview questions are easily understood and follow the recommended format  
All four questions are **thoroughly** answered  
Answers to the interview questions are written without grammar, punctuation, or spelling mistakes. |
| 2. Resume (20 points) | Resume includes basic elements such as personal contact information, education, and experience  
Resume is professionally formatted  
Perfect use of grammar, punctuation, and spelling  
Resume is one page in length |
| 3. Reference List (5 points) | Reference list includes 3 appropriate references  
Reference list is professionally formatted  
Perfect use of grammar, punctuation, and spelling  
Reference list includes appropriate information |
| 4. Thank You Letter (10 points) | Thank You letter addresses uses suggested format and content  
Thank You letter is written without grammar, punctuation, or spelling mistakes using a proper business format |

Total Score = 55
Part 1: Interview Questions

Following are some Commonly Asked Interview Questions (these are the ones that you will be creating answers for your portfolio).

1. “Tell Me about Yourself”
This is usually one of the very first things an interviewer will say to you. This is also a good opportunity to make a good impression and talk about your skills and why you would be a good match for this job. While you don’t want your answer to sound rehearsed, you do want to sound professional and confident in your answer, which is why you should practice it. You can also use variations of this answer when you are networking and meeting people for the first time (outside of an interview.)
A good format to use is as follows:
   1. Introduce yourself
   2. Tell what your current status is (i.e. last job title or student status)
   3. Describe what you do at work (or school)
   4. Describe one or two things you've accomplished or excel at that directly relate to the position
   5. Mention why you decided to apply for this position
A few sentences, and around 30-45 seconds, should be enough to give your interviewer a positive idea of who you are and what you’ve done, as well as put your application in a good context. The following examples demonstrate this format:
Example: My name is Julie Johnson (1), and I’m a senior at Greendale High School (2) where I’m preparing to go to college for psychology (3). I’m good at public speaking, and I’ve been a group leader on several school projects (4). I want to get closer to the subject of psychology, so I think being the receptionist in a doctor’s office would be a good step for me (5).

2. “What are your greatest strengths?”
When you are asked questions about your strengths, it’s important to discuss attributes that will qualify you for the job. The best way to respond is to describe the skills and experience that directly correlate with the job you are applying for.

Sample Answers
   - When I’m working on a project, I don’t want just to meet deadlines. Rather, I prefer to complete the project well ahead of schedule.
   - I have exceeded my sales goals every quarter and I’ve earned a bonus each year since I started with my current employer.
   - My time management skills are excellent and I’m organized, efficient, and take pride in excelling at my work.
   - I pride myself on my customer service skills and my ability to resolve what could be difficult situations.

This is a great chance to highlight your best skills. Don't pick just one, focus on your top three or four. Some examples are: leadership skills, team-building skills, technology skills, problem solving skills and organizational skills. Determine which strengths would fit best with the position for which you are applying. For example, if the job announcement stresses the ability to handle multiple tasks, you could say: "I'm good at organizational skills, prioritization and time management. But my greatest strength is my ability to effectively handle multiple projects and deadlines."
3. “What are your greatest weaknesses?”
When you're asked what your greatest weakness is, try to turn a negative into a positive. For example, a sense of urgency to get projects completed or wanting to triple-check every item in a spreadsheet can be turned into a strength i.e. you are a candidate who will make sure that the project is done on time and your work will be close to perfect. Note that the term “weakness” isn’t used in the sample answers - you always want to focus on the positive when interviewing.

**Sample Answers**
- Being organized wasn't my strongest point, but I implemented a time management system that really helped my organization skills.
- I like to make sure that my work is perfect, and I sometimes end up spending too much time checking it. However, I've come to a good balance by setting up a system to ensure everything is done correctly the first time.
- My skills in Excel and spreadsheet applications could be better. One of the things that I am doing to improve my skills is to work through some online tutorials and I have also signed up for a class to learn the software programs better.

Be careful with this one. Most interview guides will tell you to answer it with a positive trait disguised as a weakness. For example, “I tend to expect others to work as hard as I do,” or “I’m a perfectionist.” Interviewers have heard these “canned” answers over and over again. To stand out, be more original and state a true weakness, but then emphasize what you’ve done to overcome it. For example, “I’ve had trouble delegating duties to others because I felt I could do things better myself. This has sometimes backfired because I’d end up with more than I could handle and the quality of my work would suffer. But I’ve taken courses in time management and learned effective delegation techniques, and I feel I’ve overcome this weakness.”

4. “Do You Have Any Questions?”
Often the interviewer’s last question is, “Do you have any questions for me?” Candidates who do not have questions show a lack of initiative and give the impression that they have minimal interest in the position. Stand out from those lazy job seekers by asking questions!

1. **DO write your questions down ahead of time.** Most people are nervous in an interview, and you don’t want to forget your questions. When the interviewer asks if you have questions, open your portfolio (or folder) and refer to the questions. You will look prepared and professional!
2. **DO NOT ask about time off, sick pay, salary, vacations...**
3. **DO ask questions about management structure, company mission statements, current projects they are working on, their vision for the future, what they see as the biggest challenge or reward of this position, or what a typical day in this job would look like.**

**Example Questions:**
- What does your training program look like?
- I see that you have three locations; do all of your locations offer the same products/services?
- What is the dress code?
- When do you expect to make your final decision?

If the job is something that you are interested in (remember - you are interviewing them as well!), be sure to say so! Something along the lines of “This job sounds like a great opportunity, and I hope that you will consider me for the position.”

**Part 2: Resume Example**
Part 2: Resume Example

Christina Smith
0000 Bergen Avenue; Milwaukee, Wisconsin 00000
Phone: (555) 555-5555
Email: csmith@gmail.com

Objective
To obtain a position in the banking industry where I will be able to contribute to the success of the company as well as increase my skills and knowledge.

Employment Experience
ABC Bank, Milwaukee, Wisconsin
Bank Teller
March 2013 – present
Accurately and efficiently process and record routine transactions for bank customers including cashing checks, accepting deposits and withdrawals, processing loan payments and money transfers. Promote and advise on the bank’s products and services. Major responsibilities include:
- receive and count working cash at beginning of shift
- accept cash and checks for deposit and check accuracy of deposit slip and
- process cash withdrawals
- explain, advise on and promote bank products and services to customers

Education
Greendale High School, Greendale, Wisconsin
September 2011 – present
Anticipated graduation date: June 2015
- Honor Roll
- Foreign Languages: Spanish and German
- Business Courses: Accounting, Finance, Web Design and Computer Applications
- Activities: Future Business Leaders of America (FBLA), Volleyball team, School play, Camera and Media Club, Math Club

Volunteer Experience
Humane Society, Milwaukee, Wisconsin
June 2010 – August 2012
Animal Unit Volunteer
Responsibilities: Volunteer in the small animals unit - assisting staff with daily tasks, watching over animals, filing and chart work, stocking supplies, compiling necessary paperwork for customers, bringing animals to and from adoption rooms and checking for correct identification.

References
Available upon request
Part 3 - Creating Your Reference List

When an employer asks you for references, you should be able to provide at least three names and contact information for people who will provide you with a good quality reference. Good references would include prior job or volunteer supervisors and co-workers, coaches, teachers, and other individuals who can address your skills, knowledge and character. People you should not use as references include: classmates, friends, family, and relatives. Before you use someone as a reference, be sure to ask them for permission. Most people are flattered to be asked to be a reference. When you are asking someone to be a reference, be sure to ask what contact information you can use. For example, they may want you to use their work/professional phone and email instead of their personal/home contact information.

For your Reference List you should:

1. Use the same fonts as you use on your resume
2. Have the appropriate contact and information on your reference list. If you do not know all of the information for a particular person, include what you do know. For example, if you have a reference that does not provide you with an email address, but you do have their phone #, you may include just the phone #. It is better to have both, but you need to have at least one of the two (phone or email).
3. Include your name on the top of the page. Often, you submit the reference list separately from your resume. If the reference list is separated from your resume, the employer will not know to whom it belongs.
4. The month and year of your reference list. As you move through your education and career, your reference list names will change. A month and year helps to identify how current the reference list is.

Example:
Reference List for Christina Smith
January 2014

Susan Johnson, Financial Services Manager
ABC Bank, Milwaukee, WI
Former Supervisor
(555) 555-5555
susan@vmca.com

Thomas Roth, Office Manager
Milwaukee County Humane Society, Milwaukee, WI
Former Volunteer Supervisor
(555) 555-5555
roth@humane.com

Brenda Hertl, High School English Teacher
XYZ High School, Milwaukee, WI
(555) 555-5555
hertl@school.com
Part 4 - Creating an Interview Thank You Letter

After your interview, the first thing you should do is to write a thank you letter to your interview (or interviewers). As email becomes more acceptable as a form of business communication, this can be done via email, but the traditional format is in a business letter format, which is mailed.

**EXAMPLE:**

Your Address
City, State, Zip Code

Date (Use the format: For example: May 4th, 2014)

Name of person with whom you interviewed
Title of person at company
Company
Address
City, State, Zip Code

Dear Name of person with whom you interviewed:

Thank you for the opportunity to interview with you for the position of the sales clerk at the XYZ Company. I enjoyed our conversation, and I am very excited about the possibility of joining your team. The position seems to be a very good match for my skills and interests.

In addition to my enthusiasm, I will bring to the position strong customer service skills, attention to detail and the ability to work cooperatively with others in a team. In my experience working at the Greendale school store, I handled customer service, cash handling, stocking of items, cash drawer balancing as well as opening and closing duties.

I appreciate the time you took to interview me. I am very interested in working for you and look forward to hearing from you about this position. If there is any additional information that I can provide, I can be reached at (555) 555-5555 or name@email.com.

Sincerely,

(Your signature)

Your typed name
SAMPLE FLYER from Wisconsin ProStart:

Culinary Arts Class
Sign up now!

Only 18 spots available... claim your chef's coat now!

PROSTART

- Are you a Junior or Senior?
- Do you enjoy eating GOOD food?
- Are you interested in an advanced education in culinary arts?

The restaurant industry currently employs 10% of people in the U.S. In the next decade, the industry is projected to add another 1.3 MILLION jobs.

What is ProStart?
- TWO year course
- Rigorous course curriculum that is FUN at the same time!
- Earn restaurant industry certification by passing the ServSafe national exam
- Earn college credit ... saving you up to $2,000 in college tuition costs
- Compete in state competition with other high schools (think "Chopped" from Food Network)
- Best part of all... you get to wear a chef's coat everyday in class!! 😊

See Ms. Slaasted in room 139 for more information and to pick up an application. If needed, try-outs for the class will be in May with professional chefs from Milwaukee. Only 18 spots in the class.
Knife Skills
When we use knives in a ProStart kitchen, or in any kitchen for that matter, our focus is: Safety First. Safety Always.

Parts of a Knife

**Essential Knife Rules**

- **A C E S GO**
  - A: Anchor cutting boards, never cut on a loose board.
  - C: **Claw Grip**. Use the Claw Grip, never trail digits.
  - E: **Eyes on the board**, never cut unsupervised.
  - S: **Slow is Smooth, Smooth is Fast**; Never hurry.
  - **GO**: Let it go; Never catch a falling knife, never hold a knife tightly when walking.

- When moving around a kitchen, a knife should dangle loosely between index and middle finger.
- Never, ever, ever cut on a board that’s unanchored.
- Never scrape ingredients around a cutting board with the blade. It’s bad for the knife, and dangerous.
- Never move a cutting board with a knife on it.
- NEVER CUT TOWARDS YOURSELF!!!
- Always wash your hand before you touch a knife.
- You don’t need to wear gloves with your knife hand while you’re cutting; in fact, it can be dangerous.
- Never hand knives to people. Set them down, they pick them up.
- NEVER PUT A KNIFE IN WATER!!!
- Don’t talk and cut. Don’t dance and cut. Total focus required.
- Don’t cut without finding a First Aid kit (first).
types of knives

- French (chef’s): all purpose
- Utility:
- Paring:
- Clip point:
- Sheep’s foot:
- Tourné:
- Slicer:
- Serrated slicer:
- Offset (deli):
- Tomato:
- Boning:
- Filleting:
- Cleaver:
- Clam:
- Oyster:
- Devein:
- Scimitar:
- Butcher:
- Frozen food saw:

Reduces stabbing potential & solid stout shape with good leverage make a good blade for tough but small jobs.

Used for the namesake tourné cut, which is like a small football.

If your tomatoes are bleeding a lot of water, you may want to slice them with a non-serrated blade: the serrated blades tear as much as they cut.

Boning Knife: remove meat from bone, usually red meat
Filet Knife: remove bones and skin from filets, usually fish

Scimitars and Butcher knives are both used for cutting large pieces of meat and slicing steaks.

Use an abundance of caution with serrated blades. They tear instead of cutting, and the wounds are more painful.
Anchoring a cutting board means putting down a wet rag underneath it. This makes sure the board doesn’t slide around while you’re cutting. Do it every time, on a stable table.

Most of us hold our knives wrong. It’s not really our fault though; they put the handle in the wrong spot! Holding a knife on the handle is a sure fire way to lose control.

Instead, hold the knife at its balance point, where the blade meets the handle. This gives you much better control of the knife in all directions, and is the safest way to hold a knife.

The most secure way to grip a knife is by gripping the top of the blade firmly between your thumb and forefinger. Place your middle finger just behind the heel. This grip may take some getting used to, but it gives you maximum control over your knife and allows you to pivot from the wrist when chopping.

Never hold a knife only by the handle. Instead of pivoting from the wrist, the heel of the knife becomes the pivot point. This motion is very difficult to control and is more likely to result in injuries.
THE CLAW!!!!!!! The secret to the claw is that the closest point of contact with the knife blade becomes a knuckle, high off the board, at an oblique angle to the knife, instead of a finger, low on the board, at a perpendicular angle to the knife. You have to lift the knife very high to cut your claw.

We know, Chef Ramsay looks sexy when he does it, but that's the only reason he or anyone else would use a sharpening steel.

Contrary to the name: sharpening steels don't sharpen. They tune small imperfections on the blade in between sharpening sessions.

To use them, rub the blade at a 15 degree angle to the steel.

Real sharpening occurs with a wet stone. Some use oil, some use water. We prefer the water ones.

Soak in warm water. Anchor securely. Blade should pass over stone at a 15 degree angle, repeatedly.

Continue wetting the stone. Fight any urge to clean gritty water; the small particles suspended in dilution are critical to the sharpening process. Keep knife and stone wet. Finish with steel. Always dry stone thoroughly.
# basic knife cuts

## uniform cuts

<table>
<thead>
<tr>
<th>Type</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large dice</td>
<td>$\frac{3}{4}'' \times \frac{3}{4}'' \times \frac{3}{4}''$</td>
</tr>
<tr>
<td>Medium dice</td>
<td>$\frac{1}{2}'' \times \frac{1}{2}'' \times \frac{1}{2}''$</td>
</tr>
<tr>
<td>Small dice</td>
<td>$\frac{1}{4}'' \times \frac{1}{4}'' \times \frac{1}{4}''$</td>
</tr>
<tr>
<td>Brunoise</td>
<td>$\frac{1}{8}'' \times \frac{1}{8}'' \times \frac{1}{8}''$</td>
</tr>
<tr>
<td>Fine Brunoise</td>
<td>$\frac{1}{16}'' \times \frac{1}{16}'' \times \frac{1}{16}''$</td>
</tr>
<tr>
<td>Batonnet</td>
<td>$\frac{1}{4}'' \times \frac{1}{4}'' \times 2-3''$</td>
</tr>
<tr>
<td>Julienne</td>
<td>$\frac{1}{8}'' \times \frac{1}{8}'' \times 1-2''$</td>
</tr>
<tr>
<td>Fine Julienne</td>
<td>$\frac{1}{16}'' \times \frac{1}{16}'' \times 1-2''$</td>
</tr>
<tr>
<td>Round</td>
<td>varied width &amp; thickness</td>
</tr>
<tr>
<td>Bias-Round</td>
<td>varied width &amp; thickness</td>
</tr>
<tr>
<td>Lozenge</td>
<td>$\frac{1}{2}'' \times \frac{1}{2}'' \times \frac{1}{8}''$</td>
</tr>
<tr>
<td>Paysanne</td>
<td>$\frac{1}{2}'' \times \frac{1}{2}'' \times \frac{1}{8}''$</td>
</tr>
</tbody>
</table>

## irregular cuts

- **Peel** - remove the skin or a thin layer from produce
- **Shred** - cut into thin, small pieces, typically with a grater
- **Chiffonade** - roll leaves and slice into thin shreds.
- **Chop** - coarsely cut into irregular shaped & sized pieces.
- **Mince** - chop into very fine pieces.