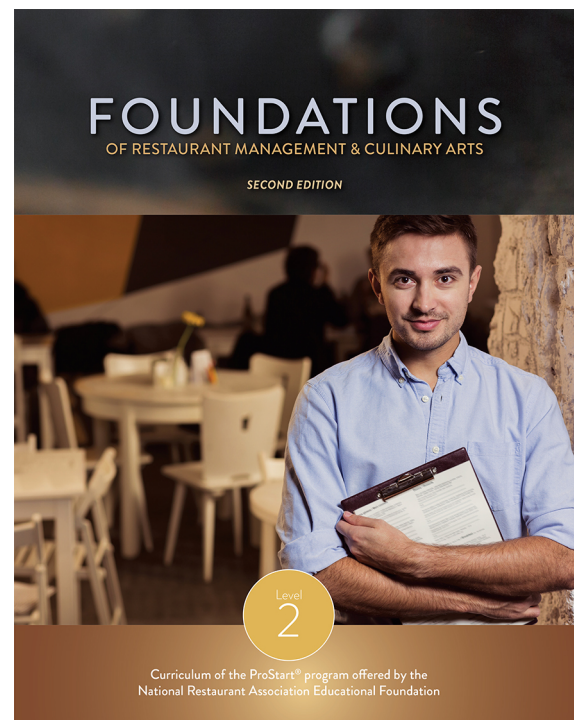
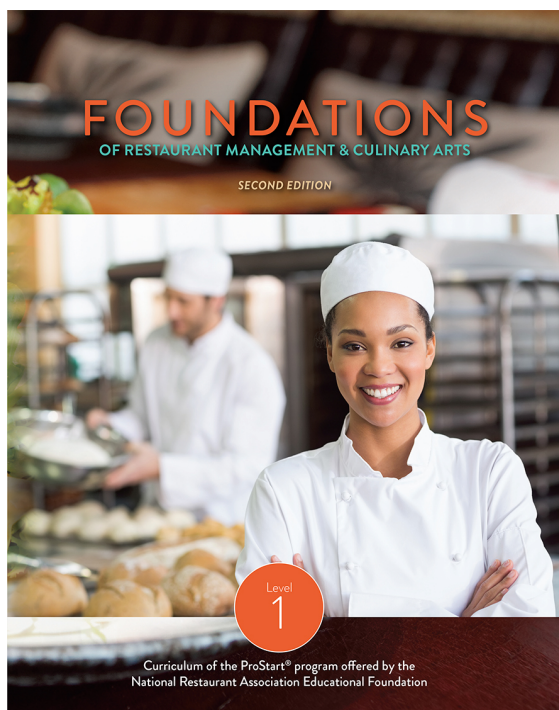


A Correlation of  
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To the  
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## **INTRODUCTION**

This document demonstrates how well The National Restaurant Association's ***Foundations of Restaurant Management & Culinary Arts, Second Edition, Levels 1 and 2 © 2018*** meet the objectives of the Alabama Course of Study for Career and Technical Education. Correlation page references are to the Student Edition and are cited at the page level.

The National Restaurant Association created the most comprehensive curriculum developed by industry and academic experts, ***Foundations of Restaurant Management & Culinary Arts, Second Edition***. This two-level program provides comprehensive student resources and robust teacher materials to provide an in-depth, industry-driven learning experience.

- Each Level features blended coverage of culinary arts and management topics designed to build well-rounded skills for the workplace.
- 21st Century Learning objectives are taught and reinforced throughout the program; critical thinking and problem solving; communication and collaboration; creativity and innovation; global awareness; and health literacy.
- Curriculum of the ProStart® Program

### **Certification**

Students can earn exclusive certificates from the National Restaurant Association that meet Carl Perkins funding requirements. Upon completion of each course, Levels 1 and 2, students are eligible to take the corresponding exam. Those that pass will receive a certificate of recognition from the National Restaurant Association.

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Alabama Course of Study Career and Technical Education	<b>Foundations of Restaurant Management &amp; Culinary Arts, Second Edition, Levels I and 2 ©2018</b>
<b>Hospitality and Tourism</b>	
Hospitality and Tourism is a one-credit course that serves as the prerequisite for all pathways included in the Hospitality and Tourism cluster. Major topics include introduction to hospitality and tourism, recreation, travel and tourism, lodging, restaurant and food and beverage services, safety and sanitation, customer relations, and quality services. The required school-based laboratory for the Hospitality and Tourism cluster is a commercial food service kitchen with a food-serving and dining area. School-based laboratory experiences are essential for students to develop skills in the hospitality and tourism industry. Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.	
<b>Students will:</b>	
1. Trace the history of hospitality and tourism industries, including culinary and food services, lodging, travel and tourism, and legal and ethical issues.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 13, 14–20, 22 (activities 1 &amp; 3), 47, 160–161, 162–164, 167, 170, 172 (activities 5 &amp; 6)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>
2. Apply mathematical, reading, writing, terminology, critical-thinking, decision-making, communication, financial literacy, and problem-solving skills to hospitality and tourism industries.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> <i>The text includes but is not limited to the following:</i>  <b>mathematical skills:</b> 156 (activity 3), 172 (activity 3), 242 (activities 2 &amp; 3), 268 (activity 3), 293 (Q2 &amp; activity 3), 294 (activity 1), 344 (activity 2), 371 (activity 3), 359 (Q2), 396 (activity 3), 404–405, 411 (activity 3), 462 (activity 3), 477–478 (activity 3)  <b>reading skills:</b> 264–265, 276–277, 278–282, 282–285  <b>writing skills:</b> 164, 268 (activity 6), 293 (activity 1), 294 (activity 2), 325 (activity 6), 371 (activities 1, 3, &amp; 5), 396 (activity 5), 411 (activity 3)  <b>terminology:</b> 60 (side note), 250, 400–403, 411 (activity 5), 486–517 (glossary of definitions)  <b>critical-thinking, decision-making, &amp; problem-solving skills:</b> 66–68, 69 (Q1 &amp; Q2), 70 (activity 6), 117 (last activity), 137 (activity 6), 154 (Q1 &amp; Q2), 182–185, 429–430, 472–474, 476 (Q3)</p>

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2. <i>cont.</i>	<p><b><u>LEVEL 1</u></b>  <b>SE, <i>cont.</i></b>  <b>communication:</b> 49–50, 58–68, 69 (Q1 &amp; Q2), 70 (activities 1–6), 425–426, 428–429  <b>financial literacy:</b> 286–288, 289–292 (knowledge check Q3), 293 (activity 3)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 22 (all activities), 40 (case study follow-up and all activities), 85 (case study follow-up), 86 (activity 2), 111 (case study follow-up), 112 (activity 5), 144 (activity 2), 184 (activities 4 &amp; 6), 234 (case study follow-up), 247 (case study follow-up &amp; activities 1, 2, 4), 248 (activity 6), 284 (activities 1 &amp; 3), 308 (case study follow-up), 333 (case study follow-up), 354 (case study follow-up), 375 (case study follow-up), 397 (did you know), 398 (case study follow-up), 415 (case study follow-up), 416 (activities 4 &amp; 5), 455 (case study follow-up), 456 (activity 6), 481 (case study follow-up), 503 (activities 2, 3, &amp; 5), 520 (activities 3 &amp; 5)</p>
3. Explain the impact of goal setting, teamwork, and technical skills on careers in hospitality and tourism industries.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 29–31, 46–47 (especially Q3), 53 (Q1), 54 (activities 2 &amp; 6), 275 (Q2), 248–249, 292 (Q2), 467–469</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 247 (activity 1), 298–306, 308 (activity 3), 482 (activity 5)</p>
<ul style="list-style-type: none"> <li>Recognizing the importance of FCCLA programs to hospitality and tourism industries</li> </ul>	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> n/a</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>

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<b>Recreation, Travel, and Tourism</b>	
4. Determine technology tools that impact hospitality and tourism industries.	<p><b><u>LEVEL 1</u></b>  SE: 291 (technology side note), 440, 441, 459–460, 462 (activity 5)</p> <p><b><u>LEVEL 2</u></b>  SE: n/a</p>
5. Determine career pathways, entrepreneurial opportunities, and required credentials related to hospitality and tourism.	<p><b><u>LEVEL 1</u></b>  SE: 17, 29–31, 33, 37–38, 90–91, 93 (activity 4)</p> <p><b><u>LEVEL 2</u></b>  SE: 2–3, 42–43, 190–191, 310–311, 378–379, 442–443</p>
6. Compare types of recreation, travel, and tourism activities. Examples: amusement parks, museums, sporting events, destination vacations, cruises, spas, resorts, tours, attractions, theaters, reunions	<p><b><u>LEVEL 1</u></b>  SE: n/a</p> <p><b><u>LEVEL 2</u></b>  SE: n/a</p>
7. Describe strategies involved in planning various events, including golf tournaments, weddings, and anniversary celebrations.	<p><b><u>LEVEL 1</u></b>  SE: n/a</p> <p><b><u>LEVEL 2</u></b>  SE: n/a</p>
<b>Lodging</b>	
8. Determine stages in the guest cycle, including pre-arrival, arrival, occupancy, and departure.	<p><b><u>LEVEL 1</u></b>  SE: n/a</p> <p><b><u>LEVEL 2</u></b>  SE: n/a</p>
9. Identify criteria used for classifying hotel properties.	<p><b><u>LEVEL 1</u></b>  SE: n/a</p> <p><b><u>LEVEL 2</u></b>  SE: n/a</p>
10. Identify the role of various departments within a lodging facility. Examples: housekeeping, maintenance, landscaping	<p><b><u>LEVEL 1</u></b>  SE: n/a</p> <p><b><u>LEVEL 2</u></b>  SE: n/a</p>

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<b>Restaurant and Food and Beverage Services</b>	
11. Organize the back-of-the-house and front-of-the-house of a culinary laboratory for function, efficiency, time management, and cost.	<p><b><u>LEVEL 1</u></b> SE: 246–249, 267 (Q2)</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
12. Demonstrate operation of food preparation and nonfood commercial equipment, according to Occupational Safety and Health Administration (OSHA) standards.	<p><b><u>LEVEL 1</u></b> SE: 160–161, 162–164, 170, 171 (Q1 &amp; Q2), 172 (activity 6), 202–203, 204–206, 207–211, 212, 214–216, 222–228, 229–232, 232–236, 310–317</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<ul style="list-style-type: none"> <li>Classifying small and large food preparation equipment</li> </ul>	<p><b><u>LEVEL 1</u></b> SE: 204–216, 222–231, 234–235, 236</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<ul style="list-style-type: none"> <li>Describing the calibration of food preparation equipment</li> </ul>	<p><b><u>LEVEL 1</u></b> SE: 144–145</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<ul style="list-style-type: none"> <li>Measuring portions with ladles, cups, spoons, and scales</li> </ul>	<p><b><u>LEVEL 1</u></b> SE: 227–228, 282–285, 293 (activity 2)</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<ul style="list-style-type: none"> <li>Analyzing warranties and service agreements for proper maintenance of food preparation equipment</li> </ul>	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<ul style="list-style-type: none"> <li>Identifying proper handling, storage, and cleaning of food preparation equipment</li> </ul>	<p><b><u>LEVEL 1</u></b> SE: 130–131, 132, 137 (activity 4), 167, 236–237</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>

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13. Apply culinary calculations to recipe conversions, including weight and volume, calories and fat grams, and food temperature conversions.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 278–279, 280–282, 294 (activities 1 &amp; 2), 404, 405</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 144 (activity 3), 223–224, 284–285 (activity 3), 482 (activity 3)</p>
14. Demonstrate safety when using various cutting tools in a commercial culinary laboratory.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 204–205, 212 (Q2), 213, 237, 238–240, 242 (activities 4 &amp; 5)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>
<ul style="list-style-type: none"> <li>Comparing knife cuts used in the culinary industry Examples: julienne, bâtonnet, brunoise, dice, tourne, rondelle, chiffonade</li> </ul>	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 238–240, 242 (activity 5)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>
<ul style="list-style-type: none"> <li>Identifying sharpening tools, including stone and steel</li> </ul>	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 236</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>
<ul style="list-style-type: none"> <li>Illustrating safe handling and washing techniques for sharpening tools</li> </ul>	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 236–237, 242 (activity 4)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b></p>
<ul style="list-style-type: none"> <li>Selecting proper cutting tools, including knives, mandolins, choppers, and food processors for various tasks</li> </ul>	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 204–205, 234–235</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>
<ul style="list-style-type: none"> <li>Demonstrating safe knife-sharpening techniques</li> </ul>	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 236</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>

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15. Assess factors that affect food quality, including taste, appearance, color, and texture.	<u><b>LEVEL 1</b></u> SE: 268 (activity 4)  <u><b>LEVEL 2</b></u> SE: 511
16. Explain the importance of developing standardized recipes in a food service operation.	<u><b>LEVEL 1</b></u> SE: 276–277  <u><b>LEVEL 2</b></u> SE: 223
<ul style="list-style-type: none"> <li>Interpreting recipe instructions</li> </ul>	<u><b>LEVEL 1</b></u> SE: 259–263, 276–277, 308, 310–316, 321, 322, 323, 325 (activity 6), 340, 341, 342, 356, 357, 362, 368–369, 407–409  <u><b>LEVEL 2</b></u> SE: n/a
<ul style="list-style-type: none"> <li>Analyzing a recipe for spice and seasoning substitutions and adjustments</li> </ul>	<u><b>LEVEL 1</b></u> SE: n/a  <u><b>LEVEL 2</b></u> SE: n/a
17. Define important dietary terms, including bland, low-fat, low-sodium, low-cholesterol, and fat-free diets.	<u><b>LEVEL 1</b></u> SE: n/a  <u><b>LEVEL 2</b></u> SE: 340–345, 358–373
<ul style="list-style-type: none"> <li>Recognizing various food allergies</li> </ul>	<u><b>LEVEL 1</b></u> SE: 111–113, 114 (Q1)  <u><b>LEVEL 2</b></u> SE: n/a
<ul style="list-style-type: none"> <li>Identifying eating disorders</li> </ul>	<u><b>LEVEL 1</b></u> SE: n/a  <u><b>LEVEL 2</b></u> SE: n/a



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<ul style="list-style-type: none"> <li>Classifying major nutrients</li> </ul>	<u><b>LEVEL 1</b></u> SE: n/a  <u><b>LEVEL 2</b></u> SE: n/a
<ul style="list-style-type: none"> <li>Preparing healthy recipes for special diets</li> </ul>	<u><b>LEVEL 1</b></u> SE: 325 (activity 6)  <u><b>LEVEL 2</b></u> SE: n/a
<b>Safety and Sanitation</b>	
18. Describe the Hazard Analysis and Critical Control Point (HACCP) and Material Safety and Data Sheets (MSDS) standards.	<u><b>LEVEL 1</b></u> SE: 154, 165, 167  <u><b>LEVEL 2</b></u> SE: 424
<ul style="list-style-type: none"> <li>Identifying foodborne illnesses and hygiene procedures for avoiding each</li> </ul>	<u><b>LEVEL 1</b></u> SE: 104–110, 111–113, 125 (Q1), 134–135, 142–145 (knowledge check Q1), 154, 156 (activities 4, 5, & 6), 192, 344 (activity 2)  <u><b>LEVEL 2</b></u> SE: n/a
<ul style="list-style-type: none"> <li>Demonstrating proper handling, preparation, and storage of food</li> </ul>	<u><b>LEVEL 1</b></u> SE: 126, 146–147, 148–149, 149–150, 151–152, 153  <u><b>LEVEL 2</b></u> SE: n/a
<ul style="list-style-type: none"> <li>Demonstrating compliance with health codes for food service related to chemical storage, pest control, and garbage disposal</li> </ul>	<u><b>LEVEL 1</b></u> SE: 109, 134–135, 165  <u><b>LEVEL 2</b></u> SE: n/a

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<b>Customer Relations and Quality Services</b>	
19. Describe basic service skills used in hospitality and tourism industries, including welcoming and processing guests, overseeing customer comfort, and handling customer complaints.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 423–424, 425–426, 427–428, 429–430, 431 (Q2), 432 (activities 1 &amp; 5), 436–441, 445 (Q1), 456–457, 458, 459–460</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>
20. Compare styles of food service, including counter, tray line, seated, banquet, and catering.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 10–11, 446–447</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 78–79</p>
<ul style="list-style-type: none"> <li>• Demonstrating table-setting techniques</li> </ul>	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 446–447, 462 (activity 5)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>

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<b>Culinary Arts I</b>	
<p>Culinary Arts I is a one-credit course. The prerequisite for this course is Hospitality and Tourism. Culinary Arts I introduces students to basic food production, management, and service activities in both the back- and front-of-the-house. Emphasis is placed on sanitation, safety, and basic food preparation. Skills in mathematics, science, and communication are reinforced in this course. The required school-based laboratory for the Hospitality and Tourism cluster is a commercial food service kitchen with a food-serving and dining area. School-based laboratory experiences are essential for students to develop skills in the hospitality and tourism industry. Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.</p>	
<b>Food Service and Hospitality Business Practices</b>	
<b>Students will:</b>	
<p>1. Determine personnel and fiscal management factors related to the food service and hospitality industries. Examples: personnel—staffing, supervising, scheduling, setting goals, determining policies and procedures fiscal—budgeting, keeping records, controlling inventory, receiving food products, purchasing</p>	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: 8–23 (entire chapter including summary, activities, and exam prep), 196–215 (entire chapter including summary, activities, and exam prep), 218–237 (entire chapter including summary, activities, and exam prep), 240–249 (entire chapter including summary, activities, and exam prep), 252–287 (entire chapter including summary, activities, and exam prep), 290–309 (entire chapter including summary, activities, and exam prep)</p>
<ul style="list-style-type: none"> <li>Explaining liability laws regarding property management</li> </ul>	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<ul style="list-style-type: none"> <li>Identifying customer service, public relations, and promotion programs as marketing strategies for the food service and hospitality industries</li> </ul>	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<p>2. Create a business plan for a food service establishment.</p>	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>

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3. Describe the importance of planning, coordinating, and supervising production in the food laboratory.	<u><b>LEVEL 1</b></u> SE: n/a  <u><b>LEVEL 2</b></u> SE: n/a
4. Identify credentialing requirements for the food service and hospitality industries.	<u><b>LEVEL 1</b></u> SE: n/a  <u><b>LEVEL 2</b></u> SE: n/a
<b>Safety, Health, and Environment</b>	
5. Outline compliance requirements for sanitation and health inspections, including proper appearance and hygiene, use of protective gloves and clothing, correct food handling techniques, and correct use of knives and kitchen equipment.	<u><b>LEVEL 1</b></u> SE: 109, 122–124, 123, 124–125, 127–134, 143–145, 152–153, 165, 176–177, 178, 204–206, 222–228, 237–240, 424  <u><b>LEVEL 2</b></u> SE: n/a
6. Explain procedures for maintaining a safe work area, including first aid and cardiopulmonary resuscitation (CPR), types of fires and containment procedures, fire evacuation procedures, proper lifting and carrying procedures, electric and mechanical hazards, and procedures for reporting accidents.	<u><b>LEVEL 1</b></u> SE: 162–164, 165, 166–167, 168, 178–182, 183–184, 185, 186–188, 189–191  <u><b>LEVEL 2</b></u> SE: n/a
<b>Menus</b>	
7. Design various menus based on supply and demand, including the use of cycle and computer-based menu skills.	<u><b>LEVEL 1</b></u> SE: n/a  <u><b>LEVEL 2</b></u> SE: 26–41 (entire chapter including summary, activities, and exam prep)
8. Demonstrate cost control measures when setting menu prices for food.	<u><b>LEVEL 1</b></u> SE: n/a  <u><b>LEVEL 2</b></u> SE: 219–227

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9. Identify factors to be considered when planning menus, including current food trends, nutritional information, and availability of seasonal and regional foods.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: 26, 31–32</p>
<ul style="list-style-type: none"> <li>Calculating as purchased (AP) and edible portion (EP) amounts</li> </ul>	<p><b><u>LEVEL 1</u></b> SE: 286–288, 292, 294 (activity 4)</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>Food Preparation</b>	
10. Define food preparation and service terms, including kitchen brigade titles, salamander, lowboy, hot station, and china cap.	<p><b><u>LEVEL 1</u></b> SE: 60 (side note), 222–226, 248–249, 250–251, 400–403, 411 (activity 5), 486–517 (glossary of definitions)</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
11. Apply basic industrial cooking techniques, including using scales; determining recipe yields; applying mise en place; using spices and herbs; and utilizing dry, moist, and combination heat methods.	<p><b><u>LEVEL 1</u></b> SE: 250–251, 252–258, 278–282, 284–285, 380–386, 387–390, 391–392, 411 (activity 3)</p> <p><b><u>LEVEL 2</u></b> SE: 223, 392–395, 410, 412, 414, 433–435</p>
12. Evaluate quality of food products, including taste, texture, aroma, and appearance.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: 339, 510–514</p>

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13. Prepare grade manager, main entrees, stocks, soups, sauces, gravies, and baked products and desserts. Examples: grade manager—salads; emulsified salad dressings; hors d’oeuvres; closed, open-faced, grilled, and fried sandwiches main entrees—egg dishes, milk products, cheese, fruit, vegetables, pasta, grains, cereals, rice, legumes, vegetarian items, beef, poultry, seafood, game dishes stocks—bouquet garni, mirepoix, sachet de piece, white, brown, fish, vegetable soups—clear, thick, specialty sauces—espagnole, béchamel, roux, tomato, hollandaise, velouté gravies—reconstituted broken sauces baked products and desserts—pancakes, crêpes, waffles, yeast products, cookies, cakes, glazed icings, pies, pastries, meringues, custards, chiffon fillings, candies, poached fruits, mousses, soufflés, pastry creams, Bavarian creams	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 310–316, 321–322, 240342, 356–359, 360–365, 368–369, 407–409</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 60–69, 73–75, 80–82, 88–91, 106–110, 114–117, 136–141, 147–149, 156–158, 175–176, 186–189, 401–403, 419–421, 439–441, 450–454, 458–461, 467–471, 473–480, 484–487, 497–498, 505–507</p>
14. Determine procedures for setting up rooms for special occasions and various styles of food.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> n/a</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>
15. Evaluate the applicability of convenience food items in various menus.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> n/a</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>
16. Compare different methods of heat transfer in food preparation. Examples: convection, conduction, radiant heat, microwave	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 378–379</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 107–109, 134–141</p>
17. Analyze ways the nutritive value of food is altered by time, water, preparation, cooking, and storage.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> n/a</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 362–365</p>

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<b>Food Presentation</b>	
18. Demonstrate effective food presentation techniques, including plating, portioning, garnishing, and packaging.	<p><u><b>LEVEL 1</b></u> SE: n/a</p> <p><u><b>LEVEL 2</b></u> SE: 510–521 (entire chapter including summary, activities, and exam prep)</p>
<b>Banquet and Catering Service</b>	
19. Demonstrate procedures used to plan, prepare, and provide banquet and catering services.	<p><u><b>LEVEL 1</b></u> SE: n/a</p> <p><u><b>LEVEL 2</b></u> SE: n/a</p>
20. Evaluate equipment and procedures used for packing and transporting food, utensils, and equipment for catering.	<p><u><b>LEVEL 1</b></u> SE: n/a</p> <p><u><b>LEVEL 2</b></u> SE: n/a</p>

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<b>Culinary Arts II</b>	
Culinary Arts II is a one-credit course. The prerequisite for this course is Culinary Arts I. Culinary Arts II provides advanced experiences in food production, management, and service. Topics include food service operations, advanced food production, and professionalism. Skills in mathematics, communication, creative thinking, and entrepreneurship are reinforced in this course. The required school-based laboratory for the Hospitality and Tourism cluster is a commercial food service kitchen with a food-serving and dining area. School-based laboratory experiences are essential for students to develop skills in the hospitality and tourism industry. Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.	
<b>Food Service Operations</b>	
<b>Students will:</b>	
1. Exhibit skills related to property, personnel, and fiscal management in the food service and hospitality industries. Examples: determining need for repairs and maintenance; following current laws and environmental regulations; determining staffing procedures; controlling food, labor, and culinary equipment costs; evaluating a business plan	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: 8–23(entire chapter including summary, activities, and exam prep), 26–41 (entire chapter including summary, activities, and exam prep), 196–215 (entire chapter including summary, activities, and exam prep), 218–237 (entire chapter including summary, activities, and exam prep), 240–249 (entire chapter including summary, activities, and exam prep), 252–287 (entire chapter including summary, activities, and exam prep), 290–309 (entire chapter including summary, activities, and exam prep)</p>
<ul style="list-style-type: none"> <li>• Critiquing strategies for marketing products in the food service and hospitality industries</li> </ul>	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
2. Evaluate the physical plant of a food services business for efficiency, safety, productivity, and profitability. Examples: location and layout design	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>



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<ul style="list-style-type: none"> <li>Developing a reconfiguration plan for an existing facility with possibilities for a food service and hospitality business</li> </ul>	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
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<b>Advanced Culinary Food Production</b>	
3. Use technology in the preparation and service of food and beverages and the management of a food establishment.	<p><b><u>LEVEL 1</u></b> SE: 204–216, 291 (technology side note), 428 (social feedback side note), 439–440, 459–460, 462 (activity 5)</p> <p><b><u>LEVEL 2</u></b> SE: 10–11, 18–20, 32 (technology), 33 (technology), 129, 145 (activity 5), 206, 210, 213 (activity 5), 235 (activity 5), 254–256, 274–277, 297 (technology), 308 (activities 1 &amp; 2)</p>
4. Set production standards for a catering event.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
5. Prepare a market order for food and consumable supplies for a food laboratory project.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
6. Apply principles and elements of design to increase aesthetics and profitability of a culinary setting.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
7. Plan artistic food displays for serving lines, including buffets, soup and salad bars, and special events.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
8. Demonstrate the use of advanced cutting tools and techniques in a culinary setting.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: 388, 516</p>

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9. Compare fresh and dry herbs and spices for their effects on flavor, nutrition, and shelf life.	<u><b>LEVEL 1</b></u> <b>SE:</b> 252–258  <u><b>LEVEL 2</b></u> <b>SE:</b> n/a
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10. Prepare appropriate accompaniments for selected entrees.	<u><b>LEVEL 1</b></u> <b>SE:</b> n/a  <u><b>LEVEL 2</b></u> <b>SE:</b> n/a
11. Prepare meals for special dietary needs.	<u><b>LEVEL 1</b></u> <b>SE:</b> n/a  <u><b>LEVEL 2</b></u> <b>SE:</b> 358–362
12. Apply principles of meat identification and fabrication, including beef, poultry, and fish.	<u><b>LEVEL 1</b></u> <b>SE:</b> n/a  <u><b>LEVEL 2</b></u> <b>SE:</b> 384–389, 406–410, 411, 424–427, 430–432
13. Apply principles of advanced pastry production.	<u><b>LEVEL 1</b></u> <b>SE:</b> n/a  <u><b>LEVEL 2</b></u> <b>SE:</b> 472–480, 482 (activities 3 & 5)
14. Describe the history and cultural development of various cuisines.	<u><b>LEVEL 1</b></u> <b>SE:</b> n/a  <u><b>LEVEL 2</b></u> <b>SE:</b> 482 (activity 1), 520 (activity 1)
15. Prepare foods from national and international cuisines.	<u><b>LEVEL 1</b></u> <b>SE:</b> n/a  <u><b>LEVEL 2</b></u> <b>SE:</b> 60–69, 73–75, 80–82, 88–91, 106–110, 114–117, 136–141, 147–149, 156–158, 175–176, 186–189, 401–403, 419–421, 439–441, 450–454, 458–461, 467–471, 473–480, 484–487, 497–498, 505–507

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<b>Food Entrepreneurship</b>	
16. Prepare food items for special occasions.	<u><b>LEVEL 1</b></u> SE: n/a  <u><b>LEVEL 2</b></u> SE: n/a
17. Design an entrepreneurial project for the food services and hospitality industries, including location, type of facility, and budget. Example: private catering business	<u><b>LEVEL 1</b></u> SE: n/a  <u><b>LEVEL 2</b></u> SE: 5, 21, 40, 45, 70, 85, 111, 143, 183, 193, 212, 234, 247, 284, 308, 313, 333, 354, 375, 381, 398, 415, 436, 445, 455, 481, 502, 519
<b>Professionalism</b>	
18. Determine the importance of participating in professional organizations in the food service and hospitality industries.	<u><b>LEVEL 1</b></u> SE: 37–38  <u><b>LEVEL 2</b></u> SE: 204
19. Compare apprenticeship programs and credentialing options available in the food service and hospitality industries.	<u><b>LEVEL 1</b></u> SE: 30–31  <u><b>LEVEL 2</b></u> SE: n/a