

Spanish Fork High School 2014-2015

Don's Learning Targets for

ProStart Year 1

I CAN explore the history and careers of the food service, tourism and lodging industries.

- I CAN identify the two segments of the restaurant industry, and give examples of businesses in each of them.
- I CAN categorize the types of businesses that make up travel and tourism industry.
- I CAN outline the growth of hospitality industry throughout the world.
- I CAN list chefs who have made significant culinary contributions.
- I CAN list entrepreneurs who have influenced the food industry.
- I CAN identify foodservice and career opportunities provided by the travel and tourism industry.
- I CAN describe two major categories of jobs in the industry.
- I CAN name reasons why people travel and the difference between leisure and business travelers.
- I CAN identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments.
- I CAN characterize the types of lodging operations and the activities associated with front-desk operations.

I CAN demonstrate keeping food safe through the use of proper sanitation techniques.

- I CAN define a foodborne-illness outbreak and the costs associated with it.
- I CAN recognize risks that are associated with high-risk populations.
- I CAN identify factors that affect the growth of pathogens.
- I CAN list characteristics and examples of TCS food.
- I CAN identify methods for preventing biological contamination and list the guidelines for storing chemicals safely.
- I CAN recognize the need for food defense systems.
- I CAN describe the most common allergens and methods for preventing allergic reactions.
- I CAN identify government agencies that regulate the restaurant and foodservice industry.
- I CAN describe personal behaviors that can contaminate food.
- I CAN demonstrate the proper steps to hand washing, and identify when hands should be washed.
- I CAN demonstrate personal cleanliness practices and appropriate work attire.
- I CAN identify ways to handle ready-to-eat food safely.
- I CAN identify when food handlers should be prevented from working around food.
- I CAN demonstrate ways to prevent cross-contamination.
- I CAN identify ways to prevent time-temperature abuse.
- I CAN list different temperature-measuring devices and their uses.
- I CAN identify characteristics of an approved food source.
- I CAN list the criteria for accepting or rejecting food during receiving.

- I CAN outline proper procedures for storing food.
- I CAN identify the minimum internal temperature requirements for cooking various TCS foods, as well as the proper procedures for holding, cooling, and reheating TCS foods.
- I CAN identify ways to handle food ready for service.
- I CAN outline proper procedures for preparing and serving food for off-site service.
- I CAN list the HACCP principles and explain their importance to food safety.
- I CAN explain the difference between cleaning and sanitizing and demonstrate proper procedures.
- I CAN identify factors that affect the effectiveness of sanitizers.
- I CAN list the elements of a master cleaning schedule.
- I CAN identify organizations that certify that equipment meets sanitation standards.
- I CAN outline procedures for managing pests.

I CAN implement workplace safety consistently.

- I CAN describe who is legally responsible for providing a safe environment and ensuring safety practices.
- I CAN investigate the role of Occupational Safety and Health Administration regulations.
- I CAN list the requirements for storing hazardous chemicals in an operation.
- I CAN explain the importance of general safety audits, safety training, and completing accident reports.
- I CAN describe the purpose of an emergency plan.
- I CAN use protective clothing and equipment to prevent injuries.
- I CAN identify electrical hazards, accidental fires, different types of fires and fire extinguishers.
- I CAN identify the cleaning frequency for equipment as a way to prevent fires.
- I CAN outline the actions to take in the event of a fire at a restaurant.
- I CAN outline the procedures for preventing slips, trips, and falls, as well as procedures for cleaning spills and using ladders safely.
- I CAN demonstrate how to use ladders safely, proper lifting and carrying procedures, and correct use of knives to avoid injuries.
- I CAN outline the basic first aid concepts and procedures.
- I CAN recognize the importance of locking doors.

I CAN identify professional kitchen essentials and understand standardized recipes.

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

I CAN identify professional kitchen equipment and techniques.

- I CAN identify the equipment needed for receiving and storing food and supplies.
- I CAN identify the equipment needed for pre-preparation.
- I CAN list the different types of knives used in the foodservice kitchen and give examples of their uses.
- I CAN examine basic types of pots and pans and their common uses.
- I CAN list the different types of preparation equipment used in the foodservice kitchen and give examples of their uses.
- I CAN describe the kitchen equipment needed for holding and serving food and beverages.
- I CAN apply effective mise en place through practice.
- I CAN explain how to care for knives properly.
- I CAN demonstrate the proper use of knives.
- I CAN explain the difference between seasoning and flavoring.
- I CAN describe and demonstrate basic pre-preparation techniques.
- I CAN list and explain how the three types of cooking work.
- I CAN describe dry-heat cooking methods and list the foods to which they are suited.
- I CAN describe moist-heat cooking methods and list the foods to which they are suited.
- I CAN describe combination-heat cooking methods and list the foods to which they are suited.
- I CAN identify ways to determine if a food is done cooking.
- I CAN list guidelines for plating or storing food that has finished cooking.
- I CAN describe a healthy diet.
- I CAN use the Dietary Guidelines for Americans and MyPyramid to plan meals.
- I CAN interpret information on a nutrition label.
- I CAN define obesity and explain how it can be prevented.

I CAN discuss, prepare and present a quality stock, sauce and soup.

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

I CAN describe and identify various effective communication processes.

- I CAN describe the communication process.
- I CAN identify obstacles to effective communication and explain how to prevent them.

- I CAN explain how personal characteristics can affect communication.
- I CAN list and demonstrated effective listening skills.
- I CAN list and demonstrate effective speaking skills.
- I CAN identify and use business-appropriate telephone skills.
- I CAN list and demonstrate effective writing skills.
- I CAN define organizational communication and give examples of when it might be used.
- I CAN describe interpersonal communication.
- I CAN list ways to build relationships through interpersonal communication.

I CAN identify the essentials of effective management in the work place.

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

I CAN explore and utilize fruits and vegetables.

- I CAN identify and describe different types of fruit.
- I CAN list and explain the USDA quality grades for produce.
- I CAN explain the factors that affect produce purchasing decisions.
- I CAN describe procedures for storing fruit.
- I CAN explain how to prevent enzymatic browning of fruit.
- I CAN match and cook fruit to appropriate methods.
- I CAN identify and describe different types of vegetables.
- I CAN define hydroponic farming.
- I CAN examine procedures for storing vegetables.
- I CAN match and cook vegetables to appropriate methods.
- I CAN list ways to hold vegetables that maintain their quality.

I CAN discuss the importance of serving your guests.

- I CAN explain the importance of customer service to the restaurant and foodservice industry.
- I CAN list the reasons for making a good first impression and give examples of how to make one.
- I CAN describe the types of customers that may have special needs.
- I CAN identify ways to identify customer needs.
- I CAN outline the process for receiving and recording reservations and special requests.
- I CAN outline the process for taking orders at the table, beginning with the greeting.
- I CAN define suggestive selling, and give examples of how to do it.
- I CAN explain basic guidelines for serving alcohol to guests.
- I CAN describe methods for processing payment.
- I CAN list ways to obtain feedback from guests and determine their satisfaction.
- I CAN explain how customer complaints should be resolved.
- I CAN describe the four traditional styles of service: American, French, English, and Russian.
- I CAN identify contemporary styles of service.
- I CAN demonstrate setting and clearing items properly.
- I CAN describe traditional service staff roles, and list the duties and responsibilities of each.
- I CAN identify various server tools and the correct way to stock a service station.

I CAN properly identify the selection, storage and use of potatoes and grains.

- I CAN identify and describe different types of potatoes.
- I CAN outline methods to select, receive, and store potatoes.
- I CAN demonstrate a variety of recipes and cooking methods to prepare potatoes.
- I CAN identify and describe different types of grains and legumes.
- I CAN demonstrate a variety of recipes and cooking methods to prepare grains and legumes.
- I CAN outline methods to select, receive, and store grains.
- I CAN identify and describe different types of pasta.
- I CAN demonstrate a variety of recipes and cooking methods to prepare pasta.
- I CAN describe and prepare dumplings.

I CAN explore building a successful career in the hospitality industry.

- I CAN outline a plan for an effective job search.
- I CAN write a resume that lists my experience, skills, and achievements.
- I CAN write an effective cover letter.
- I CAN compile the best examples of my work into a portfolio.
- I CAN read and complete a job application form.
- I CAN outline the steps to choosing a college or trade school and identify resources for answering those questions.
- I CAN read and complete college and scholarship application forms.
- I CAN list ways to find and apply for scholarships.
- I CAN list the steps to an effective job interview.
- I CAN identify the differences between closed- and open-ended questions in interviews.
- I CAN explain the follow-up steps for a job interview.
- I CAN list factors for maintaining health and wellness throughout a restaurant or foodservice career.
- I CAN describe the relationship between time and stress.
- I CAN examine ways to manage time and stress.
- I CAN outline the steps to resigning a job
- I CAN explain the importance of professional development and list ways to achieve it.