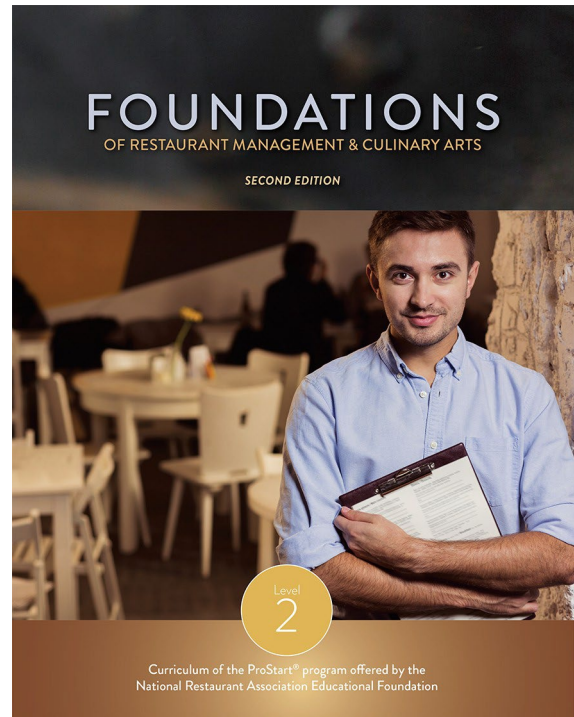
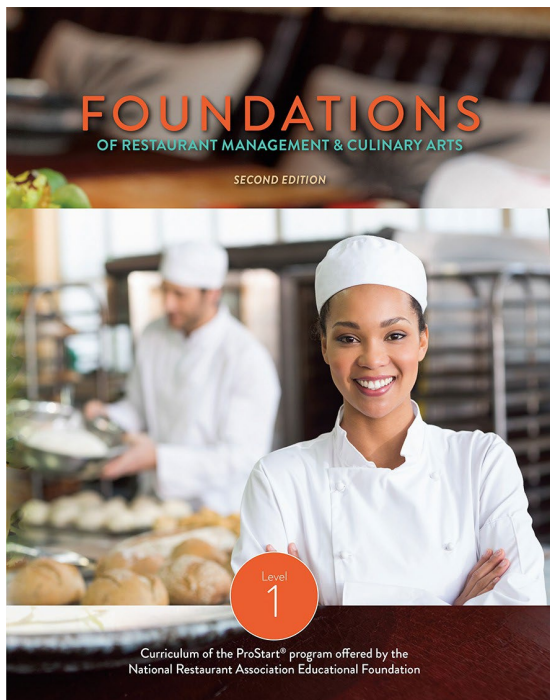


A Correlation of
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Restaurant Management & Culinary Arts,
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To the
**Arkansas Department of Education Division of Career and Technical
Education Pathway Standards:
Food Safety and Nutrition, Food Production,
Management, and Culinary I & Culinary II**

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 Arkansas Career Technical Education Model Curriculum Standards for the Hospitality, Tourism, and Recreation Pathway. Correlation page references are to the Student and Teacher’s Edition and are cited at the page level. 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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| <p>Arkansas Department of Education Division of Career and Technical Education Pathway Standards</p> | <p style="text-align: center;">Performance Indicators & Sample Indicators</p> <p style="text-align: center;"><i>(for internal use only in correlations identification)</i></p> | <p><i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition ©2018</p> |
| <p>Food Safety and Nutrition</p> | | |
| <p>Food Safety and Nutrition Content Standard 1.0</p> <p>Demonstrate practices and procedures that assure personal and workplace health and hygiene.</p> | <p>Performance Indicator 1.1 Identify the components of a good personal hygiene program.</p> <p>1.1.1 Demonstrate proper handwashing techniques.</p> <p>1.1.2 Identify guidelines for bare hand contact with ready to eat food.</p> <p>1.1.3 Describe the proper first aid procedures for various emergencies.</p> <p>1.1.4 Evaluate guidelines for proper wound care of food servers.</p> <p>1.1.5 Develop policies regarding employees eating, drinking, using tobacco products (or tobacco alternatives.)</p> <p>Performance Indicator 1.2 Investigate ways to minimize the impact of employee illness in a food establishment.</p> <p>1.2.1 Identify transmittable illnesses not spread directly from ingesting food.</p> <p>1.2.2 Examine ways food handlers contaminate food.</p> <p>1.2.3 Develop guidelines for reporting illness in a food establishment.</p> <p>1.2.4 Conclude when to restrict employees from food handler roles, including policies for reporting health issues.</p> <p>1.2.5 Examine Arkansas Department of Health guidelines for food handlers who are ill in the workplace.</p> | <p><u>LEVEL 1</u> SE: 50, 64, 73, 79, 80 (92, 94 summary & exam prep) 98, 104, 110, 120-135 (137, 139, activities, & exam prep) 146, (157 exam prep) 424, 488, 490</p> <p><u>LEVEL 2</u> SE: N/A</p> |

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| <p>Standard 2.0</p> <p>Describe foodborne illnesses, contaminants, and allergens.</p> | <p>Performance Indicator 2.1 Evaluate the effects of foodborne illnesses on individuals and organizations. 2.1.1 Examine current issues involving foodborne illness. 2.1.2 Identify the five most common risk factors for foodborne illness and challenges to food safety. 2.1.3 Assess the effects of foodborne illness on an establishment. 2.1.4 Identify populations at high risk for foodborne illness.</p> <p>Performance Indicator 2.2 Analyze biological contaminants (viruses, bacteria, parasites, and fungi) that may contaminate food. 2.2.1 Investigate methods for controlling the common viruses, bacteria, parasites, and fungi that result in foodborne illnesses. 2.2.2 Investigate the symptoms of foodborne illnesses caused by common viruses, bacteria, parasites, and fungi.</p> <p>Performance Indicator 2.3 Distinguish between physical and chemical contaminants. 2.3.1 Identify common sources of chemical contaminants and explain how to prevent chemical contamination. 2.3.2 Identify common sources of physical contaminants and explain how to prevent contamination.</p> <p>Performance Indicator 2.4 Investigate food allergens and how they may be avoided. 2.4.1 Compile a list of common symptoms caused by food allergies. 2.4.2 Classify common food allergens (The Big Eight). 2.4.3 Evaluate successful techniques for allergic reaction prevention, identifying ways to prevent cross contact.</p> | <p><u>LEVEL 1</u> SE: 101–106, 109-112, 114, (115 summary), (118-119 exam prep) 122, 126, 143) (156, 344-chapter activities) 264, 276, 489, 490</p> <p><u>LEVEL 2</u> SE: 84, 131, 427, 512</p> |
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| <p>Standard 3.0</p> <p>Describe the proper processes for cleaning and sanitizing food preparation equipment.</p> | <p>Performance Indicator 3.1 Investigate the process for cleaning and sanitizing within a home kitchen or food service establishment. 3.1.1 Differentiate between cleaning and sanitizing within a home kitchen or food service establishment. 3.1.2 Determine when all food contact services must be washed, rinsed, and sanitized. 3.1.3 Investigate factors that affect the cleaning process and the four categories of cleaners. 3.1.4 Identify the two methods used to sanitize surfaces and the factors that affect the sanitizing process.</p> <p>Performance Indicator 3.2 Identify the methods used in home and food service operations for washing dishes. 3.2.1 Compare the types of dishwashing machines used in home kitchens and food service establishments 3.2.2 Demonstrate the procedure for manual dishwashing in a three-compartment sink.</p> <p>Performance Indicator 3.3 Identify procedures for storing sanitized equipment and cleaning supplies. 3.3.1 Demonstrate procedure for properly storing sanitized tableware, utensils, and equipment. 3.3.2 Demonstrate proper storage of cleaning tools and supplies.</p> | <p><u>LEVEL 1</u> SE: 104, (121 study questions) 127–135, 132, 134-135, 145-146, 187, (201 study questions) 202, 204, 212, 214, (157, 217 exam prep) 222, 233, (136, 241 summary) 490, 491</p> <p><u>LEVEL 2</u> SE: 103, 131, (143 summary) 208, 255-256, 293, 326, 333</p> |
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| <p>Standard 4.0</p> <p>Assess the flow of food to prevent contamination.</p> | <p>Performance Indicator 4.1 Investigate ways to monitor the time and temperature of food.</p> <p>4.1.1 Determine and demonstrate how to avoid the time and temperature abuse of food.</p> <p>4.1.2 Investigate the guidelines for thermometer types, uses, care, and demonstrate methods of calibration.</p> <p>4.1.3 Compare and contrast the uses of thermometers during the preparation of foods throughout the lab experience.</p> <p>Performance Indicator 4.2 Determine proper handling procedures for purchasing.</p> <p>4.2.1 Identify criteria for accepting specific food products.</p> <p>4.2.2 Identify proper procedures for rejecting shipments.</p> <p>Performance Indicator 4.3 Investigate the guidelines for proper storage of food products.</p> <p>4.3.1 Identify general guidelines for inventory rotation.</p> <p>4.3.2 Investigate basic guidelines for refrigerated and frozen food storage.</p> <p>4.3.3 Develop basic guidelines for dry storage of food products.</p> <p>4.3.4 Examine the differences between use by dates, sell by dates, and best by dates.</p> <p>Performance Indicator 4.4 Develop guidelines for safe food production.</p> <p>4.4.1 Compare and contrast different methods for properly thawing food.</p> <p>4.4.2 Discuss specific guidelines for preventing cross contamination in food preparation.</p> | <p><u>LEVEL 1</u> SE: 106, 108 (119 exam prep) 142, 145, 153, (155 summary) 316, 387, 394, 436</p> <p><u>LEVEL 2</u> SE: 229, 275, 362, 365, 391-392, 396-397, 403, 409, 412, 414, 429-430, 435</p> |

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| | <p>4.4.3 Identify minimum internal cooking temperatures for various food products.</p> <p>4.4.4 Investigate the guidelines for properly cooling and reheating foods.</p> <p>4.4.5 Plan and prepare a variety of meat and poultry dishes following minimum internal cooking temperatures.</p> | |
| <p>Standard 5.0</p> <p>Assess the need for integrated pest management programs, food service inspection, and active managerial control systems.</p> | <p>Performance Indicator 5.1 Evaluate the benefits of an integrated pest management program.</p> <p>5.1.1 Generate a list of signs of various pest infestations.</p> <p>5.1.2 Investigate the health concerns related to a pest infestation.</p> <p>5.1.3 Critique various methods for controlling pests that are not safe in food preparation.</p> <p>Performance Indicator 5.2 Evaluate the role of food service inspection agencies.</p> <p>5.2.1 Describe the role the U.S. Department of Agriculture (USDA) in promoting food safety.</p> <p>5.2.2 Differentiate the role of the Food and Drug Administration (FDA) in food safety compared to the role of the U.S. Department of Agriculture (USDA)</p> <p>Performance Indicator 5.3 Evaluate the role of active managerial control systems.</p> <p>5.3.1 Debate situations that might warrant immediate closure of an establishment (such as a power outage, fire, flood, or water service interruption.)</p> <p>5.3.2 Identify ways to prepare for and recover from a crisis using active managerial controls.</p> | <p><u>LEVEL 1</u> SE: (121 study questions), 122, 134-135, (136 summary) (137-chapter activities) (138, 157, exam prep) 147, 491</p> <p><u>LEVEL 2</u> SE: 99, 103, 111, 229, 272, 276, 318-320 (333 summary) 371, 373-374 (376-chapter activities) (377 exam prep), 536, 540</p> |

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| <p>Standard 6.0</p> <p>Examine the role of nutrition and weight control on health problems and diet practices.</p> | <p>Performance Indicator 6.1 Describe psychological, physiological, and environmental reasons for eating.</p> <p>6.1.1 Analyze people’s influences from environment, family, culture, technology, and lifestyles on food choices.</p> <p>6.1.2 Investigate personal influences from above for psychological, physiological and environmental reasons for eating.</p> <p>Performance Indicator 6.2 Identify basic nutrient groups and their sources and functions.</p> <p>6.2.1 Identify nutrients and their sources.</p> <p>6.2.2 Classify nutrients and their functions.</p> <p>6.2.3 Formulate nutritional analysis of a variety of recipes.</p> <p>Performance Indicator 6.3 Evaluate the effect of lifestyle choices on wellness.</p> <p>6.3.1 Describe nutritional concerns for individuals throughout their lifestyle and develop a strategy for healthy personal lifestyle choices</p> <p>6.3.2 Classify nutritional needs for the individual throughout the lifecycle (Pregnancy, Infant, Toddler, Preschool, School Age, Adolescents, Young Adults, Middle Adults and Older Adults)</p> <p>6.3.3 Actively identify a nutritional issue of local, state, national, or global concern and create a presentation, using the FCCLA STAR Event Public Policy Advocate guidelines.</p> <p>Performance Indicator 6.4 Explain MyPlate including divisions, physical activity, and recommended allowances.</p> <p>6.4.1 Interpret MyPlate using the website, including divisions, physical activity, and</p> | <p><u>LEVEL 1</u> SE: 264, (22-chapter activities) 28, 32, 36, (245 study questions) 246, 250, 264-265 (266 summary) (269 exam prep) 271-272, 277, 303, 306, 318, 327-329, 334, 345, 347-375, 386, 390, 400, 402, 413-415, 501-502, 510-511</p> <p><u>LEVEL 2</u> SE: 339, 349-350, (354, 376-chapter activities) 359-361 (375 summary), 540</p> |

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| | <p>recommended serving allowances. 6.4.2 Develop a personalized nutrition and exercise plan using the MyPlate website.</p> <p>Performance Indicator 6.5 Identify food related health problems. 6.5.1 Describe and investigate characteristics of food related health problems. (High Blood Pressure, Heart Disease, Diabetes I&II, Lactose Intolerance, Food Allergies, Food Sensitivities, Obesity, Vitamin/Mineral Deficiencies, and Malnutrition). 6.5.2 Compare and contrast eating disorders. 6.5.3 Examine the causes/effects of being underweight and overweight. 6.5.4 Compile menus to meet various nutritional need.</p> | |
| <p>Standard 7.0</p> <p>Explore the use of technology in the food industry.</p> | <p>Performance Indicator 7.1 Examine effects of technology in the application of practical purposes for safety, availability, choices, and nutrient content of food. 7.1.1 Explore the effects of technology in the application of practical purposes for safety, availability, choices, and nutrient content of food. 7.1.2 Provide examples of food created with technological advances. 7.1.3 Justify the four reasons additives are used in food products (adds nutrients, preserves quality, aids in processing or preparation, and enhances flavors or colors) 7.1.4 Identify items that are not Generally Recognized As Safe (GRAS).</p> <p>Performance Indicator 7.2 Investigate current issues, trends, and environmental concerns related to food technology. 7.2.1 Explore current issues and trends in food technology to include, but not limited to: easy preparation, great taste, nutrition, allergies, food substitutes, health foods, fast food, and engineered foods. 7.2.2 Analyze environmental issues related to food resources.</p> | <p><u>LEVEL 1</u> SE: 16, 29, 36-37 (39, 410 summary) 65, 67, 78, 80, 88, 168, 216, 248, 272, 291 (294 – chapter activities) 400, 403, 439-440, 472, 511</p> <p><u>LEVEL 2</u> SE: 361, 364, 374, 456, 472, 533, 545</p> |

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| <p>Standard 9.0</p> <p>Apply concepts of kitchen organization, selection, maintenance, and effects of technology for large and small appliances; and conservation of resources.</p> | <p>Performance Indicator 9.1 Describe kitchen work centers, work triangle and floor plans.</p> <p>9.1.1 Explain the work areas and their uses including Refrigerator/Freezer Center, Range Center, and Sink/Clean-up Center.</p> <p>9.1.2 Design six different floor plans, incorporating the kitchen work triangle in each floor plan.</p> <p>9.1.3 Create the traffic plan for each of the six different floor plans, highlighting the advantages and disadvantages of the work triangle.</p> <p>Performance Indicator 9.2 Describe selection, use, care, and trends of large and small kitchen appliances.</p> <p>9.2.1 Investigate small kitchen appliances, their uses, and maintaining the equipment.</p> <p>9.2.2 Identify and create beverages utilizing small appliances in the preparation.</p> <p>9.2.3 Investigate large kitchen appliances, their uses, and maintaining the equipment.</p> <p>9.2.4 Discuss the trends in colors, size, style, and available technology.</p> <p>9.2.5 Develop methods of choosing the correct appliances for different uses.</p> <p>Performance Indicator 9.3 Identify ways to conserve resources and the effects of technology in kitchen equipment.</p> <p>9.3.1 Investigate conservation methods used in the kitchen.</p> <p>9.3.2 Research environmental issues that adversely influence human health and well-being, using the FCCLA STAR Event Environmental Ambassador guidelines.</p> <p>9.3.3 Examine product energy guides and justify using Energy Star equipment.</p> <p>9.3.4 Examine current research and the</p> | <p><u>LEVEL 1</u> SE: 168, 183, 204-216, (217 summary) 246, 493,</p> <p><u>LEVEL 2</u> SE: (212, 233, 283, 333 summary) 82, 210, 225, 255-256, 258, 264, 267 (286 exam prep), 293, 301 (40, 308, 333-chapter activities), 323-324, 326-327, 330, 339, 531-532, 536</p> |

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| | <p>future of kitchen technology. 9.3.5 Compare and contrast the advantages and disadvantages of technology with kitchen equipment.</p> | |
| <p>Standard 10.0 Apply concepts of food preparation required for success in the food industry.</p> | <p>Performance Indicator 10.1 Identify food preparation tools and equipment. 10.1.1 Chart functions of preparation tools and equipment. 10.1.2 Analyze the types of knives and their uses in food preparation. 10.1.3 Compare knife cuts and incorporate a variety of knife cuts into recipe and presentation of recipes. (chiffonade, mince, julienne, dice, cube, and chop) 10.1.4 Choose and prepare a variety of garnishes, and decorative food centerpieces.</p> <p>Performance Indicator 10.2 Interpret recipes and their components, analyze abbreviations and equivalent measurements, and demonstrate measuring techniques. 10.2.1 Identify the steps in using a recipe and examine various recipe formats. 10.2.2 List and match abbreviations commonly found in recipes. 10.2.3 Identify equivalent measurements commonly used in recipes. 10.2.4 Explain and demonstrate measuring techniques and equipment. 10.2.5 Modify recipes to change the yield. 10.2.6 Specify substitutions commonly used in recipes.</p> <p>Performance Indicator 10.3 Design and prepare recipes that meet</p> | <p><u>LEVEL 1</u> SE: 14, 33, (41 exam prep), 48, 81, 83, 161, 247, 447, 480-486, 514</p> <p><u>LEVEL 2</u> SE: 35, 223, 362 (335 exam prep), 357, 362, 365, 472</p> |

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| | <p>various nutritional needs.</p> <p>10.3.1 Distinguish the differences among a variety of food preparation techniques (bake, barbeque, baste, beat, blend, braise, bread, broil, brown, candy, coat, core, cream, cut in, deep fry, dice, dredge, dress, flour, fold, fry, glaze, grate, grease, knead, marinade, pan broil, par boil, poach, puree, reconstitute, reduce, roast, sauté, scald, score, sift, simmer, skim, steam, steep, stew, stir fry, strain, toast, truss, whip)</p> <p>10.3.2 Connect knowledge of recipes and measuring techniques to prepare selected foods using a variety of methods. (appetizers, beverages, casseroles, dairy products, desserts, eggs, fish, fruits, grain products, meat and poultry, quick breads, salads, sandwiches, sauces, soups, vegetables, yeast breads)</p> | |
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| Food Safety and Nutrition | | |
| <p>Standard 11.0</p> <p>Analyze meal service patterns and proper manners for serving, eating, and clearing meals in public and private.</p> | <p>Performance Indicator 11.1 Discuss types of meal service, table settings and appointments.</p> <p>11.1.1 Examine and demonstrate the different types of meal services. 11.1.2 Compile and discuss factors to consider in planning for special occasions. 11.1.3 Identify the different types of table settings and service. 11.1.4 Compare and contrast traditional table appointments to contemporary table appointments.</p> <p>Performance Indicator 11.2 Describe proper manners for serving, eating, and clearing meals.</p> <p>11.2.1 Demonstrate proper table manners in public and private settings. 11.2.2 Create a guide to proper table etiquette in both public and private settings. 11.2.3 Assess guidelines for restaurant etiquette, including gratuity.</p> | <p><u>LEVEL 1</u> SE: 446, 453, 460, 516</p> <p><u>LEVEL 2</u> SE: 303</p> |
| <p>Standard 12.0</p> <p>Investigate careers related to food management.</p> | <p>Performance Indicator 12.1 Explore careers related to nutrition, weight control, and the food service industry.</p> <p>12.1.1 Research careers related to nutrition, weight control, and the food service industry. 12.1.2 Examine programs of study in the fields of food safety, nutrition, dietetics, food science.</p> <p>Performance Indicator 12.2 Develop employability skills.</p> <p>12.2.1 Create a portfolio, including an application, resume, letter of application, etc. 12.2.2 Report on a particular career of choice related to nutrition, weight control, or food service industry.</p> | <p><u>LEVEL 1</u> SE: 8-13, 26-33, 4-91 (94 exam prep) 488</p> <p><u>LEVEL 2</u> SE: N/A</p> |

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| <p align="center">Food Production, Management, and Services</p> | | |
| <p>Food Production, Management, and Services</p> <p>Content Standard 1.0</p> <p>Examine employability skills necessary for the food service industry.</p> | <p>Performance Indicator 1.1 Investigate personal qualities of a desirable and productive employee/employer and employee rights.</p> <p>1.1.1 Examine employability skills necessary in the food service industry, incorporating the FCCLA STAR Event, Career Investigation.</p> <p>1.1.2 Differentiate between personal and professional behavioral ethics.</p> <p>1.1.3 Develop scenarios depicting undesirable and desirable behavior of all personnel.</p> <p>1.1.4 Develop and critique teamwork skills and positive attitudes.</p> <p>1.1.5 Explain the rights and responsibilities of food service workers.</p> <p>Performance Indicator 1.2 Examine education and/or training required for occupations related to food service.</p> <p>1.2.1 Compare and contrast a variety of training programs related to food service.</p> <p>1.2.2 Research options for certifications related to food service.</p> <p>1.2.3 Evaluate job opportunities in the local area.</p> <p>Performance Indicator 1.3 Create an employment portfolio.</p> <p>1.3.1 Research services offered by Employment Security Division and private employment agencies.</p> <p>1.3.2 Create a resumé based on appropriate guidelines.</p> <p>1.3.3 Create a letter of application based on appropriate guidelines.</p> <p>1.3.4 Complete a job application.</p> <p>1.3.5 Estimate hours and wages for a specific job.</p> <p>1.3.6 Participate in a simulated job interview, using the FCCLA STAR Event, Job Interview.</p> | <p><u>LEVEL 1</u> SE: 29, (39 summary) (43 study questions) 46-47 (53 summary) (54-chapter activities) (55 exam prep) 475-476, 487</p> <p><u>LEVEL 2</u> SE: 244-245, 302–304, 425,536</p> |

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| <p>Standard 2.0</p> <p>Differentiate proper sanitation and safety procedures in the food industry.</p> | <p>Performance Indicator 2.1 Determine sanitation standards in personal grooming, hygiene, and handling of food and equipment by food service employees.</p> <p>2.1.1 Examine acceptable sanitation standards.</p> <p>2.1.2 Develop a checklist for sanitation standards.</p> <p>2.1.3 Utilize sanitation and safety procedures necessary in the food industry.</p> <p>2.1.4 Evaluate the use of sanitizing agents on various surfaces/equipment and supplies in the commercial kitchen.</p> <p>Performance Indicator 2.2 Distinguish situations that require immediate handwashing when working with food.</p> <p>2.2.1 Demonstrate proper handwashing techniques utilizing a designated handwashing sink.</p> <p>2.2.2 Compare and contrast proper use of gloves versus bare hand contact.</p> <p>2.2.3 Examine reasons for washing hands before and after handling food.</p> <p>Performance Indicator 2.3 Develop guidelines for safe storage of sanitizing agents.</p> <p>2.3.1 Develop and design an orderly, accessible, safe storage area for cleaning equipment and supplies.</p> <p>2.3.2 Compare storage needs of different sanitizing agents.</p> <p>2.3.3 Critique and report the findings, including uses and dangers of various sanitizing agents using Material Safety Data Sheets (MSDS) for cleaning products.</p> <p>Performance Indicator 2.4 Examine occupational safety hazards and emergency first aid procedures related to food service.</p> <p>2.4.1 Create examples of appropriate dress to promote safety in the commercial kitchen.</p> <p>2.4.2 Demonstrate safe handling and</p> | <p><u>LEVEL 1</u> SE: 109, (118, 138 exam prep) (121 study questions), 123-126 (137-chapter activities) 165, 174-195, 213, 365, 493</p> <p><u>LEVEL 2</u> SE: 245, 257, 261, 281-282 290, 379, 434</p> |
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| | <p>use of commercial equipment.</p> <p>2.4.3 Integrate preparation techniques that promote safety.</p> <p>2.4.4 Examine the use of fire extinguishers in the laboratory.</p> <p>2.4.5 Investigate the hazards of working under the influence of alcohol or drugs in a working kitchen.</p> <p>2.4.6 Demonstrate emergency first aid procedures.</p> <p>2.4.7 Distinguish proper procedures necessary in emergency situations.</p> <p>Performance Indicator 2.5 Distinguish between local, state, and federal health and safety standards for the food service industry.</p> <p>2.5.1 Investigate websites of health and safety standards for the food service industry, including the Occupational Safety and Health Administration (OSHA).</p> <p>2.5.2 Interpret information gathered from research.</p> | |
| <p>Standard 3.0</p> <p>Evaluate tools and equipment needed in a commercial kitchen.</p> | <p>Performance Indicator 3.1 Describe use, care, and storage of large and small food service tools and equipment.</p> <p>3.1.1 Compare large and small commercial food service tools and equipment.</p> <p>3.1.2 Demonstrate the use, care, and storage of tools and equipment used in food production.</p> <p>3.1.3 Demonstrate the use of different types of scales used to weigh food in the food service Industry.</p> <p>3.1.4 Research current trends in technology on commercial food service equipment.</p> <p>Performance Indicator 3.2 Compare and contrast the various thermometers and their uses.</p> <p>3.2.1 Practice ability to read different types of food thermometers.</p> <p>3.2.2 Compare Fahrenheit temperatures to Celsius temperatures.</p> <p>3.2.3 Demonstrate ability to select appropriate thermometer for task.</p> | <p><u>LEVEL 1</u> SE: 28, 47, 109, 113, (121, 175, 201, 217, 331 study questions) 123, 127-128, 131-132, 134-135, 143-145, 144, 151, 154, 227 (155, 171, 193, 217, 241, 265, 292, 243, summary) 161, 166-168 (173, 219, 346 exam prep) 183-189 199, 202-216 (218- chapter activities) 222-240, 246, 248-249, 251, 277-279, 281-282, 338-339, 345, 365, 394, 439, 457, 466,448-454, 492-495, 499-501, 529</p> <p><u>LEVEL 2</u> SE: (283 summary) (286 exam prep), 293, 300-301, 303 (308, 334-chapter activities), 323-324, 326-327, 330, 333, 339, 384, 390, 443, 451, 472, 513, 531-532, 536</p> |

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| <p>Standard 4.0</p> <p>Determine ways food becomes contaminated, causing foodborne illnesses and other hazards.</p> | <p>Performance Indicator 4.1 Investigate characteristics and prevention of foodborne illnesses.</p> <p>4.1.1 Assess the ways by which foodborne illnesses are spread. 4.1.2 Evaluate techniques for handling food in order to prevent food borne illnesses. 4.1.3 Report criteria that determines an official outbreak of a food borne illness.</p> <p>Performance Indicator 4.2 Determine conditions and factors necessary for growth of microorganisms.</p> <p>4.2.1 Identify the time limitations and temperature range known as the “danger zone” for holding foods. 4.2.2 Record the time it takes to heat liquid, semisolid, and solid foods to a temperature above the “danger zone” using different methods. 4.2.3 Record the time it takes to cool liquid, semisolid, and solid food below the temperature of the “danger zone” using different methods. 4.2.4 Calculate the cooling time of food in various sized containers using the cooling time formula. 4.2.5 Monitor the temperature of a commercial refrigerator and freezer at various time of day, using both Fahrenheit and Celsius thermometers, to determine changes throughout the day.</p> <p>Performance Indicator 4.3 Determine basic sources of food contaminants.</p> <p>4.3.1 Classify basic sources of food contaminants. 4.3.2 Differentiate between cross-contamination and direct contamination. 4.3.3 Determine ways in which foods become contaminated and how contamination can be prevented.</p> | <p><u>LEVEL 1</u> SE: 102–106, 109-110, 122, (118 exam prep), 123, 126, 143 (156- chapter activities) (159 – study questions) 162-165 (171 – summary) 492, 489</p> <p><u>LEVEL 2</u> SE: 48, 84, 131, 384, 525,</p> |

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| | <p>Performance Indicator 4.4 Distinguish between local, state, and federal health and safety standards for the food service industry.</p> <p>4.4.1 Investigate websites of health and safety standards for the food service industry, including the Occupational Safety and Health Administration.</p> <p>4.4.2 Interpret information gathered from research.</p> | |
| <p>Standard 5.0</p> <p>Distinguish proper management skills needed in the food industry.</p> | <p>Performance Indicator 5.1 Connect personnel roles to food production services.</p> <p>5.1.1 Examine effective training techniques, mentoring programs, and evaluation procedures.</p> <p>5.1.2 Analyze basic types of scheduling for employees.</p> <p>5.1.3 Calculate labor costs.</p> <p>Performance Indicator 5.2 Examine marketing and public relations.</p> <p>5.2.1 Assess the elements involved in marketing strategies.</p> <p>5.2.2 Correlate the effects of public relations to the success of a food service business.</p> <p>Performance Indicator 5.3 Describe the management skills necessary for food production, cost control, customer service, and use of technology in a commercial workplace.</p> <p>5.3.1 Calculate portion cost (PC), food cost percentage (FC%), profit, overhead, and selling price (SP), utilizing concepts from the FCCLA STAR Event Applied Math for Culinary Management.</p> <p>5.3.2 Demonstrate the use of recipes, cost control cards, and the computer as tools of cost control.</p> <p>5.3.3 Write a recipe card detailing ingredients, specifying weights and measures, and stating cooking methods.</p> <p>5.3.4 Adjust standard recipes for quantity food service.</p> <p>Performance Indicator 5.4 Compare and contrast commonly used menu formats.</p> | <p><u>LEVEL 1</u> SE: 28, 32-33, 78, 85, 200, 253, 288-291, 422, (433 exam prep), 502 (294-chapter activities)</p> <p><u>LEVEL 2</u> SE: 8-20, 31-32, 35, 40 (21, 39 summary), (22, 247, - chapter activities) (23, 41, 214-215, 249, exam prep) 27, 29, 102, 191-195, 197-198, 200, 210, 212-213, 230, 239, 240-244, (246 summary), 248, 256, 264, 278 339, 522-524, 530, 532</p> |

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| | <p>5.4.1 Connect appropriate menu concepts with appropriate events or settings. 5.4.2 Create menus for various occasions, restaurant styles and themes.</p> <p>Performance Indicator 5.5 Devise guidelines for purchasing, receiving, and storing food supplies.</p> <p>5.5.1 Utilize forms necessary for purchasing, receiving and storing food. 5.5.2 Compare manual and computerized techniques for record keeping. 5.5.3 Evaluate food storage facilities of a working food service operation such as a restaurant, cafeteria, or hospital. 5.5.4 Differentiate working commercial food storage facilities to classroom lab or home food storage.</p> | |
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| <p>Standard 6.0 Demonstrate professional food production planning methods and techniques in the commercial kitchen.</p> | <p>Performance Indicator 6.1 Examine the classical brigade as established by Escoffier and modern versions used in large kitchens today. 6.1.1 Develop modifications of the classical brigade for different types and sizes of food service establishments. 6.1.2 Investigate alternate methods of workflow.</p> <p>Performance Indicator 6.2 Describe planning, responsibilities, cooperation, effectiveness, and equipment/supplies in the lab. 6.2.1 Devise a plan for carrying out assigned lab responsibilities. 6.2.2 Demonstrate proficiency in planning, implementing, and evaluating lab experience. 6.2.3 Utilize the FCCLA Skill Demonstration Event, Culinary Knife Skills, to develop knife skills for food preparation. 6.2.4 Rotate lab duties to determine unique skills needed in each lab station/service position. 6.2.5 Demonstrate cooperative skills within a laboratory setting.</p> <p>Performance Indicator 6.3 Examine use and techniques of the metric and US/English system of weights and measures common to the food industry. 6.3.1 Compare various measuring techniques used in the food service industry. 6.3.2 Demonstrate correct techniques for measuring and weighing in the food service industry.</p> <p>Performance Indicator 6.4 Examine use of recipes and recipe modifications. 6.4.1 Discuss parts of a recipe and steps in following recipes.</p> | <p><u>LEVEL 1</u> SE: (218, 293-chapter activities) 278, 285, 290 (399 study questions) 352–358, 373, 405, 505</p> <p><u>LEVEL 2</u> SE: 71, 83-85, 99, 103, 123-125, (144-chapter activities), 275, 231, 332, 340, 348, 352-353, 364, 373, 426, 443, 496-497, 511, 527, 546</p> |

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| | <p>6.4.2 Demonstrate ability to recognize and use abbreviations and equivalents common to food service.</p> <p>6.4.3 Modify recipes by increasing and decreasing quantity.</p> <p>6.4.4 Modify recipes to produce a lowered fat content while maintaining desirable flavor, texture, and appearance.</p> <p>6.4.5 Modify recipes to reduce sodium content while maintaining desirable flavor.</p> <p>6.4.6 Demonstrate mise en place for different recipes.</p> <p>Performance Indicator 6.5 Assess various recipe terminology, techniques and methods of food preparation.</p> <p>6.5.1 Demonstrate the ability to use cooking terms correctly in a commercial lab setting.</p> <p>6.5.2 Prepare a variety of breakfast foods utilizing eggs and dairy, using appropriate preparation methods, and tools.</p> <p>6.5.3 Prepare salads, salad dressings, dips, condiments, and garnishes using a variety of preparation methods and tools.</p> <p>6.5.4 Prepare a variety of fruits and vegetables recipes using various preparation methods and tools.</p> <p>6.5.5 Execute potatoes and grains recipes using various preparation methods and tools.</p> <p>6.5.6 Utilizing a variety of preparation techniques and tools, prepare various desserts and baked goods.</p> <p>6.5.7 Fabricate and prepare meats, poultry, and seafood recipes utilizing various preparation methods and tools.</p> <p>6.5.8 Fabricate a chicken, using the FCCLA Skill Demonstration Event, Culinary Chicken Fabrication, for guidelines.</p> <p>6.5.9 Prepare stocks, soups and sauces, using various preparation methods and tools.</p> | |
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| <p>Standard 7.0</p> <p>Investigate nutrition and meal planning as it relates to the food service industry.</p> | <p>Performance Indicator 7.1 Compile functions and sources of nutrients. 7.1.1 Examine equal amounts of pure fat and pure carbohydrates. 7.1.2 Conduct a simple test to determine if given foods contain carbohydrates. 7.1.3 Classify complete and incomplete protein foods. 7.1.4 Determine the differences in fats and oils.</p> <p>Performance Indicator 7.2 Distinguish food preparation techniques, which conserve nutrients. 7.2.1 Demonstrate food preparation techniques which conserve nutrients. 7.2.2 Identify nutrient dense foods.</p> <p>Performance Indicator 7.3 Distinguish types of food additives and their uses. 7.3.1 Examine the various uses of food additives. 7.3.2 Research additives in common foods.</p> <p>Performance Indicator 7.4 Examine MyPlate and Dietary Guidelines for Americans. 7.4.1 Classify foods into food groups, protein, grains, fruits, and vegetables. 7.4.2 Critique the effectiveness of MyPlate at https://www.choosemyplate.gov as a dietary planning tool. 7.4.3 Design a food plan based on the Dietary Guidelines for Americans. 7.4.4 Critique menus based on nutritional content and dietary needs.</p> | <p><u>LEVEL 1</u> SE: 264-265, 277, 336, 386, 390, 400, 402, 501</p> <p><u>LEVEL 2</u> SE: 37, 49, 62, 86, 97, 99, 102, 120, 127-128, 165-166, 176, 184, 312, 321, 338–352, (337 study questions) 354, 357–362, 365, (377 exam prep), 371, 373-374, (70, 353, 375 summary), 385, 406, (416- chapter activities) 435, 451, 465, 511, 525, 537, 538-540</p> |
| <p>Standard 8.0</p> <p>Examine meal service styles and quality service standards in the food service industry.</p> | <p>Performance Indicator 8.1 Demonstrate the concept of quality customer service. 8.1.1 Examine the role of quality service as a component of customer satisfaction. 8.1.2 Analyze the effects of customer satisfaction on food service businesses.</p> <p>Performance Indicator 8.2 Examine types of meal service and diagram table appointments. 8.2.1 Demonstrate types of meal service common to food service establishments. 8.2.2 Investigate various table appointments.</p> | <p><u>LEVEL 1</u> SE: 67, 123, 422, 429, 431, 437-438, 440-441, (433 exam prep), 446-447, 474</p> |

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| | <p>8.2.3 Create various table settings according to menu and type of meal service.</p> <p>Performance Indicator 8.3 Develop guidelines for serving food and waiting on tables.</p> <p>8.3.1 Identify appropriate place settings for various meal services.</p> <p>8.3.2 Practice serving food and waiting on tables.</p> <p>8.3.3 Demonstrate the service steps in an American service restaurant.</p> <p>8.3.4 Describe the principles of plating.</p> <p>8.3.5 Select and prepare appropriate garnishes.</p> <p>8.3.6 Utilize the FCCLA STAR Event for Culinary Art to create an artistic food table decoration.</p> <p>Performance Indicator 8.4 Describe procedures for taking orders, filling orders, and clearing tables.</p> <p>8.4.1 Demonstrate procedures for taking orders, filling orders, and clearing tables.</p> <p>8.4.2 Describe current technology such as Point of Sale (POS) system used to simplify service.</p> | <p><u>LEVEL 2</u></p> <p>SE: 108, 244, 261, (283 summary) 297, 302, 306, 316, 379, 517, 533</p> |
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| Culinary Arts I | | |
| Culinary Arts I Content Standard 1.0 Evaluate the field of Culinary Arts as a career opportunity. | <p>Performance Indicator 1.1 Review weights and measurements, conversions, and costing. 1.1.1 Demonstrate correct techniques for measuring and weighing food 1.1.2 Differentiate between recipe cost, menu cost, food cost, and food cost percentage. 1.1.3 Demonstrate how to determine recipe cost using unit pricing. 1.1.4 Illustrate menu costing. 1.1.5 Evaluate food cost percentage.</p> <p>Performance Indicator 1.2 Demonstrate safety and sanitation procedures in the lab setting. 1.2.1 Compile local, state, and federal health and safety standards for the food service industry including those from the Department of Health, Education and Welfare. 1.2.2 Demonstrate proper lab procedures.</p> <p>Performance Indicator 1.3 Assess job and small business opportunities in commercial and non-commercial food service. 1.3.1 Assess the career opportunities in culinary arts. 1.3.2 Research career opportunities in a variety of food service venues.</p> | <p><u>LEVEL 1</u> SE: 8-13, 26-33, 38, 74-91, 117, 272, 276, 278, 288-293 (295, 326, exam prep), 297, (325, 344-345-chapter activities) 355, 422, 480, 487</p> <p><u>LEVEL 2</u> SE: 37, 198, 205-206, 216-223, (212, 233, 283 summary), (236-237 exam prep), (213, 234, 334, chapter activities), 224-227, 230, 232,242, 269, 278-281, 290, 283, 328, 434, 525, 530-533</p> |
| Standard 2.0 Research and develop culinary production techniques. | <p>Performance Indicator 2.1 Investigate the use of common herbs, spices, seasonings, and flavoring. 2.1.1 Contrast different types of seasonings and flavorings. 2.1.2 Assess the use of a variety of herbs and apices in the food lab. 2.1.3 Describe how to store herbs and spices.</p> <p>Performance Indicator 2.2 Identify commonly used condiments. 2.2.1 Recommend sample food selections</p> | <p><u>LEVEL 1</u> SE: 238-240 (241 summary) (242-chapter activities) 250, 252, 253–258,266, (268, 243 exam prep) 283,320,322, 350-366, 386, 388, 496, 500,505, 507</p> <p><u>LEVEL 2</u> SE: 64,125, 131, 138, 174 (183 summary), (145-chapter activities), 162-163, 181,</p> |

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| | <p>with appropriate condiments.</p> <p>2.2.2 Predict the effect that sample condiments will have on select dishes or foods.</p> <p>Performance Indicator 2.3 Identify a variety of nuts and seeds and their uses.</p> <p>2.3.1 Experiment with different ways to prepare nuts and seeds (Blanching, roasting, etc.).</p> <p>2.3.2 Recommend the use of specific nuts and seeds in various foods and dishes.</p> <p>Performance Indicator 2.4 Examine the factors that affect sensory evaluation.</p> <p>2.4.1 Develop a food tasting to practice sensory evaluation.</p> <p>2.4.2 Explain how taste and flavor preferences affect different types of cuisine.</p> <p>Performance Indicator 2.5 Assess the use of a variety of knife skills in the lab.</p> <p>2.5.1 Identify types of knives and demonstrate different knife cuts.</p> <p>2.5.2 Demonstrate knife cuts using fruits and/or vegetables.</p> <p>2.5.3 Recommend appropriate knife cuts for various dishes.</p> <p>Performance Indicator 2.6 Evaluate the use of various thickeners in food preparation.</p> <p>2.6.1 Develop a recipe using a standard thickener.</p> <p>2.6.2 Incorporate a roux, slurry, beurre manié or liaison into soups and sauces.</p> <p>2.6.3 Identify the five mother sauces. Béchamel, Velouté, Espagnole, Tomato, and Hollandaise.</p> <p>Performance Indicator 2.7 Explain the categories of stocks, broths, and bouillon.</p> <p>2.7.1 Explain the principles of making stocks, broths, and bouillons and how these principles affect the quality of product.</p> | <p>366-367, 393, 409, 412, 424, 434-435, 448, 512, 517-518, 528-529, 542-543</p> |
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| | <p>2.7.2 Create an example of a stock, broth, or bouillon.</p> <p>2.7.3 Illustrate reduction and straining using the China cap.</p> <p>Performance Indicator 2.8 Determine appropriate techniques for pre-preparation of egg and dairy products.</p> <p>2.8.1 Demonstrate separating eggs properly.</p> <p>2.8.2 Investigate tempering ingredients.</p> <p>2.8.3 Explain how to prepare foams and meringues.</p> <p>2.8.4 Discuss differences in heavy and light whipping cream.</p> | |
| <p>Standard 3.0</p> <p>Analyze the principles of cooking, considering nutritive value, with a variety of cooking methods.</p> | <p>Performance Indicator 3.1 Explain how various cooking methods affect a food’s nutritive value, texture, color, aroma, and flavor.</p> <p>3.1.1 Analyze the changes that occur to food during the cooking process.</p> <p>3.1.2 Evaluate the effects of cooking methods affect a food’s nutritive value, texture, color aroma, and flavor.</p> <p>Performance Indicator 3.2 Assess the use and storage of a variety of oils and fats used in cooking.</p> <p>3.2.1 Compare food samples using a variety of dry heat cooking techniques.</p> <p>3.2.2 Prepare food samples using moist heat cooking techniques.</p> <p>3.2.3 Demonstrate examples of combination cooking techniques.</p> <p>Performance Indicator 3.3 Assess the use and storage of a variety of oils and fats used in cooking.</p> <p>3.3.1 Illustrate the types of oils derived from seeds, plants and vegetables.</p> <p>3.3.2 Match the types of fats and oils derived from animal and non-animal products.</p> <p>3.3.3 Analyze the reaction temperatures of fats.</p> <p>3.3.4 Demonstrate rendering and clarifying fats.</p> <p>3.3.5 Explain how chemical changes cause rancidity in fats and oils.</p> | <p><u>LEVEL 1</u> SE: 318–321, 376-394 (395 summary), (377 study questions), (396-chapter activities), 507, 510</p> <p><u>LEVEL 2</u> SE: N/A</p> |

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| | <p>Performance Indicator 3.4 Assess the role of the emulsification process in food preparation. 3.4.1 Identify steps necessary to complete the emulsification process. 3.4.2 Create an emulsified vinaigrette dressing.</p> | |
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| <p>Standard 4.0</p> <p>Prepare Stocks, Soups and Sauces using a variety of cooking methods.</p> | <p>Performance Indicator 4.1 Demonstrate the principles for preparing stocks.</p> <p>4.1.1 Investigate the different types of stocks and ingredients used to prepare them. 4.1.2 Identify the criteria for acceptable stock.</p> <p>Performance Indicator 4.2 Demonstrate knowledge of soups and proper preparation of various types.</p> <p>4.2.1 Identify and discuss the types of soups. 4.2.2 State the basic steps and procedures for preparing soups.</p> | <p><u>LEVEL 1</u> SE: 303, 352–358, 359–369, 373, 375, 505-506</p> <p><u>LEVEL 2</u> SE: N/A</p> |
| <p>Standard 5.0</p> <p>Prepare nutritious and quality milk-based products using a variety of cooking methods.</p> | <p>Performance Indicator 5.1 Assess the use of a variety of milk-based products in cooking.</p> <p>5.1.1 Compile a list of milk-based products. 5.1.2 Compare and contrast various types of milk-based products.</p> <p>Performance Indicator 5.2 Demonstrate lab procedures for preparing milk-based products.</p> <p>5.2.1 Use appropriate techniques to prepare milk-based food products. 5.2.2 Predict problems that might arise when cooking with dairy products. 5.2.3 Develop food labs that use milk products.</p> <p>Performance Indicator 5.3 Investigate the manufacture of various cheese products.</p> <p>5.3.1 Differentiate between fresh, semi-soft, firm, and hard cheeses. 5.3.2 Describe the process of cheese making. 5.3.3 Compare the taste, texture, aroma, and color of a variety of cheeses. 5.3.4 Analyze the pairing of foods with various cheeses.</p> | <p><u>LEVEL 1</u> SE: 108, 111, 147, 223, 259-260, 284, 303, 322, 329, 333, 359-360, 362, 366-367 (371-chapter activities), 375, 386, 400, 402, 443, 455, 457, 498, 506-507, 509, 511, 516</p> <p><u>LEVEL 2</u> SE: 49-70, (71- chapter activities), 228, 275, 317-318, 332, 344-345, 347, 359, 361, 367 (377- exam prep), 525, 539-540</p> |

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| <p>Standard 6.0</p> <p>Prepare nutritious and quality eggs using a variety of cooking methods.</p> | <p>Performance Indicator 6.1 Assess the use of eggs in food preparation.</p> <p>6.1.1 Distinguish the different parts of an egg. 6.1.2 Demonstrate proper storage methods for eggs. 6.1.3 Compare and contrast appropriate uses for eggs in cooking. 6.1.4 Formulate various cooking methods using both eggs and egg substitutes.</p> <p>Performance Indicator 6.2 Use a variety of techniques and methods for egg preparation.</p> <p>6.2.1 Predict what will happen in a recipe when eggs are increased or decreased. 6.2.2 Demonstrate techniques for preparing meringue. 6.2.3 Prepare eggs using moist heat methods.</p> | <p><u>LEVEL 1</u> SE: 103, 107, 111, 147, 150, 336 (156, 242, 268-chapter activities), 259-260, (266 summary), 362-354, 393, 400-403, 407, 443, 506, 511-512</p> <p><u>LEVEL 2</u> SE: 47, 56,58-69, (70 summary) (71-chapter activities), (72 exam prep) 73-75, 366, 474</p> |
| <p>Standard 7.0</p> <p>Prepare nutritious and quality fruits and vegetables using a variety of cooking methods.</p> | <p>Performance Indicator 7.1 Identify common varieties of fruits and recommended preservation methods for each.</p> <p>7.1.1 Identify qualities of different hybrids and varieties of fruits. 7.1.2 Investigate factors that affect ripening in a variety of fruits. 7.1.3 Determine the best uses of fruits based on variety.</p> <p>Performance Indicator 7.2 Assess the use of fruits as garnishes.</p> <p>7.2.1 Demonstrate techniques required to prepare fruits for use as garnishes. 7.2.2 Prepare garnishes using a variety of fruits.</p> <p>Performance Indicator 7.3 Prepare fruits for serving by using a variety of methods.</p> <p>7.3.1 Evaluate the palatability of fruits using a variety of cooking methods. 7.3.2 Demonstrate techniques for utilizing fruits</p> | <p><u>LEVEL 1</u> SE: N/A</p> <p><u>LEVEL 2</u> SE: 83-84, 92-110, (111, 502 summary) (112, 144, 184, 213-chapter activities), (113 exam prep), 120-123, 275, 318, 332, 340-343, 345-346, 348-349, 352, 362, 364, 373, 500-501, 511, 517, 526, 528, 537, 557</p> |

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| <p>Standard 9.0 Prepare nutritious and quality meat, poultry and fish using a variety of cooking methods.</p> | <p>Performance Indicator 9.1 Investigate the processes of meat inspection and grading. 9.1.1 Research the standards for USDA meat grading. 9.1.2 Identify the variety of meat cuts: beef, pork, poultry, fish and shellfish. 9.1.3 Distinguish between various meat characteristics.</p> <p>Performance Indicator 9.2 Exhibit techniques of proper meat purchase and storage. 9.2.1 Exhibit correct purchasing procedures for protein: beef, pork, poultry, fish, and shellfish. 9.2.2 Assess proper storage procedures for beef, pork, poultry, fish, and shellfish.</p> <p>Performance Indicator 9.3 Prepare meat, poultry, and fish using various techniques and methods. 9.3.1 Prepare beef dishes using a variety of cuts. 9.3.2 Contrast and compare dishes using a variety of poultry types. 9.3.3 Prepare fish and shellfish.</p> | <p><u>LEVEL 1</u> SE: N/A</p> <p><u>LEVEL 2</u> SE: 230, 271, 274, 384-388, 390, (398 summary), (400 exam prep), 409, 424, 432, 433-435, 542</p> |

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| <p>Culinary Arts II</p> | | |
| <p>Culinary Arts II Content Standard 1.0 Assess the use of a variety of sauces in commercial food preparation.</p> | <p>Performance Indicator 1.1 Demonstrate knowledge of hot sauces. 1.1.1 Review steps in making a roux. 1.1.2 Demonstrate understanding of Mother Sauces and their preparation. 1.1.3 Differentiate variations of the Mother Sauces. 1.1.4 Appraise the importance of stock in sauces.</p> <p>Performance Indicator 1.2 Demonstrate knowledge of cold sauces. 1.2.1 Compare different types of cold sauces. 1.2.2 Prepare a variety of cold sauces and use them in a dish. 1.2.3 Create proper emulsification for sauces.</p> | <p><u>LEVEL 1</u> SE: 359-365, 367, 369 (370 summary), (372 exam prep) 374, 392, 506-507, 520</p> <p><u>LEVEL 2</u> SE: N/A</p> |
| <p>Standard 2.0 Investigate the duties of the Garde-Manager and practice areas of food preparation.</p> | <p>Performance Indicator 2.1 Analyze primary sandwich components and accompaniments. 2.1.1 Summarize criteria for selecting breads. 2.1.2 Differentiate among types of spreads and fillings. 2.1.3 Construct a list of food items that are appropriate sandwich accompaniments.</p> <p>Performance Indicator 2.2 Demonstrate quality sandwich preparation. 2.2.1 Establish techniques for sandwich mise en place (MEP). 2.2.2 Prepare closed- and open-face sandwiches.</p> | <p><u>LEVEL 1</u> SE: 332, 336-338</p> <p><u>LEVEL 2</u> SE: 512, 539</p> |

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| <p>Standard 3.0</p> <p>Demonstrate advanced meat preparation techniques.</p> | <p>Performance Indicator 3.1 Review basic meat cookery. 3.1.1 Analyze moist meat cookery methods. 3.1.2 Analyze dry meat cookery methods.</p> <p>Performance Indicator 3.2 Identify various cuts of beef and the methods/techniques of their preparation. 3.2.1 Share knowledge of beef cuts. 3.2.2 Apply knowledge of meat cookery.</p> <p>Performance Indicator 3.3 Identify cuts of pork, including primal cuts, and their respective preparation methods/techniques. 3.3.1 Share knowledge of pork cuts. 3.3.2 Distinguish meat structure by trimming a pork loin into individual cuts. 3.3.3 Applying knowledge of cuts of pork and proper cooking methods.</p> | <p><u>LEVEL 1</u> SE: N/A</p> <p><u>LEVEL 2</u> SE: 386-388, 392-393</p> |
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| <p>Standard 4.0</p> <p>Practice advanced poultry preparation techniques.</p> | <p>Performance Indicator 4.1 Identify basic poultry cuts of various species. 4.1.1 Investigate different species of poultry and their characteristics. 4.1.2 Apply knowledge of poultry cuts and how they differ with species.</p> <p>Performance Indicator 4.2 Investigate the methods and techniques for preparing whole chicken. 4.2.1 Fabricate chicken parts for cooking by sectioning and deboning. 4.2.2 Assess the preparation of various cuts of chicken using advanced cooking techniques.</p> | <p><u>LEVEL 1</u> SE: N/A</p> <p><u>LEVEL 2</u> SE: 406-414, (415 summary) (416-417-chapter activities), (418 exam prep)</p> |
| <p>Standard 5.0</p> <p>Demonstrate advanced fish and shellfish preparation.</p> | <p>Performance Indicator 5.1 Assess the structure, composition, and purchase of fish and shellfish. 5.1.1 Investigate various types of fish and shellfish. 5.1.2 Classify various types of fish and shellfish. 5.1.3 Investigate the considerations of purchasing fish.</p> <p>Performance Indicator 5.2 Demonstrate various ways to cook and serve fish and shellfish. 5.2.1 Critique a variety of cooking methods involving fish. 5.2.2 Create a fish entree using a fish fillet. 5.2.3 Analyze ways to test doneness when cooking fish. 5.2.4 Develop methods of preparing at least two types of shellfish.</p> | <p><u>LEVEL 1</u> SE: 107, 111-112, 147, 150, 337, 357, 367, 394, 454, 462, 507, 515-516</p> <p><u>LEVEL 2</u> SE: 424-427, 433-435 (436 summary), (437-chapter activities) (438 exam prep) 439-441</p> |

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| <p>Standard 6.0 Practice advanced candy-making techniques.</p> | <p>Performance Indicator 6.1 Investigate and classify the types of sugars and sweeteners. 6.1.1 Differentiate between the types of sugars and their sources. 6.1.2 Compare grades and granulations of commercially available sugar products. 6.1.3 Analyze various sugar properties in lab. 6.1.4 Investigate different sweeteners and uses of each.</p> <p>Performance Indicator 6.2 Explain the boiling point of sugar solutions. 6.2.1 Cite evidence of boiling points and how humidity may affect them. 6.2.2 Compare sugar solutions at different temperatures representing various stages of concentration.</p> <p>Performance Indicator 6.3 Classify crystalline and non-crystalline candies. 6.3.1 Compare crystalline and non-crystalline candies. 6.3.2 Recognize the types of equipment in a laboratory setting.</p> | <p><u>LEVEL 1</u> SE: 252, 359, 400, 402, 511</p> <p><u>LEVEL 2</u> SE: 342-343, 465, 468-471, 491-492, 494, 500-501 (503--chapter activities)</p> |
| <p>Standard 7.0 Demonstrate advanced preparation techniques for different types of chocolates.</p> | <p>Performance Indicator 7.1 Investigate the history of different types of chocolates. 7.1.1 Investigate the history and sources of chocolate. 7.1.2 Categorize the types of chocolate.</p> <p>Performance Indicator 7.2 Investigate purchasing guidelines for, and equipment commonly used when, working with chocolate. 7.2.1 Hypothesize how quality of chocolate will affect the end product. 7.2.2 Recognize the types of equipment in a laboratory setting. 7.2.3 Assess factors affecting the cost of</p> | <p><u>LEVEL 1</u> SE: 229, 279, 289-290, 400, 402, 406-407, 413, 455,498, 512, 515-516, 521(411, 461--chapter activities)</p> <p><u>LEVEL 2</u> SE: 469, 490-495, 546</p> |

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| | | SE: 447, 449, 451, (457 exam prep), 462-470, 472-480, 499, 543, 545 |
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| <p>Standard 9.0 Investigate the basic principles for plating, presenting, and garnishing foods.</p> | <p>Performance Indicator 9.1 Use common ingredients to demonstrate techniques for garnishing. 9.1.1 Appraise various garnish names. 9.1.2 Create a garnish for presentation.</p> <p>Performance Indicator 9.2 Explain basic principles of plate presentation. 9.2.1 Design proper service and presentation for food service. 9.2.2 Compare and contrast cutting and molding foods for visual appeal and creating garnishes.</p> <p>Performance Indicator 9.3 Assess the use of service ware and service styles in food presentation. 9.3.1 Explore how bowls, plates and platters affect visual appeal of serving food. 9.3.2 Classify specific types of serving pieces. 9.3.3 Compare and contrast the American, French, English, Russian and self-service styles.</p> <p>Performance Indicator 9.4 Investigate how food color, shape, and texture affect food arrangement and plate composition. 9.4.1 Design plates with foods of varying color, shape, and texture to create an attractive plate. 9.4.1 Investigate guidelines for arranging foods on a plate.</p> | <p><u>LEVEL 1</u> SE: N/A</p> <p><u>LEVEL 2</u> SE: 516-518 (519 summary), (519-chapter activities), (521 exam prep), 547</p> |
| <p>Standard 10.0 Investigate career opportunities in the area of Culinary Arts.</p> | <p>Performance Indicator 10.1 Describe personal qualities necessary for a career in culinary arts based on skills employers' desire in employees. 10.1.1 Hypothesize the work characteristics needed in culinary fields. 10.1.2 Explain qualities that employers look for in an employee.</p> <p>Performance Indicator 10.2 Explore careers and sources of education and training in the culinary arts field. 10.2.1 Compare various educational institutions</p> | <p><u>LEVEL 1</u> SE: 24-41 (25 study questions), 486</p> <p><u>LEVEL 2</u> SE: (22, 40, 308, 437-chapter activities), 290, 294, 303 (307 summary)</p> |

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| | <p>and evaluating the degree offered tuition, reputation, job placement and scholarships available.</p> <p>10.2.2 Investigate companies employing culinary arts professionals.</p> <p>10.2.3 Analyze salaries, fringe benefits, job openings of various companies.</p> <p>Performance Indicator 10.3 Devise a career plan for a culinary arts career.</p> <p>10.3.1 Create personal career goals and make decisions related to a future career.</p> <p>10.3.2 Create a career plan in career portfolio.</p> | |
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