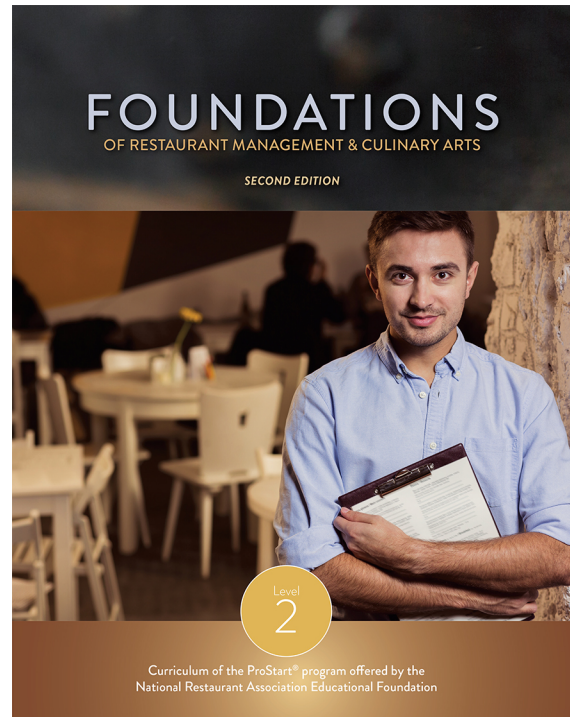
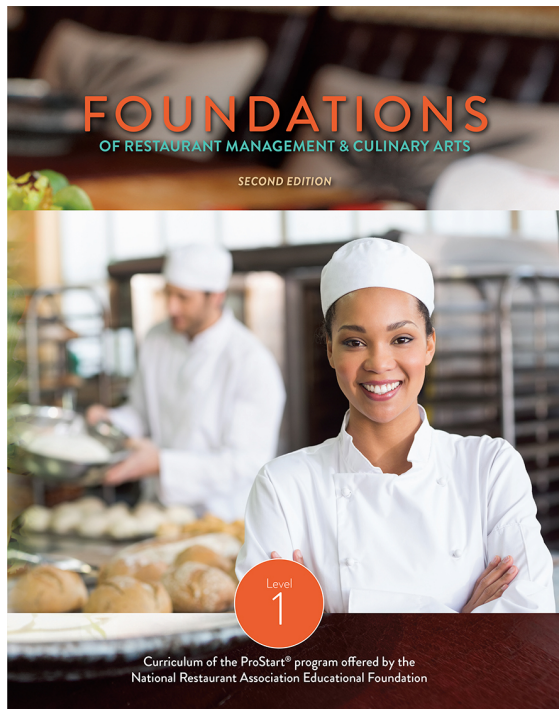


A Correlation of
Foundations of Restaurant Management & Culinary Arts, Second Edition
Levels 1 & 2, ©2018



To the
National Standards for
Family and Consumer Sciences Education
Area of Study 9.0: Food Science, Dietetics, and Nutrition

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 comprehensive and content standards of the National Standards for Family and Consumer Sciences Education Area of Study 9. 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***. 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.

FRMCA 2e Correlations to National Standards for Family and Consumer Science Education

National Standards for Family and Consumer Sciences Education ©2008–2018		
Area of Study 9.0: Food Science, Dietetics, and Nutrition		
Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.		
Content Standard	Competency (for internal use only in correlations identification)	<i>Foundations of Restaurant Management and Culinary Arts, Second Edition ©2018</i>
9.1 Analyze career paths within the food science, food technology, dietetics, and nutrition industries.	<p>9.1.1 Explain the roles, duties, and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.</p> <p>9.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition careers.</p> <p>9.1.4 Analyze the effects of food science, dietetics, and nutrition occupations and on local, state, national, and global economies.</p> <p>9.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in food science, food technology, dietetics, and nutrition careers.</p> <p>9.1.6 Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.</p>	<p>Level 1 SE: 8–13, 16–20, 21 (summary), 22 (activities), 26–33, 37–38, 39 (summary), 40 (activities), 41 (exam prep), 44–55 (entire chapter, including summary, activities, & exam prep), 78, 88, 90–91, 93 (activities), 94–95 (exam prep), 117 (career readiness activity), 422–426, 429–430, 431 (summary), 432 (activities), 433 (exam prep), 436–437, 466–479 (entire chapter, including summary, activities, & exam prep)</p> <p>Level 2 SE: 339–340</p>

Content Standard	Competency (for internal use only in correlations identification)	<i>Foundations of Restaurant Management and Culinary Arts, Second Edition ©2018</i>
9.2 Apply risk management procedures to food safety, food testing, and sanitation.	<p>9.2.1 Analyze factors that contribute to food borne illness.</p> <p>9.2.2 Analyze food service management safety and sanitation programs.</p> <p>9.2.3 Implement industry standards for documenting, investigating, and reporting food born illnesses.</p> <p>9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.</p> <p>9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</p> <p>9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.</p> <p>9.2.7 Classify current types of cleaning materials and sanitizers and their proper use.</p> <p>9.2.8 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.</p> <p>9.2.9 Demonstrate waste disposal and recycling methods.</p>	<p><i>Level 1 SE:</i> 34–36, 39 (summary, Q1), 40, 104–110, 111–114, 115 (summary), 116–117 (activities), 118–119 (exam prep), 122–135, 136 (summary, Q1 & Q2), 137 (activities), 138–139 (exam prep), 142–154, 155 (summary), 156 (Q1, activities), 157 (exam prep), 160–168, 171 (summary), 172 (activities), 173 (exam prep), 176–192, 193 (summary), 194 (Q2, activities), 195 (exam prep), 203, 204–205, 212–213, 217 (summary), 218 (activities), 219 (exam prep), 226 (see <i>Tongs</i>), 237, 241 (summary), 242 (activities), 243 (exam prep), 316–317, 326 (exam prep), 336 (¶4), 337 (safety side note), 341 (step 3 in both), 344 (activities), 424 (hygiene), 426 (see people with disabilities)</p> <p><i>Level 2 SE:</i> 48, 52–53, 56, 59, 62, 69, 70, 72, 84 (safety), 102–103, 110–111, 130, 143, 154, 171, 172, 183, 185, 271–277, 282–284, 328–332, 333, 390–391, 400, 408–409, 410 (safety), 414 (safety), 418, 424, 428–430, 435, 438, 475, 493, 502, 504</p>

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Content Standard	Competency (for internal use only in correlations identification)	Foundations of Restaurant Management and Culinary Arts, Second Edition ©2018
9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions. 9.3.2 Analyze nutritional data. 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods. 9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior. 9.3.5 Analyze recipe/formula proportions and modifications for food production. 9.3.6 Critique the selection of foods to promote a healthy lifestyle. 9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.	<u>Level 1 SE:</u> 264–265, 269 (exam prep), 276–279, 286–288, 293–294 (activities), 295 (exam prep), 382, 384, 390, 391, 404–405, 411 (activities), 412 (exam prep) <u>Level 2 SE:</u> 338–355, 358–377
9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.	9.4.1 Analyze nutritional needs of individuals. 9.4.2 Use nutritional information to support care planning. 9.4.3 Utilize a selective menu. 9.4.4 Construct a modified diet based on nutritional needs and health conditions. 9.4.5 Design instruction on nutrition for health maintenance and disease prevention.	<u>Level 1 SE:</u> n/a <u>Level 2 SE:</u> 338–345, 349–350, 353–355, 358–362, 366–371, 375–377

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9.5 Demonstrate use of current technology in food product development and marketing.	<p>9.5.1 Analyze various factors that affect food preferences in the marketing of food.</p> <p>9.5.2 Analyze data in statistical analysis in making development and marketing decisions.</p> <p>9.5.3 Prepare food for presentation and assessment.</p> <p>9.5.4 Maintain test kitchen/ laboratory and related equipment and supplies.</p> <p>9.5.5 Implement procedures that affect quality product performance.</p> <p>9.5.6 Conduct sensory evaluations of food products.</p> <p>9.5.7 Conduct testing for safety of food products, utilizing available technology.</p>	<p>Level 1 SE: 143–145, 146–147, 150, 151–152, 155 (summary), 156 (activities), 157 (exam prep), 310, 312–313, 314, 315, 316, 317, 322–323, 324 (summary, Q1 & Q2), 326 (exam prep), 337 (side note), 329, 340, 341, 345 (critical thinking activity), 394, 396 (collaboration activity)</p> <p>Level 2 SE: 14–15, 62–63, 64–69, 73–75, 80–82, 88–91, 103–110, 114–117, 131–141, 147–149, 154–158, 172–176, 180–182, 186–189, 369–370, 392–397, 401–403, 410–414, 419–421, 433–435, 439–441, 450–454, 458–461, 467–471, 473–480, 484–487, 497–498, 505–507, 512–518</p>
9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.	<p>9.6.1 Build menus to customer/ client preferences.</p> <p>9.6.2 Implement food preparation, production, and testing systems.</p> <p>9.6.3 Apply standards for food quality.</p> <p>9.6.4 Create standardized recipes.</p> <p>9.6.5 Manage amounts of food to meet needs of customers, clients.</p> <p>9.6.6 Analyze new products.</p> <p>9.6.7 Implement procedures that provide cost effective products.</p> <p>9.6.8 Establish par levels for the purchase of supplies based on an organization's needs.</p> <p>9.6.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.</p>	<p>Level 1 SE: 111–113, 114, 115 (summary, Q1 & Q2), 122–137 (entire chapter, including summary, activities, & exam prep), 142–157 (entire chapter, including summary, activities, & exam prep), 246–249, 250–251, 266 (summary), 276–277, 286–288, 289–291, 292 (knowledge check, summary), 293–294 (Q2, activities), 295 (exam prep), 324 (Q1 & Q2), 325 (activity), 343 (Q2), 344–345 (activities), 396 (collaboration activity), 466–467</p> <p>Level 2 SE: 14–15, 28–41, 196–215, 218–237, 240–249, 252–287</p>