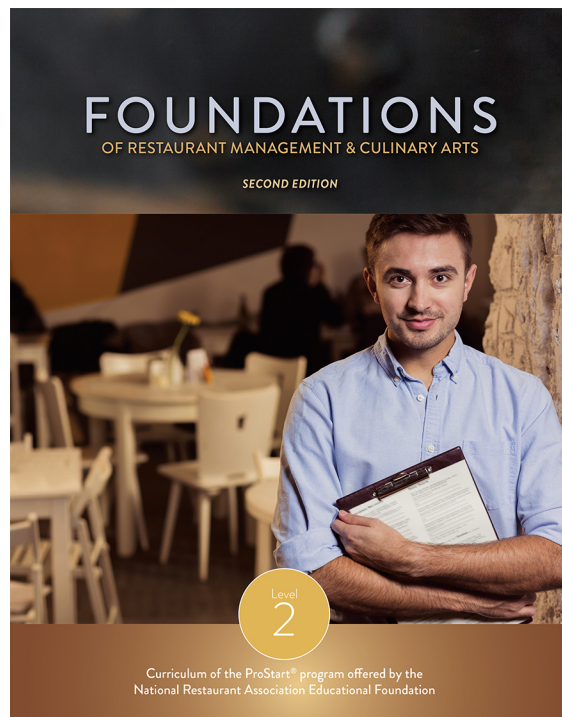
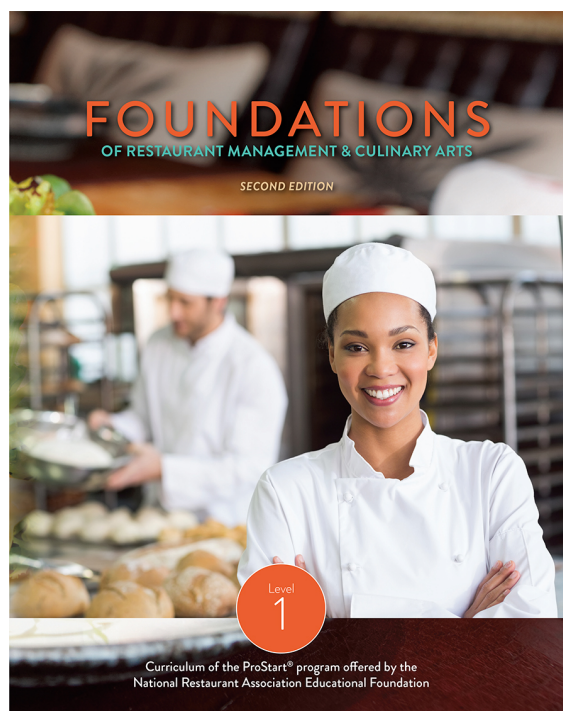


A Correlation of  
***Foundations of  
Restaurant Management & Culinary Arts,***  
**Second Edition**  
**Levels 1 and 2 ©2018**



**To the  
Florida Standards  
Culinary Arts Program of Study  
Hospitality and Tourism Career Cluster**

## **INTRODUCTION**

This document demonstrates how well The National Restaurant Association's ***Foundations of Restaurant Management & Culinary Arts, Second Edition, Levels 1 and 2 © 2018*** meets the Florida Standards for Culinary Arts Program of Study, Hospitality and Tourism Career Cluster. 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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<b>01.0</b>	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Culinary Arts.	
<b>01.01</b>	<b>Key Ideas and Details</b>	
<b>01.01.1</b>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 22 (activity 2), 40 (activities 2 &amp; 4), 54 (activity 1), 93 (activity 2), 116 (activity 2), 172 (activity 1), 194 (activity 2), 268 (activity 2), 325 (activity 1), 344 (activity 1), 396 (activity 2), 432 (activity 2), 462 (activity 5), 477 (activity 2)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 71 (activities 2 &amp; 3), 284 (activity 2)</p>
<b>01.01.2</b>	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> <i>While the text does not explicitly direct students to determine central ideas or conclusions; trace explanations or depictions; or provide summaries of particular passages, students can and no doubt will use all of these skills to master the content of this textbook.</i></p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b></p>
<b>01.01.3</b>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 124, 125, 126, 128, 132, 137 (activity 2), 145, 156 (activity 1), 162–164, 172 (activity 2), 182–185, 188, 190, 192, 212, 213, 237, 239–240, 242 (activities 2, 3, &amp; 5), 251, 259, 260, 261, 262, 263, 268 (activity 3), 278–279, 282–283, 287, 293 (activities 2 &amp; 3), 294 (activity 4), 310, 311, 312–313, 314, 315, 316, 321, 322, 325 (activity 2), 340, 341, 342, 344 (activity 3), 356, 357, 362, 368, 369, 371 (activity 2), 381, 383, 385, 387, 389, 390, 392, 396 (activity 2), 407–409, 411 (activity 3), 441, 457–458</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 22 (activity 2), 71 (activities 2 &amp; 3), 86 (activity 2), 234 (activity 2), 456 (activity 2), 482 (activity 2), 503 (activity 2)</p>
<b>01.02</b>	<b>Craft and Structure</b>	
<b>01.02.1</b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 180, 250–251, 263, 264–265, 400–403, 411 (activity 5), 467–468, 468–469</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 71 (activity 6), 399 (activity 2)</p>
<b>01.02.2</b>	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 194 (activity 2)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> n/a</p>
<b>01.02.3</b>	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> n/a</p>

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	an experiment in a text, defining the question the author seeks to address.	<u><b>LEVEL 2</b></u> <b>SE:</b> n/a
<b>01.03</b>	<b>Integration of Knowledge and Ideas</b>	
<b>01.03.1</b>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	<u><b>LEVEL 1</b></u> <b>SE:</b> 40 (activity 6), 93 (activity 3), 133, 137 (activity 4), 156 (activity 6), 172 (activity 4), 194 (activity 6), 242 (activity 4), 268 (activity 6), 371 (activities 2 & 5) <u><b>LEVEL 2</b></u> <b>SE:</b> 71 (activity 4), 145 (activity 6), 234 (activity 1), 334 (activity 4), 399 (activity 4), 456 (activity 4), 482 (activity 4), 520 (activity 6)
<b>01.03.2</b>	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	<u><b>LEVEL 1</b></u> <b>SE:</b> n/a <u><b>LEVEL 2</b></u> <b>SE:</b> n/a
<b>01.03.3</b>	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	<u><b>LEVEL 1</b></u> <b>SE:</b> 137 (activity 2), 268 (activity 4), 294 (activity 4), 396 (activity 2), 411 (activity 4) <u><b>LEVEL 2</b></u> <b>SE:</b> n/a
<b>01.04</b>	<b>Range of Reading and Level of Text Complexity</b>	
<b>01.04.1</b>	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<u><b>LEVEL 1</b></u> <b>SE:</b> 22 (activities 1, 2, 5, & 6), 40 (activity 2), 93 (activity 2), 116–117 (activities 2 & 6), 137 (activities 2 & 5), 156 (activity 2), 172 (activity 6), 194 (activity2), 242 (activity 1), 268 (activity 2), 344–345 (activities 1 & 5), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2) <u><b>LEVEL 2</b></u> <b>SE:</b> n/a
<b>01.04.2</b>	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	<u><b>LEVEL 1</b></u> <b>SE:</b> 22 (activities 1, 2, 5, & 6), 40 (activity 2), 93 (activity 2), 116–117 (activities 2 & 6), 137 (activities 2 & 5), 156 (activity 2), 172 (activity 6), 194 (activity2), 242 (activity 1), 268 (activity 2), 344–345 (activities 1 & 5), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2) <u><b>LEVEL 2</b></u> <b>SE:</b> n/a
<b>02.0</b>	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Culinary Arts.	
<b>02.01</b>	<b>Text Types and Purposes</b>	
<b>02.01.1</b>	Write arguments focused on discipline-specific content.	<u><b>LEVEL 1</b></u> <b>SE:</b> 22 (activity 1), 54 (activities 1 & 6), 116 (activity 1), 156 (activity 2), 218 (activity 6), 345 (activity 2)

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	<p><b><u>LEVEL 2</u></b>  <b>SE:</b> 71 (activity 1), 86 (activities 1 &amp; 5), 248 (activity 6), 284 (activity 1), 285 (activity 6), 334 (activity 6), 354 (Q 1 &amp; 2), 417 (activity 6)</p>
<p><b>02.01.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 22 (activities 1, 2, 5, &amp; 6), 40 (activity 2), 93 (activity 2), 116 (activity 2), 137 (activities 2 &amp; 5), 172 (activity 6), 242 (activity 1), 344 (activity 1), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 22 (activity 5), 40 (activity 2), 86 (activity 2), 112 (activities 1 &amp; 2), 354 (activity 1), 375 (activity 1), 437 (activity 1), 456 (activity 5)</p>
<p><b>02.02 Production and Distribution of Writing</b></p>	
<p><b>02.02.1</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 70 (activity 1), 93 (activity 2), 116 (activity 1), 137 (activities 2 &amp; 5), 156 (activity 2), 242 (activity 1), 325 (activity 1), 462 (activity 5), 477 (activity 2)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 22 (activity 6), 40 (activity 1), 71 (activity 1), 86 (activities 1 &amp; 5), 112 (activity 1), 144 (activity 2), 184 (activity 1), 213 (activity 1), 248 (activity 6), 284 (activity 1), 308 (activity 4), 334 (activities 1 &amp; 5), 354 (activity 2), 375 (activity 1), 399 (activities 1 &amp; 6), 415 (Q2), 416 (activity 2), 417 (activity 6), 437 (activity 2), 503 (activities 5 &amp; 6), 520 (activity 3)</p>
<p><b>02.02.2</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<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>
<p><b>02.02.3</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 70 (activity 1), 172 (activity 6)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 71 (activity 5)</p>
<p><b>02.03 Research to Build and Present Knowledge</b></p>	
<p><b>02.03.1</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 22 (activities 1, 2, 5, &amp; 6), 93 (activities 2 &amp; 5), 116 (activity 2), 137 (activities 2 &amp; 5), 156 (activity 2), 172 (activity 6), 194 (activity 2), 218 (activities 5 &amp; 6), 242 (activity ), 268 (activity 2), 294 (activity 3), 325 (activities 1, 4, &amp; 5), 344–345 (activities 1 &amp; 5), 371 (activity 1), 396 (activity 2), 411 (activity 5), 432 (activity 2), 462 (activity 5), 477 (activity 2)</p> <p><b><u>LEVEL 2</u></b></p>

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	<b>SE:</b> 22 (activity 6), 40 (activity 1), 71 (activities 4 & 5), 86 (activities 1, 2 & 5), 112 (activities 1 & 2), 184 (activity 6), 213 (activities 5 & 6), 248 (activity 6), 334 (activity 2), 376 (activities 2 & 3), 437 (activity 6), 456 (activities 1 & 6), 482 (activities 1 & 6), 503 (activities 1 & 3), 520 (activity 1)
<b>02.03.2</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<b><u>LEVEL 1</u></b> <b>SE:</b> n/a <b><u>LEVEL 2</u></b> <b>SE:</b> n/a
<b>02.03.3</b> Draw evidence from informational texts to support analysis, reflection, and research.	<b><u>LEVEL 1</u></b> <b>SE:</b> 22 (activities 1, 2, 5, & 6), 93 (activities 2 & 5), 116–117 (activities 2 & 6), 137 (activities 2 & 5), 172 (activity 6), 194 (activity 2), 268 (activity 2), 462 (activity 5), 477 (activity 2) <b><u>LEVEL 2</u></b> <b>SE:</b> 40 (activity 2), 354 (activity 6)
<b>02.04 Range of Writing</b>	
<b>02.04.1</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or 2) for a range of discipline-specific tasks, purposes, and audiences.	<b><u>LEVEL 1</u></b> <b>SE:</b> 22, 40, 54, 70, 93, 116–117, 137, 156, 172, 194, 218, 242, 268, 293–294, 325, 344–345, 371, 396, 411, 432, 462, 477–478 <b><u>LEVEL 2</u></b> <b>SE:</b> 40 (activity 1), 86 (activities 1, 5 & 6), 112 (activities 1 & 2), 144 (activity 2), 308 (activity 5), 520 (activity 2)
<b>03.0</b> Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Culinary Arts.	
<b>03.01</b> Make sense of problems and persevere in solving them.	<b><u>LEVEL 1</u></b> <b>SE:</b> 272–294 (entire chapter, including summary, activities, and exam prep) <b><u>LEVEL 2</u></b> <b>SE:</b> 40 (activity 1), 85 (Q1), 86 (activity 2), 111 (Q2), 112 (activity 5), 143 (Q1 & 2), 183 (Q1), 234 (Q2), 247 (Q1 & activities 1 & 4), 247–248 (activity 5), 284 (Q1 & 2), 285 (activity 4), 308 (Q1 & 2), 333 (Q1 & 2), 415 (Q1), 416–417 (activity 5), 436 (Q1), 455 (Q1), 519 (Q1), 520 (activity 5)
<b>03.02</b> Reason abstractly and quantitatively.	<b><u>LEVEL 1</u></b> <b>SE:</b> 272–294 (entire chapter, including summary, activities, and exam prep) <b><u>LEVEL 2</u></b> <b>SE:</b> 40 (activity 6), 86 (activity 3), 184 (activity 1)
<b>03.03</b> Construct viable arguments and critique the reasoning of others.	<b><u>LEVEL 1</u></b> <b>SE:</b> n/a

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	<u><b>LEVEL 2</b></u> <b>SE:</b> n/a
<b>03.04</b> Model with mathematics.	<u><b>LEVEL 1</b></u> <b>SE:</b> 278–279, 293–294 (activities) <u><b>LEVEL 2</b></u> <b>SE:</b> 40 (activity 3), 86 (activity 3), 112 (activity 3), 144 (activity 3), 184 (activity 3), 213 (activity 3), 235 (activity 4), 247 (activity 3), 284 (activity 3), 334 (activities 1 & 3), 399 (activity 3), 416 (activity 3), 437 (activity 3), 482 (activity 3)
<b>03.05</b> Use appropriate tools strategically.	<u><b>LEVEL 1</b></u> <b>SE:</b> 282–285, 289–292, 293–294 (activities) <u><b>LEVEL 2</b></u> <b>SE:</b> n/a
<b>03.06</b> Attend to precision.	<u><b>LEVEL 1</b></u> <b>SE:</b> 272–294 (entire chapter, including summary, activities, and exam prep) <u><b>LEVEL 2</b></u> <b>SE:</b> 86 (activity 2)
<b>03.07</b> Look for and make use of structure.	<u><b>LEVEL 1</b></u> <b>SE:</b> n/a <u><b>LEVEL 2</b></u> <b>SE:</b> n/a
<b>03.08</b> Look for and express regularity in repeated reasoning.	<u><b>LEVEL 1</b></u> <b>SE:</b> n/a <u><b>LEVEL 2</b></u> <b>SE:</b> n/a

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<b>04.0</b> Identify career and employment opportunities. – The student will be able to:	
<b>04.01</b> Discuss history and trends of the food service industry.	<p><b><u>LEVEL 1</u></b> SE: 14–20, 21 (summary), 22 (activities), 23 (exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 131 (industry), 181 (industry), 204 (Did you know), 317–318, 373 (Did you know), 520 (activity 1)</p>
<b>04.02</b> Identify occupations in the food service and hospitality industry and their impact on the economy.	<p><b><u>LEVEL 1</u></b> SE: 8–9, 26–28, 32–33, 39 (summary), 40 (activities 4 &amp; 5), 41 (exam prep), 117 (career readiness activity), 161, 272, 294 (culinary education activity), 436–447, 456–457, 458, 459–460, 461 (summary), 462 (activities), 463 (exam prep), 466–479 (entire chapter, including summary, activities, &amp; exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>04.03</b> Identify levels of training required for food service and hospitality occupations.	<p><b><u>LEVEL 1</u></b> SE: 29–31, 32–33, 36–38, 39 (summary), 40 (activities), 41 (exam prep), 50, 90–91, 92 (summary), 93 (activities), 436–437, 466–467</p> <p><b><u>LEVEL 2</u></b> SE: 2–3, 42–43, 190–191, 285, 308, 310–311, 378–379, 399 (activity 5), 437 (activity 5), 442–443</p>
<b>04.04</b> Identify professional organizations related to hospitality/food service.	<p><b><u>LEVEL 1</u></b> SE: 37</p> <p><b><u>LEVEL 2</u></b> SE: 204</p>
<b>05.0</b> Demonstrate and incorporate workplace safety procedures. – The student will be able to:	
<b>05.01</b> Follow standard procedures for physical hazard control.	<p><b><u>LEVEL 1</u></b> SE: 110, 112–114, 162–164, 165–167, 171 (summary), 172 (activities), 173 (exam prep), 176–188</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>05.02</b> Identify and utilize first-aid procedures for accidents and injuries common to the food service industry.	<p><b><u>LEVEL 1</u></b> SE: 189–191, 193 (summary), 194 (activities), 195 (exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>



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<b>05.03</b> Follow the standards for infectious disease control.	<u><b>LEVEL 1</b></u> SE: 104–109, 113–114, 142–157 (entire chapter, including summary, activities, & exam prep) <u><b>LEVEL 2</b></u> SE: n/a
<b>05.04</b> Identify and apply sanitary procedures in maintaining the facility including proper waste disposal methods and recycling.	<u><b>LEVEL 1</b></u> SE: 122–139 (entire chapter, including summary, activities, & exam prep) <u><b>LEVEL 2</b></u> SE: 328–332
<b>05.05</b> Maintain an MSDS (Material Safety Data Sheet) for each product and keep in a three ring binder in the kitchen area.	<u><b>LEVEL 1</b></u> SE: 165 <u><b>LEVEL 2</b></u> SE: n/a
<b>05.06</b> Explain the Right to Know Law as recorded in (29 CFR-1910.1200) – OSHA Law.	<u><b>LEVEL 1</b></u> SE: 162–164 <u><b>LEVEL 2</b></u> SE: n/a
<b>05.07</b> Demonstrate and utilize safety procedures related to prevention of slips, falls, burns, and fire; proper lifting and chemical use.	<u><b>LEVEL 1</b></u> SE: 165, 176–188, 193 (summary), 194 (activities), 195 (exam prep) <u><b>LEVEL 2</b></u> SE: n/a
<b>05.08</b> Demonstrate and utilize proper personal hygiene and personal health precautions (hand washing; use of gloves; grooming; proper hair restraints, closed-toe shoes, aprons, uniforms).	<u><b>LEVEL 1</b></u> SE: 113, 122–126, 176–177 <u><b>LEVEL 2</b></u> SE: n/a
<b>05.09</b> Demonstrate proper food handling techniques (thermometer use; thawing methods; internal cooking temperatures) utilizing current industry safety and sanitation procedures for the agency having jurisdiction.	<u><b>LEVEL 1</b></u> SE: 114, 131, 142–157 (entire chapter, including summary, activities, & exam prep) <u><b>LEVEL 2</b></u> SE: 396–397, 410, 433–435
<b>05.10</b> Identify the HACCP (Hazard Analysis Critical Control Point) procedure during all food handling processes.	<u><b>LEVEL 1</b></u> SE: 154 <u><b>LEVEL 2</b></u> SE: 424
<b>06.0</b> Demonstrate personal productivity. – The student will be able to:	
<b>06.01</b> Identify and exhibit employability skills (punctuality, dependability, appropriate appearance.)	<u><b>LEVEL 1</b></u> SE: 44–47, 53 (summary), 54 (activities), 55 (exam prep), 79, 471 <u><b>LEVEL 2</b></u> SE: n/a

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<b>06.02</b> Identify and exhibit work ethics and integrity (employee theft and consequences)	<u><b>LEVEL 1</b></u> SE: 47, 53 (summary), 54 (activities), 55 (exam prep) <u><b>LEVEL 2</b></u> SE: 278
<b>06.03</b> Maintain positive personal relationships including acceptance of constructive criticism.	<u><b>LEVEL 1</b></u> SE: 48–50, 53 (summary), 54 (activities), 55 (exam prep) <u><b>LEVEL 2</b></u> SE: n/a
<b>06.04</b> Develop and demonstrate personal and professional etiquette.	<u><b>LEVEL 1</b></u> SE: 44–47, 53 (summary), 54 (activities), 55 (exam prep), 63, 65, 470–471 <u><b>LEVEL 2</b></u> SE: n/a
<b>06.05</b> Demonstrate the ability to function as a team member in a diverse environment.	<u><b>LEVEL 1</b></u> SE: 48–50, 53 (summary), 54 (activities), 55 (exam prep), 471 <u><b>LEVEL 2</b></u> SE: n/a
<b>06.06</b> Explain the importance of a portfolio.	<u><b>LEVEL 1</b></u> SE: 78 <u><b>LEVEL 2</b></u> SE: n/a
<b>06.07</b> Create a resume’.	<u><b>LEVEL 1</b></u> SE: 78 <u><b>LEVEL 2</b></u> SE: n/a
<b>06.08</b> Identify procedures and documents required when applying for employment.	<u><b>LEVEL 1</b></u> SE: 80–81, 89 <u><b>LEVEL 2</b></u> SE: n/a
<b>07.0</b> Utilize operational systems. – The student will be able to:	
<b>07.01</b> Identify elements of a successful organized food service operation in relation to time, energy, money, and space and customer service (role of management; importance of labor costs/food costs; use of computers).	<u><b>LEVEL 1</b></u> SE: 423–424, 425–426, 429–430, 431 (summary), 432 (activities), 433 (exam prep) <u><b>LEVEL 2</b></u> SE: 218–237 (entire chapter), 240–249 (entire chapter)
<b>07.02</b> Identify and follow local and state rules, regulations, and laws relative to area of operation.	<u><b>LEVEL 1</b></u> SE: 114, 115 (summary), 160–164, 165–167, 168–170, 171 (summary), 172 (activities), 173 (exam

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	prep), 178–182, 193 (summary), 194 (activities), 195 (exam prep), 204–205, 426, 443–445 <u><b>LEVEL 2</b></u> SE: n/a
<b>07.03</b> Identify and utilize security procedures necessary to prevent liability and loss.	<u><b>LEVEL 1</b></u> SE: 113–114, 192, 193 (summary) <u><b>LEVEL 2</b></u> SE: n/a
<b>07.04</b> Describe current computerized systems for purchasing and inventory control.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 206, 210
<b>08.0</b> Use and care for commercial tools and equipment. – The student will be able to:	
<b>08.01</b> Identify commercial tools and equipment.	<u><b>LEVEL 1</b></u> SE: 143–144, 176–177, 202–203, 204–206, 207–211, 212, 214–216, 222–228, 229–232, 234–235, 437–438 <u><b>LEVEL 2</b></u> SE: n/a
<b>08.02</b> Demonstrate mastery of standard weights and measures used in the food service industry.	<u><b>LEVEL 1</b></u> SE: 228, 282–285 <u><b>LEVEL 2</b></u> SE: 71 (activity 3), 456 (activity 3)
<b>08.03</b> Use and maintain commercial tools.	<u><b>LEVEL 1</b></u> SE: 128, 129–132, 236 <u><b>LEVEL 2</b></u> SE: n/a
<b>08.04</b> Use and maintain commercial equipment.	<u><b>LEVEL 1</b></u> SE: 129–132, 178 <u><b>LEVEL 2</b></u> SE: n/a
<b>09.0</b> Describe the principles of basic food science. – The student will be able to:	
<b>09.01</b> Explain how taste and aroma combine to give foods their flavors.	<u><b>LEVEL 1</b></u> SE: 252–253 <u><b>LEVEL 2</b></u> SE: n/a
<b>09.02</b> List physical, psychological, cultural, and environmental influences on food likes and dislikes.	<u><b>LEVEL 1</b></u> SE: 268 (activities 1 & 2) <u><b>LEVEL 2</b></u> SE: n/a

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<b>09.03</b> Compare and analyze reasons for evaluating food products subjectively and objectively.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>10.0</b> Demonstrate how to read, follow, and prepare recipes. – The student will be able to:	
<b>10.01</b> Demonstrate an understanding of the purpose of standardized recipes.	<u><b>LEVEL 1</b></u> SE: 276–277 <u><b>LEVEL 2</b></u> SE: n/a
<b>10.02</b> Define mise en place and the relationship of organizational skills to productivity in the workplace.	<u><b>LEVEL 1</b></u> SE: 250–251 <u><b>LEVEL 2</b></u> SE: n/a
<b>10.03</b> Use, follow, prepare and plate standardized recipes creatively.	<u><b>LEVEL 1</b></u> SE: 340, 341 <u><b>LEVEL 2</b></u> SE: 73–75, 88–91, 114–117, 147–149, 401–403, 419–421, 439–441, 458–461, 484–487, 505–507
<b>10.04</b> Define portion size and recipe yield.	<u><b>LEVEL 1</b></u> SE: 276–277, 278–279, 282 (knowledge check), 282–285, 286–288, 292 (summary), 293 (activities), 295 (exam prep) <u><b>LEVEL 2</b></u> SE: 223–224
<b>10.05</b> Identify herbs, spices, oils, and vinegars and their appropriate use in preparing food products that exhibit and enhance creativity, taste, and appearance.	<u><b>LEVEL 1</b></u> SE: 252–258, 318–319, 320–321 <u><b>LEVEL 2</b></u> SE: n/a
<b>11.0</b> Describe the basic principles of nutrition. – The student will be able to:	
<b>11.01</b> List the essential nutrients and their functions.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 338–345
<b>11.02</b> Interpret food labels.	<u><b>LEVEL 1</b></u> SE: 264–265 <u><b>LEVEL 2</b></u> SE: n/a
<b>11.03</b> Identify different dietary needs.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 349–350

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<b>11.04</b> Explain your district's wellness policy.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>11.05</b> Relate nutrition to health and wellness.	<u><b>LEVEL 1</b></u> SE: 35 <u><b>LEVEL 2</b></u> SE: 349–352
<b>11.06</b> Apply knowledge in creating menus that utilize nutritional principles.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 358–371

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<b>01.0</b> Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Culinary Arts.	
<b>01.01 Key Ideas and Details</b>	
<b>01.01.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 22 (activity 2), 40 (activities 2 &amp; 4), 54 (activity 1), 93 (activity 2), 116 (activity 2), 172 (activity 1), 194 (activity 2), 268 (activity 2), 325 (activity 1), 344 (activity 1), 396 (activity 2), 432 (activity 2), 462 (activity 5), 477 (activity 2)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 71 (activities 2 &amp; 3), 284 (activity 2)</p>
<b>01.01.2</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> <i>While the text does not explicitly direct students to determine central ideas or conclusions; trace explanations or depictions; or provide summaries of particular passages, students can and no doubt will use all of these skills to master the content of this textbook.</i></p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b></p>
<b>01.01.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 124, 125, 126, 128, 132, 137 (activity 2), 145, 156 (activity 1), 162–164, 172 (activity 2), 182–185, 188, 190, 192, 212, 213, 237, 239–240, 242 (activities 2, 3, &amp; 5), 251, 259, 260, 261, 262, 263, 268 (activity 3), 278–279, 282–283, 287, 293 (activities 2 &amp; 3), 294 (activity 4), 310, 311, 312–313, 314, 315, 316, 321, 322, 325 (activity 2), 340, 341, 342, 344 (activity 3), 356, 357, 362, 368, 369, 371 (activity 2), 381, 383, 385, 387, 389, 390, 392, 396 (activity 2), 407–409, 411 (activity 3), 441, 457–458</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 22 (activity 2), 71 (activities 2 &amp; 3), 86 (activity 2), 234 (activity 2), 456 (activity 2), 482 (activity 2), 503 (activity 2)</p>
<b>01.02 Craft and Structure</b>	
<b>01.02.1</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 180, 250–251, 263, 264–265, 400–403, 411 (activity 5), 467–468, 468–469</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 71 (activity 6), 399 (activity 2)</p>

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<b>01.02.2</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	<u><b>LEVEL 1</b></u> SE: 194 (activity 2) <u><b>LEVEL 2</b></u> SE: n/a
<b>01.02.3</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>01.03 Integration of Knowledge and Ideas</b>	
<b>01.03.1</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	<u><b>LEVEL 1</b></u> SE: 40 (activity 6), 93 (activity 3), 133, 137 (activity 4), 156 (activity 6), 172 (activity 4), 194 (activity 6), 242 (activity 4), 268 (activity 6), 371 (activities 2 & 5) <u><b>LEVEL 2</b></u> SE: 71 (activity 4), 145 (activity 6), 234 (activity 1), 334 (activity 4), 399 (activity 4), 456 (activity 4), 482 (activity 4), 520 (activity 6)
<b>01.03.2</b> Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>01.03.3</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	<u><b>LEVEL 1</b></u> SE: 137 (activity 2), 268 (activity 4), 294 (activity 4), 396 (activity 2), 411 (activity 4) <u><b>LEVEL 2</b></u> SE: n/a
<b>01.04 Range of Reading and Level of Text Complexity</b>	
<b>01.04.1</b> By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<u><b>LEVEL 1</b></u> SE: 22 (activities 1, 2, 5, & 6), 40 (activity 2), 93 (activity 2), 116–117 (activities 2 & 6), 137 (activities 2 & 5), 156 (activity 2), 172 (activity 6), 194 (activity 2), 242 (activity 1), 268 (activity 2), 344–345 (activities 1 & 5), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2) <u><b>LEVEL 2</b></u> SE: n/a
<b>01.04.2</b> By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	<u><b>LEVEL 1</b></u> SE: 22 (activities 1, 2, 5, & 6), 40 (activity 2), 93 (activity 2), 116–117 (activities 2 & 6), 137 (activities 2 & 5), 156 (activity 2), 172 (activity 6), 194 (activity 2), 242 (activity 1), 268 (activity 2),

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	344–345 (activities 1 & 5), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2) <b><u>LEVEL 2</u></b> SE: n/a
<b>02.0</b> Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Culinary Arts.	
<b>02.01 Text Types and Purposes</b>	
<b>02.01.1</b> Write arguments focused on discipline-specific content.	<b><u>LEVEL 1</u></b> SE: 22 (activity 1), 54 (activities 1 & 6), 116 (activity 1), 156 (activity 2), 218 (activity 6), 345 (activity 2) <b><u>LEVEL 2</u></b> SE: 71 (activity 1), 86 (activities 1 & 5), 248 (activity 6), 284 (activity 1), 285 (activity 6), 334 (activity 6), 354 (Q 1 & 2), 417 (activity 6)
<b>02.01.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	<b><u>LEVEL 1</u></b> SE: 22 (activities 1, 2, 5, & 6), 40 (activity 2), 93 (activity 2), 116 (activity 2), 137 (activities 2 & 5), 172 (activity 6), 242 (activity 1), 344 (activity 1), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2) <b><u>LEVEL 2</u></b> SE: 22 (activity 5), 40 (activity 2), 86 (activity 2), 112 (activities 1 & 2), 354 (activity 1), 375 (activity 1), 437 (activity 1), 456 (activity 5)
<b>02.02 Production and Distribution of Writing</b>	
<b>02.02.1</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b><u>LEVEL 1</u></b> SE: 70 (activity 1), 93 (activity 2), 116 (activity 1), 137 (activities 2 & 5), 156 (activity 2), 242 (activity 1), 325 (activity 1), 462 (activity 5), 477 (activity 2) <b><u>LEVEL 2</u></b> SE: 22 (activity 6), 40 (activity 1), 71 (activity 1), 86 (activities 1 & 5), 112 (activity 1), 144 (activity 2), 184 (activity 1), 213 (activity 1), 248 (activity 6), 284 (activity 1), 308 (activity 4), 334 (activities 1 & 5), 354 (activity 2), 375 (activity 1), 399 (activities 1 & 6), 415 (Q2), 416 (activity 2), 417 (activity 6), 437 (activity 2), 503 (activities 5 & 6), 520 (activity 3)
<b>02.02.2</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b><u>LEVEL 1</u></b> SE: n/a <b><u>LEVEL 2</u></b> SE: n/a



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<b>02.02.3</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<p><b><u>LEVEL 1</u></b> SE: 70 (activity 1), 172 (activity 6)</p> <p><b><u>LEVEL 2</u></b> SE: 71 (activity 5)</p>
<b>02.03 Research to Build and Present Knowledge</b>	
<b>02.03.1</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p><b><u>LEVEL 1</u></b> SE: 22 (activities 1, 2, 5, &amp; 6), 93 (activities 2 &amp; 5), 116 (activity 2), 137 (activities 2 &amp; 5), 156 (activity 2), 172 (activity 6), 194 (activity 2), 218 (activities 5 &amp; 6), 242 (activity 1), 268 (activity 2), 294 (activity 3), 325 (activities 1, 4, &amp; 5), 344–345 (activities 1 &amp; 5), 371 (activity 1), 396 (activity 2), 411 (activity 5), 432 (activity 2), 462 (activity 5), 477 (activity 2)</p> <p><b><u>LEVEL 2</u></b> SE: 22 (activity 6), 40 (activity 1), 71 (activities 4 &amp; 5), 86 (activities 1, 2 &amp; 5), 112 (activities 1 &amp; 2), 184 (activity 6), 213 (activities 5 &amp; 6), 248 (activity 6), 334 (activity 2), 376 (activities 2 &amp; 3), 437 (activity 6), 456 (activities 1 &amp; 6), 482 (activities 1 &amp; 6), 503 (activities 1 &amp; 3), 520 (activity 1)</p>
<b>02.03.2</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>02.03.3</b> Draw evidence from informational texts to support analysis, reflection, and research.	<p><b><u>LEVEL 1</u></b> SE: 22 (activities 1, 2, 5, &amp; 6), 93 (activities 2 &amp; 5), 116–117 (activities 2 &amp; 6), 137 (activities 2 &amp; 5), 172 (activity 6), 194 (activity 2), 268 (activity 2), 462 (activity 5), 477 (activity 2)</p> <p><b><u>LEVEL 2</u></b> SE: 40 (activity 2), 354 (activity 6)</p>
<b>02.04 Range of Writing</b>	
<b>02.04.1</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or 2) for a range of discipline-specific tasks, purposes, and audiences.	<p><b><u>LEVEL 1</u></b> SE: 22, 40, 54, 70, 93, 116–117, 137, 156, 172, 194, 218, 242, 268, 293–294, 325, 344–345, 371, 396, 411, 432, 462, 477–478</p> <p><b><u>LEVEL 2</u></b> SE: 40 (activity 1), 86 (activities 1, 5 &amp; 6), 112 (activities 1 &amp; 2), 144 (activity 2), 308 (activity 5), 520 (activity 2)</p>

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<b>03.0</b> Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Culinary Arts.	
<b>03.01</b> Make sense of problems and persevere in solving them.	<p><b><u>LEVEL 1</u></b> SE: 272–294 (entire chapter, including summary, activities, and exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 40 (activity 1), 85 (Q1), 86 (activity 2), 111 (Q2), 112 (activity 5), 143 (Q1 &amp; 2), 183 (Q1), 234 (Q2), 247 (Q1 &amp; activities 1 &amp; 4), 247–248 (activity 5), 284 (Q1 &amp; 2), 285 (activity 4), 308 (Q1 &amp; 2), 333 (Q1 &amp; 2), 415 (Q1), 416–417 (activity 5), 436 (Q1), 455 (Q1), 519 (Q1), 520 (activity 5)</p>
<b>03.02</b> Reason abstractly and quantitatively.	<p><b><u>LEVEL 1</u></b> SE: 272–294 (entire chapter, including summary, activities, and exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 40 (activity 6), 86 (activity 3), 184 (activity 1)</p>
<b>03.03</b> Construct viable arguments and critique the reasoning of others.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>03.04</b> Model with mathematics.	<p><b><u>LEVEL 1</u></b> SE: 278–279, 293–294 (activities)</p> <p><b><u>LEVEL 2</u></b> SE: 40 (activity 3), 86 (activity 3), 112 (activity 3), 144 (activity 3), 184 (activity 3), 213 (activity 3), 235 (activity 4), 247 (activity 3), 284 (activity 3), 334 (activities 1 &amp; 3), 399 (activity 3), 416 (activity 3), 437 (activity 3), 482 (activity 3)</p>
<b>03.05</b> Use appropriate tools strategically.	<p><b><u>LEVEL 1</u></b> SE: 282–285, 289–292, 293–294 (activities)</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>03.06</b> Attend to precision.	<p><b><u>LEVEL 1</u></b> SE: 272–294 (entire chapter, including summary, activities, and exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 86 (activity 2)</p>
<b>03.07</b> Look for and make use of structure.	<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>03.08</b> Look for and express regularity in repeated reasoning.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a

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<b>12.0</b> Exhibit the ability to follow state mandated guidelines for food service. – The student will be able to:	
<b>12.01</b> Demonstrate and utilize proper techniques for lifting, receiving, and storing food supplies.	<u><b>LEVEL 1</b></u> SE: 187–188, 146–147, 148–149 <u><b>LEVEL 2</b></u> SE: 52–53, 56, 59, 103, 122, 130, 154, 172, 228–230, 234 (activity 3), 271–276, 362, 390–391, 408–409, 428–429, 493, 534
<b>12.02</b> Demonstrate and utilize proper techniques for transporting, cooking and holding food (proper ways to cool/reheat food; holding temperatures).	<u><b>LEVEL 1</b></u> SE: 149–153 <u><b>LEVEL 2</b></u> SE: 142, 365
<b>12.03</b> Demonstrate and utilize proper cleaning, sanitizing, and disinfecting techniques (cleaning vs. sanitizing; storing cleaning supplies; proper procedures for cleaning equipment).	<u><b>LEVEL 1</b></u> SE: 127–133, 133–134, 136 (summary), 137 (activities), 138–139 (exam prep), 178 <u><b>LEVEL 2</b></u> SE: n/a
<b>12.04</b> Demonstrate and utilize proper pest control procedures.	<u><b>LEVEL 1</b></u> SE: 134–135, 136 (summary), 137 (activities), 138 (Q2) <u><b>LEVEL 2</b></u> SE: n/a
<b>12.05</b> Classify all causes of food borne illnesses (e.g., biological, physical and chemical).	<u><b>LEVEL 1</b></u> SE: 104–110, 115 (summary), 116–117 (activities), 118–119 (exam prep) <u><b>LEVEL 2</b></u> SE: n/a
<b>12.06</b> Describe symptoms of food borne illness and how it can be prevented.	<u><b>LEVEL 1</b></u> SE: 103, 104–109, 110 (knowledge check), 115 (summary), 116–117 (activities), 118–119 (exam prep) <u><b>LEVEL 2</b></u> SE: 59, 84 (safety), 414, 427, 429, 474

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<b>12.07</b> Describe cross contamination and incorporate strategies to prevent this from occurring.	<u><b>LEVEL 1</b></u> SE: 112–113, 114 (summary), 118–119 (exam prep), 127–134, 142 <u><b>LEVEL 2</b></u> SE: 84 (safety), 410 (safety)
<b>12.08</b> Research top allergens and how to control allergy cross-contamination.	<u><b>LEVEL 1</b></u> SE: 111–113, 114 (summary), 118–119 (exam prep), 122–126 <u><b>LEVEL 2</b></u> SE: 512 (safety)
<b>12.09</b> Use acquired knowledge to obtain Employee Food Handler Training Certificate that is valid in Florida ( <a href="http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html">http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html</a> )	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>13.0</b> Identify and explain front-of-the house and back of the house duties. – The student will be able to:	
<b>13.01</b> Identify, demonstrate, and utilize fundamentals of customer service and addressing difficult customers.	<u><b>LEVEL 1</b></u> SE: 422–423, 423–424, 425–426, 428–429, 431 (summary), 432 (activities), 433 (exam prep) <u><b>LEVEL 2</b></u> SE: n/a
<b>13.02</b> Identify and explain techniques of front-of-the-house and back-of-the-house responsibilities including but not limited to dining room setup, greeting, order-taking, serving, clearing, check presentation, bussing, and cashiering.	<u><b>LEVEL 1</b></u> SE: 248–249, 266 (summary), 267 (Q2), 436–441, 443–445, 446–447, 454 (knowledge check), 456–457, 458, 459–460, 461 (summary), 462 (activities), 463 (exam prep) <u><b>LEVEL 2</b></u> SE: n/a
<b>13.03</b> Identify and describe types of meal services.	<u><b>LEVEL 1</b></u> SE: 446–447, 462 (activity 6), 463 (exam prep) <u><b>LEVEL 2</b></u> SE: 78–79
<b>13.04</b> Describe the types of work stations in the commercial kitchen.	<u><b>LEVEL 1</b></u> SE: 246–247, 248, 266 (summary), 267 (Q2), 338 <u><b>LEVEL 2</b></u> SE: 131
<b>13.05</b> Identify, explain and illustrate basic knife cuts and skills.	<u><b>LEVEL 1</b></u> SE: 237, 238–240 <u><b>LEVEL 2</b></u> SE: 104–105, 131–133, 388, 394, 410–411, 430–432, 515, 516

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<b>13.06</b> Explain common cooking methods (roasting, baking, broiling, sautéing, frying, deep-frying, braising, and steaming).	<p><b><u>LEVEL 1</u></b> SE: 380–387, 388–390, 391–392, 393, 394 (summary), 396 (activities), 397 (exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 62–63, 66, 108–110, 134, 136–137, 140–141, 147, 155–157, 188, 366, 392–393, 397, 401, 403, 404, 410, 419–420, 433–434, 452–454, 474, 492, 545</p>
<b>13.07</b> Define common baking terms and identify common baking ingredients.	<p><b><u>LEVEL 1</u></b> SE: 400–403, 405 (knowledge check), 406, 407, 410 (summary), 411 (activity 5), 412 (exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 63, 109–110, 134, 156, 440, 452–454, 474, 492, 545</p>
<b>14.0</b> Prepare and present food and beverage items to meet creativity aspects as well as quality standards. – The student will be able to:	
<b>14.01</b> Explain the role of the five senses in cooking, presenting, and eating food.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: 339, 510–514</p>
<b>14.02</b> Describe how the five basic tastes (salty, sweet, sour, bitter and savory/Umami) can affect the appeal of food.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>14.03</b> Explain how color, texture, temperature, and balance affect the visual appeal of plated food.	<p><b><u>LEVEL 1</u></b> SE: 339</p> <p><b><u>LEVEL 2</u></b> SE: 339, 510–514</p>
<b>14.04</b> Demonstrate platter presentation principles, effective platter layout, and techniques for enhancing food presentation.	<p><b><u>LEVEL 1</u></b> SE: 339</p> <p><b><u>LEVEL 2</u></b> SE: 516</p>
<b>14.05</b> Recognize standards of quality as well as prepare and creatively present: bake station items; pantry station items; fry station items; cold station items; hot station items; beverage items.	<p><b><u>LEVEL 1</u></b> SE: 456–457, 458</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>15.0</b> Exhibit and utilize safe, secure, and sanitary work procedures. – The student will be able to:	
<b>15.01</b> Follow federal, state, and local sanitation and safety codes.	<p><b><u>LEVEL 1</u></b> SE: 104–110, 114, 115 (summary), 118–119 (exam prep), 122–139 (entire chapter, including</p>

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	summary, activities, & exam prep), 142–157 (entire chapter, including summary, activities, & exam prep), 160–173 (entire chapter, including summary, activities, & exam prep), 176–195 (entire chapter, including summary, activities, & exam prep)  <u><b>LEVEL 2</b></u> SE: n/a
<b>16.0</b> Apply principles of food science in cooking and baking techniques. – The student will be able to:	
<b>16.01</b> Identify food products that are a result of fermentation.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 51, 452, 526, 544
<b>16.02</b> Identify and explain the various leavening agents used in baking.	<u><b>LEVEL 1</b></u> SE: 402–403, 412 (exam prep) <u><b>LEVEL 2</b></u> SE: 448
<b>16.03</b> Explain the leavening process in baking.	<u><b>LEVEL 1</b></u> SE: 403 <u><b>LEVEL 2</b></u> SE: 450–451
<b>16.04</b> Identify and explain the principles of thickening agents used in food preparation.	<u><b>LEVEL 1</b></u> SE: 362, 371 (activity 2), 402 <u><b>LEVEL 2</b></u> SE: 366
<b>16.05</b> Distinguish between and demonstrate the physical properties of thickening agents.	<u><b>LEVEL 1</b></u> SE: 362, 371 (activity 2), 402, 403 <u><b>LEVEL 2</b></u> SE: n/a
<b>16.06</b> Identify the differences between a permanent and temporary emulsion.	<u><b>LEVEL 1</b></u> SE: 318, 320, 323 (knowledge check), 324 (summary) <u><b>LEVEL 2</b></u> SE: n/a
<b>16.07</b> Explain the role of pH in food preservation and baking applications.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 106, 528
<b>16.08</b> Distinguish between the characteristics of acids and bases.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u>

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	SE: n/a
<b>16.09</b> Demonstrate and analyze the different functions of sugar in food preparation.	<u><b>LEVEL 1</b></u> SE: 402, 403 <u><b>LEVEL 2</b></u> SE: 342, 465
<b>16.10</b> Demonstrate and analyze the difference between moist, dry, and combination cooking methods.	<u><b>LEVEL 1</b></u> SE: 378–397 (entire chapter, including summary, activities, & exam prep) <u><b>LEVEL 2</b></u> SE: 392–393, 410, 412, 414, 433–435
<b>16.11</b> Apply basic principles of the chemistry of protein to cooking eggs, dairy, and meat products.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>16.12</b> Apply basic principles of the chemistry of food preparation to fruits and vegetables.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 106–110, 133–141
<b>16.13</b> List categories of lipids (fats and oils) based on physical state and dietary sources.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 343–345
<b>16.14</b> Examine the functions of lipids (fats and oils) in food preparation.	<u><b>LEVEL 1</b></u> SE: 407, 411 (activity 6) <u><b>LEVEL 2</b></u> SE: 344–345
<b>16.15</b> Analyze the nutritional impact of lipids (fats and oils) in the diet.	<u><b>LEVEL 1</b></u> SE: 400 (side note) <u><b>LEVEL 2</b></u> SE: 343–345
<b>17.0</b> Apply principles of nutrition in menu planning, cooking, and baking. – The student will be able to:	
<b>17.01</b> Interpret and create menus to meet current dietary guidelines and nutritional requirements of individuals with special needs.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 352, 358–362
<b>17.02</b> Apply the new MyPlate food guide to analyze diets to include special needs <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> .	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 359–360

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<b>18.0</b> Perform front-of-the-house duties. – The student will be able to:	
<b>18.01</b> Recognize the needs of diverse populations.	<u><b>LEVEL 1</b></u> SE: 425–426 <u><b>LEVEL 2</b></u> SE: n/a
<b>18.02</b> Perform duties to meet the needs of the customer (greeting guests; escorting to tables and presenting menus; handling guests with special needs; transporting and serving meals; loading and carrying trays; etc.)	<u><b>LEVEL 1</b></u> SE: 422–433 (entire chapter, including summary, activities, & exam prep), 436–441, 456–457, 458, 459–460, 461 (summary), 462 (activities), 463 (exam prep) <u><b>LEVEL 2</b></u> SE: n/a
<b>18.03</b> Handle customer complaints.	<u><b>LEVEL 1</b></u> SE: 429–430 <u><b>LEVEL 2</b></u> SE: n/a
<b>18.04</b> Use merchandising techniques.	<u><b>LEVEL 1</b></u> SE: 442–443, 461 (summary), 462 (activity 1) <u><b>LEVEL 2</b></u> SE: 17–18
<b>18.05</b> Analyze industry trends.	<u><b>LEVEL 1</b></u> SE: 16, 37 <u><b>LEVEL 2</b></u> SE: 131 (industry), 181 (industry), 204 (Did you know), 317–318, 373 (Did you know)
<b>19.0</b> Perform back-of-the-house and inventory duties. – The student will be able to:	
<b>19.01</b> Receive, store, and issue supplies.	<u><b>LEVEL 1</b></u> SE: 146–147, 148 <u><b>LEVEL 2</b></u> SE: n/a
<b>19.02</b> Practice environmentally sound procedures.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 322–332
<b>19.03</b> Demonstrate and follow operational procedures between the front-of-the-house and back-of-the-house.	<u><b>LEVEL 1</b></u> SE: 248–249, 436–437 <u><b>LEVEL 2</b></u> SE: n/a
<b>19.04</b> Demonstrate efficient time and motion techniques.	<u><b>LEVEL 1</b></u> SE: n/a



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	<u><b>LEVEL 2</b></u> SE: n/a
<b>19.05</b> Coordinate responsibilities with those of other workstations.	<u><b>LEVEL 1</b></u> SE: 246–251, 266 (summary) <u><b>LEVEL 2</b></u> SE: n/a
<b>19.06</b> Select appropriate tools and equipment for specific tasks.	<u><b>LEVEL 1</b></u> SE: 202–203, 204–206, 207–211, 212, 214–216, 222–228, 229–232, 234–235, 437–438 <u><b>LEVEL 2</b></u> SE: n/a

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<b>20.0</b> Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Culinary Arts.	
<b>20.01 Key Ideas and Details</b>	
<b>20.01.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 22 (activity 2), 40 (activities 2 &amp; 4), 54 (activity 1), 93 (activity 2), 116 (activity 2), 172 (activity 1), 194 (activity 2), 268 (activity 2), 325 (activity 1), 344 (activity 1), 396 (activity 2), 432 (activity 2), 462 (activity 5), 477 (activity 2)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 71 (activities 2 &amp; 3), 284 (activity 2)</p>
<b>20.01.2</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> <i>While the text does not explicitly direct students to determine central ideas or conclusions; trace explanations or depictions; or provide summaries of particular passages, students can and no doubt will use all of these skills to master the content of this textbook.</i></p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b></p>
<b>20.01.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 124, 125, 126, 128, 132, 137 (activity 2), 145, 156 (activity 1), 162–164, 172 (activity 2), 182–185, 188, 190, 192, 212, 213, 237, 239–240, 242 (activities 2, 3, &amp; 5), 251, 259, 260, 261, 262, 263, 268 (activity 3), 278–279, 282–283, 287, 293 (activities 2 &amp; 3), 294 (activity 4), 310, 311, 312–313, 314, 315, 316, 321, 322, 325 (activity 2), 340, 341, 342, 344 (activity 3), 356, 357, 362, 368, 369, 371 (activity 2), 381, 383, 385, 387, 389, 390, 392, 396 (activity 2), 407–409, 411 (activity 3), 441, 457–458</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 22 (activity 2), 71 (activities 2 &amp; 3), 86 (activity 2), 234 (activity 2), 456 (activity 2), 482 (activity 2), 503 (activity 2)</p>
<b>20.02 Craft and Structure</b>	
<b>20.02.1</b> Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 180, 250–251, 263, 264–265, 400–403, 411 (activity 5), 467–468, 468469</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 71 (activity 6), 399 (activity 2)</p>

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<b>20.02.2</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>20.02.3</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>20.03 Integration of Knowledge and Ideas</b>	
<b>20.03.1</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.	<u><b>LEVEL 1</b></u> SE: 40 (activity 6), 93 (activity 3), 133, 137 (activity 4), 156 (activity 6), 172 (activity 4), 194 (activity 6), 242 (activity 4), 268 (activity 6), 371 (activities 2 & 5) <u><b>LEVEL 2</b></u> SE: 71 (activity 4), 145 (activity 6), 234 (activity 1), 334 (activity 4), 399 (activity 4), 456 (activity 4), 482 (activity 4), 520 (activity 6)
<b>20.03.2</b> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>20.03.3</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	<u><b>LEVEL 1</b></u> SE: 137 (activity 2), 268 (activity 4), 294 (activity 4), 396 (activity 2), 411 (activity 4) <u><b>LEVEL 2</b></u> SE: n/a
<b>20.04 Range of Reading and Level of Text Complexity</b>	
<b>20.04.1</b> By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<u><b>LEVEL 1</b></u> SE: 22 (activities 1, 2, 5, & 6), 40 (activity 2), 93 (activity 2), 116–117 (activities 2 & 6), 137 (activities 2 & 5), 156 (activity 2), 172 (activity 6), 194 (activity2), 242 (activity 1), 268 (activity 2), 344–345 (activities 1 & 5), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2) <u><b>LEVEL 2</b></u> SE: n/a
<b>20.04.2</b> By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.	<u><b>LEVEL 1</b></u> SE: 22 (activities 1, 2, 5, & 6), 40 (activity 2), 93 (activity 2), 116–117 (activities 2 & 6), 137 (activities 2 & 5), 156 (activity 2), 172 (activity 6), 194 (activity2), 242 (activity 1), 268 (activity

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	2), 344–345 (activities 1 & 5), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2)  <b><u>LEVEL 2</u></b> SE: n/a
<b>21.0</b> Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Culinary Arts.	
<b>21.01 Text Types and Purposes</b>	
<b>21.01.1</b> Write arguments focused on discipline-specific content.	<b><u>LEVEL 1</u></b> SE: 22 (activity 1), 54 (activities 1 & 6), 116 (activity 1), 156 (activity 2), 218 (activity 6), 345 (activity 2)  <b><u>LEVEL 2</u></b> SE: 71 (activity 1), 86 (activities 1 & 5), 248 (activity 6), 284 (activity 1), 285 (activity 6), 334 (activity 6), 354 (Q 1 & 2), 417 (activity 6)
<b>21.01.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	<b><u>LEVEL 1</u></b> SE: 22 (activities 1, 2, 5, & 6), 40 (activity 2), 93 (activity 2), 116 (activity 2), 137 (activities 2 & 5), 172 (activity 6), 242 (activity 1), 344 (activity 1), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2)  <b><u>LEVEL 2</u></b> SE: 22 (activity 5), 40 (activity 2), 86 (activity 2), 112 (activities 1 & 2), 354 (activity 1), 375 (activity 1), 437 (activity 1), 456 (activity 5)
<b>21.02 Production and Distribution of Writing</b>	
<b>21.02.1</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b><u>LEVEL 1</u></b> SE: 70 (activity 1), 93 (activity 2), 116 (activity 1), 137 (activities 2 & 5), 156 (activity 2), 242 (activity 1), 325 (activity 1), 462 (activity 5), 477 (activity 2)  <b><u>LEVEL 2</u></b> SE: 22 (activity 6), 40 (activity 1), 71 (activity 1), 86 (activities 1 & 5), 112 (activity 1), 144 (activity 2), 184 (activity 1), 213 (activity 1), 248 (activity 6), 284 (activity 1), 308 (activity 4), 334 (activities 1 & 5), 354 (activity 2), 375 (activity 1), 399 (activities 1 & 6), 415 (Q2), 416 (activity 2), 417 (activity 6), 437 (activity 2), 503 (activities 5 & 6), 520 (activity 3)
<b>21.02.2</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b><u>LEVEL 1</u></b> SE: n/a  <b><u>LEVEL 2</u></b> SE: n/a

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<b>21.02.3</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<u><b>LEVEL 1</b></u> <b>SE:</b> 70 (activity 1), 172 (activity 6) <u><b>LEVEL 2</b></u> <b>SE:</b> 71 (activity 5)
<b>21.03 Research to Build and Present Knowledge</b>	
<b>21.03.1</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<u><b>LEVEL 1</b></u> <b>SE:</b> 22 (activities 1, 2, 5, & 6), 93 (activities 2 & 5), 116 (activity 2), 137 (activities 2 & 5), 156 (activity 2), 172 (activity 6), 194 (activity 2), 218 (activities 5 & 6), 242 (activity 1), 268 (activity 2), 294 (activity 3), 325 (activities 1, 4, & 5), 344–345 (activities 1 & 5), 371 (activity 1), 396 (activity 2), 411 (activity 5), 432 (activity 2), 462 (activity 5), 477 (activity 2) <u><b>LEVEL 2</b></u> <b>SE:</b> 22 (activity 6), 40 (activity 1), 71 (activities 4 & 5), 86 (activities 1, 2 & 5), 112 (activities 1 & 2), 184 (activity 6), 213 (activities 5 & 6), 248 (activity 6), 334 (activity 2), 376 (activities 2 & 3), 437 (activity 6), 456 (activities 1 & 6), 482 (activities 1 & 6), 503 (activities 1 & 3), 520 (activity 1)
<b>21.03.2</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<u><b>LEVEL 1</b></u> <b>SE:</b> n/a <u><b>LEVEL 2</b></u> <b>SE:</b> n/a
<b>21.03.3</b> Draw evidence from informational texts to support analysis, reflection, and research.	<u><b>LEVEL 1</b></u> <b>SE:</b> 22 (activities 1, 2, 5, & 6), 93 (activities 2 & 5), 116–117 (activities 2 & 6), 137 (activities 2 & 5), 172 (activity 6), 194 (activity 2), 268 (activity 2), 462 (activity 5), 477 (activity 2) <u><b>LEVEL 2</b></u> <b>SE:</b> 40 (activity 2), 354 (activity 6)
<b>21.04 Range of Writing</b>	
<b>21.04.1</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or 2) for a range of discipline-specific tasks, purposes, and audiences.	<u><b>LEVEL 1</b></u> <b>SE:</b> 22, 40, 54, 70, 93, 116–117, 137, 156, 172, 194, 218, 242, 268, 293–294, 325, 344–345, 371, 396, 411, 432, 462, 477–478 <u><b>LEVEL 2</b></u> <b>SE:</b> 40 (activity 1), 86 (activities 1, 5 & 6), 112 (activities 1 & 2), 144 (activity 2), 308 (activity 5), 520 (activity 2)

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<b>22.0</b>	<b>Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary Arts.</b>	
<b>22.01</b>	Make sense of problems and persevere in solving them.	<p><b><u>LEVEL 1</u></b> SE: 272–294 (entire chapter, including summary, activities, and exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 40 (activity 1), 85 (Q1), 86 (activity 2), 111 (Q2), 112 (activity 5), 143 (Q1 &amp; 2), 183 (Q1), 234 (Q2), 247 (Q1 &amp; activities 1 &amp; 4), 247–248 (activity 5), 284 (Q1 &amp; 2), 285 (activity 4), 308 (Q1 &amp; 2), 333 (Q1 &amp; 2), 415 (Q1), 416–417 (activity 5), 436 (Q1), 455 (Q1), 519 (Q1), 520 (activity 5)</p>
<b>22.02</b>	Reason abstractly and quantitatively.	<p><b><u>LEVEL 1</u></b> SE: 272–294 (entire chapter, including summary, activities, and exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 40 (activity 6), 86 (activity 3), 184 (activity 1)</p>
<b>22.03</b>	Construct viable arguments and critique the reasoning of others.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>22.04</b>	Model with mathematics.	<p><b><u>LEVEL 1</u></b> SE: 278–279, 293–294 (activities)</p> <p><b><u>LEVEL 2</u></b> SE: 40 (activity 3), 86 (activity 3), 112 (activity 3), 144 (activity 3), 184 (activity 3), 213 (activity 3), 235 (activity 4), 247 (activity 3), 284 (activity 3), 334 (activities 1 &amp; 3), 399 (activity 3), 416 (activity 3), 437 (activity 3), 482 (activity 3)</p>
<b>22.05</b>	Use appropriate tools strategically.	<p><b><u>LEVEL 1</u></b> SE: 282–285, 289–292, 293–294 (activities)</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>22.06</b>	Attend to precision.	<p><b><u>LEVEL 1</u></b> SE: 272–294 (entire chapter, including summary, activities, and exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 86 (activity 2)</p>
<b>22.07</b>	Look for and make use of structure.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b></p>

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		SE: n/a
<b>22.08</b> Look for and express regularity in repeated reasoning.		<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a

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<b>23.0</b> Research college and career advancement opportunities in professional cooking and baking. – The student will be able to:		
<b>23.01</b> Describe the elements of a job search as it relates to advancement opportunities.		<u><b>LEVEL 1</b></u> SE: 29–31, 37, 90–91 <u><b>LEVEL 2</b></u> SE: n/a
<b>23.02</b> Develop a personal career plan.		<u><b>LEVEL 1</b></u> SE: 26–28, 30–31, 32–33, 37–38, 40 (activity 6), 54 (activity 5) <u><b>LEVEL 2</b></u> SE: n/a
<b>23.03</b> Demonstrate an understanding of entrepreneurship and the economic impact of food and hospitality enterprises on the industry.		<u><b>LEVEL 1</b></u> SE: 8–9, 16–17, 22 (activity 6) <u><b>LEVEL 2</b></u> SE: n/a
<b>23.04</b> Explain the benefits of membership in professional associations, including student organizations.		<u><b>LEVEL 1</b></u> SE: 30–31, 37–38 <u><b>LEVEL 2</b></u> SE: n/a
<b>24.0</b> Follow food identification, selection, purchasing, receiving, storing, and inventory guidelines. – The student will be able to:		
<b>24.01</b> Identify basic food items.		<u><b>LEVEL 1</b></u> SE: 305–307 <u><b>LEVEL 2</b></u> SE: 48–58, 79, 82–84, 95–99, 121–128, 152–153, 158–171, 176–180, 385–387, 407–408, 425–427, 448–449, 464, 490–492
<b>24.02</b> Select basic food items according to standard qualities.		<u><b>LEVEL 1</b></u> SE: 146–147 <u><b>LEVEL 2</b></u> SE: 99–101, 120–128, 153–154, 391, 409, 428–429

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<b>24.03</b> Practice portion control and utilize costing procedures.	<u><b>LEVEL 1</b></u> SE: 286–288, 289–291, 292 (summary), 293–294 (activities), 295 (exam prep) <u><b>LEVEL 2</b></u> SE: 196–215, 218–235, 240–245
<b>25.0</b> Practice advanced cooking and baking techniques. – The student will be able to:	
<b>25.01</b> Recognize standards of quality as well as prepare and creatively present: advanced bake station items; advanced pantry station items; advanced fry station items; and advanced hot station items.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>26.0</b> Apply scientific principles in cooking and baking. – The student will be able to:	
<b>26.01</b> Identify the physical and chemical changes in foods that result from the application of heat or cold.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 61, 82, 83 (industry), 106, 122 (did you know), 135–137, 152, 174–175, 364, 392–393, 395, 410, 435, 471, 493, 494, 496, 500–501
<b>26.02</b> Identify the effect of various levels of moisture on food.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 364, 493
<b>27.0</b> Prepare and present food products to meet creativity aspects as well as quality standards. – The student will be able to:	
<b>27.01</b> Develop artistic talents in the creation of centerpieces from a variety of mediums (cooked sugar, chocolate, marzipan, and fruits and vegetables).	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>27.02</b> Prepare and creatively present: appetizers; salads; vegetables; fruits; pasta/rice/cereals; soups/stocks/sauces/gravies; meats; poultry; fish/shellfish; yeast breads; pies and pastries; cakes and icing; specialty desserts; breakfast foods; quick breads; sandwiches; hors d'oeuvres; garnishes; edible centerpieces.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 80–84, 103–110, 124–125, 131–141, 154–158, 172–176, 180–182, 392–397, 410–414, 430–435, 451–454, 467–480, 494–498
<b>28.0</b> Demonstrate management skills. – The student will be able to:	
<b>28.01</b> Identify characteristics of an effective manager.	<u><b>LEVEL 1</b></u> SE: 46–52, 53 (summary), 54 (activities), 55 (exam prep), 168–170, 172 (activities), 173 (exam prep), 429–430, 431 (Q1 & Q2), 432 (activities), 433 (exam



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	<p>prep), 466–479 (entire chapter, including summary, activities, &amp; exam prep)</p> <p><b><u>LEVEL 2</u></b></p> <p>SE: 243–245, 304–306</p>
<p><b>28.02</b> Examine management skills.</p>	<p><b><u>LEVEL 1</u></b></p> <p>SE: 46–52, 53 (summary), 54 (activities), 55 (exam prep), 168–170, 172 (activities), 173 (exam prep), 429–430, 431 (Q1 &amp; Q2), 432 (activities), 433 (exam prep), 466–479 (entire chapter, including summary, activities, &amp; exam prep)</p> <p><b><u>LEVEL 2</u></b></p> <p>SE: n/a</p>
<p><b>28.03</b> Demonstrate effective communication skills.</p>	<p><b><u>LEVEL 1</u></b></p> <p>SE: 49–50, 56–71 (entire chapter, including summary, activities, &amp; exam prep)</p> <p><b><u>LEVEL 2</u></b></p> <p>SE: 244–245</p>
<p><b>28.04</b> Use positive reinforcement techniques to increase productivity.</p>	<p><b><u>LEVEL 1</u></b></p> <p>SE: 49–50, 470471, 475</p> <p><b><u>LEVEL 2</u></b></p> <p>SE: n/a</p>
<p><b>29.0</b> Comply with laws and regulations specific to the food service and hospitality industry. – The student will be able to:</p>	
<p><b>29.01</b> Identify food service and hospitality laws and regulations to include OSHA and the Americans with Disabilities Act (ADA).</p>	<p><b><u>LEVEL 1</u></b></p> <p>SE: 160–167, 172 (activities), 194 (activities 3 &amp; 4), 426</p> <p><b><u>LEVEL 2</u></b></p> <p>SE: n/a</p>
<p><b>29.02</b> Demonstrate knowledge of food safety manager training/certification programs that are accredited in Florida (<a href="http://www.myfloridalicense.com/dbpr/hr/food-lodging/ManagerCertification.html">http://www.myfloridalicense.com/dbpr/hr/food-lodging/ManagerCertification.html</a>).</p>	<p><b><u>LEVEL 1</u></b></p> <p>SE: n/a</p> <p><b><u>LEVEL 2</u></b></p> <p>SE: n/a</p>
<p><b>30.0</b> Develop a business plan. – The student will be able to:</p>	
<p><b>30.01</b> Identify the elements of a business plan to include vision, goals, strategies, and action plans.</p>	<p><b><u>LEVEL 1</u></b></p> <p>SE: n/a</p> <p><b><u>LEVEL 2</u></b></p> <p>SE: n/a</p>
<p><b>30.02</b> Identify basic economic and marketing strategies.</p>	<p><b><u>LEVEL 1</u></b></p> <p>SE: n/a</p> <p><b><u>LEVEL 2</u></b></p>

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	<b>SE:</b> 8–23 (entire chapter, including summary, activities, & exam prep), 26–32, 34–38, 40 (case study follow-up), 41 (exam prep), 196–215 (entire chapter, including summary, activities, & exam prep), 218–237 (entire chapter, including summary, activities, & exam prep), 240–249 (entire chapter, including summary, activities, & exam prep), 252–287 (entire chapter, including summary, activities, & exam prep)
<b>30.03</b> Analyze trends in the food service and hospitality industry.	<b><u>LEVEL 1</u></b> <b>SE:</b> n/a <b><u>LEVEL 2</u></b> <b>SE:</b> 316–335 (entire chapter, including summary, activities, & exam prep), 373 (sidebar)
<b>30.04</b> FCCLA Hospitality Competition (as a project or competition).	<b><u>LEVEL 1</u></b> <b>SE:</b> n/a <b><u>LEVEL 2</u></b> <b>SE:</b> n/a

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<b>20.0</b>	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Culinary Arts.	
<b>20.01</b>	<b>Key Ideas and Details</b>	
<b>20.01.1</b>	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 22 (activity 2), 40 (activities 2 &amp; 4), 54 (activity 1), 93 (activity 2), 116 (activity 2), 172 (activity 1), 194 (activity 2), 268 (activity 2), 325 (activity 1), 344 (activity 1), 396 (activity 2), 432 (activity 2), 462 (activity 5), 477 (activity 2)</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 71 (activities 2 &amp; 3), 284 (activity 2)</p>
<b>20.01.2</b>	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> <i>While the text does not explicitly direct students to determine central ideas or conclusions; trace explanations or depictions; or provide summaries of particular passages, students can and no doubt will use all of these skills to master the content of this textbook.</i></p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b></p>
<b>20.01.3</b>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 124, 125, 126, 128, 132, 137 (activity 2), 145, 156 (activity 1), 162–164, 172 (activity 2), 182–185, 188, 190, 192, 212, 213, 237, 239–240, 242 (activities 2, 3, &amp; 5), 251, 259, 260, 261, 262, 263, 268 (activity 3), 278–279, 282–283, 287, 293 (activities 2 &amp; 3), 294 (activity 4), 310, 311, 312–313, 314, 315, 316, 321, 322, 325 (activity 2), 340, 341, 342, 344 (activity 3), 356, 357, 362, 368, 369, 371 (activity 2), 381, 383, 385, 387, 389, 390, 392, 396 (activity 2), 407–409, 411 (activity 3), 441, 457–458</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 22 (activity 2), 71 (activities 2 &amp; 3), 86 (activity 2), 234 (activity 2), 456 (activity 2), 482 (activity 2), 503 (activity 2)</p>
<b>20.02</b>	<b>Craft and Structure</b>	
<b>20.02.1</b>	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	<p><b><u>LEVEL 1</u></b>  <b>SE:</b> 180, 250–251, 263, 264–265, 400–403, 411 (activity 5), 467–468, 468469</p> <p><b><u>LEVEL 2</u></b>  <b>SE:</b> 71 (activity 6), 399 (activity 2)</p>

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<b>20.02.2</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	<u><b>LEVEL 1</b></u> SE: 194 (activity 2) <u><b>LEVEL 2</b></u> SE: n/a
<b>20.02.3</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>20.03 Integration of Knowledge and Ideas</b>	
<b>20.03.1</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.	<u><b>LEVEL 1</b></u> SE: 40 (activity 6), 93 (activity 3), 133, 137 (activity 4), 156 (activity 6), 172 (activity 4), 194 (activity 6), 242 (activity 4), 268 (activity 6), 371 (activities 2 & 5) <u><b>LEVEL 2</b></u> SE: 71 (activity 4), 145 (activity 6), 234 (activity 1), 334 (activity 4), 399 (activity 4), 456 (activity 4), 482 (activity 4), 520 (activity 6)
<b>20.03.2</b> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>20.03.3</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	<u><b>LEVEL 1</b></u> SE: 137 (activity 2), 268 (activity 4), 294 (activity 4), 396 (activity 2), 411 (activity 4) <u><b>LEVEL 2</b></u> SE: n/a
<b>20.04 Range of Reading and Level of Text Complexity</b>	
<b>20.04.1</b> By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<u><b>LEVEL 1</b></u> SE: 22 (activities 1, 2, 5, & 6), 40 (activity 2), 93 (activity 2), 116–117 (activities 2 & 6), 137 (activities 2 & 5), 156 (activity 2), 172 (activity 6), 194 (activity 2), 242 (activity 1), 268 (activity 2), 344–345 (activities 1 & 5), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2) <u><b>LEVEL 2</b></u> SE: n/a
<b>20.04.2</b> By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.	<u><b>LEVEL 1</b></u> SE: 22 (activities 1, 2, 5, & 6), 40 (activity 2), 93 (activity 2), 116–117 (activities 2 & 6), 137 (activities 2 & 5), 156 (activity 2), 172 (activity 6), 194 (activity 2), 242 (activity 1), 268 (activity

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		2), 344–345 (activities 1 & 5), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2)  <u><b>LEVEL 2</b></u> <b>SE:</b> n/a
<b>21.0</b>	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Culinary Arts.	
<b>21.01</b>	<b>Text Types and Purposes</b>	
<b>21.01.1</b>	Write arguments focused on discipline-specific content.	<u><b>LEVEL 1</b></u> <b>SE:</b> 22 (activity 1), 54 (activities 1 & 6), 116 (activity 1), 156 (activity 2), 218 (activity 6), 345 (activity 2)  <u><b>LEVEL 2</b></u> <b>SE:</b> 71 (activity 1), 86 (activities 1 & 5), 248 (activity 6), 284 (activity 1), 285 (activity 6), 334 (activity 6), 354 (Q 1 & 2), 417 (activity 6)
<b>21.01.2</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	<u><b>LEVEL 1</b></u> <b>SE:</b> 22 (activities 1, 2, 5, & 6), 40 (activity 2), 93 (activity 2), 116 (activity 2), 137 (activities 2 & 5), 172 (activity 6), 242 (activity 1), 344 (activity 1), 411 (activity 1), 432 (activity 2), 462 (activity 5), 477 (activity 2)  <u><b>LEVEL 2</b></u> <b>SE:</b> 22 (activity 5), 40 (activity 2), 86 (activity 2), 112 (activities 1 & 2), 354 (activity 1), 375 (activity 1), 437 (activity 1), 456 (activity 5)
<b>21.02</b>	<b>Production and Distribution of Writing</b>	
<b>21.02.1</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<u><b>LEVEL 1</b></u> <b>SE:</b> 70 (activity 1), 93 (activity 2), 116 (activity 1), 137 (activities 2 & 5), 156 (activity 2), 242 (activity 1), 325 (activity 1), 462 (activity 5), 477 (activity 2)  <u><b>LEVEL 2</b></u> <b>SE:</b> 22 (activity 6), 40 (activity 1), 71 (activity 1), 86 (activities 1 & 5), 112 (activity 1), 144 (activity 2), 184 (activity 1), 213 (activity 1), 248 (activity 6), 284 (activity 1), 308 (activity 4), 334 (activities 1 & 5), 354 (activity 2), 375 (activity 1), 399 (activities 1 & 6), 415 (Q2), 416 (activity 2), 417 (activity 6), 437 (activity 2), 503 (activities 5 & 6), 520 (activity 3)
<b>21.02.2</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<u><b>LEVEL 1</b></u> <b>SE:</b> n/a  <u><b>LEVEL 2</b></u> <b>SE:</b> n/a

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<b>21.02.3</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<u><b>LEVEL 1</b></u> SE: 70 (activity 1), 172 (activity 6) <u><b>LEVEL 2</b></u> SE: 71 (activity 5)
<b>21.03 Research to Build and Present Knowledge</b>	
<b>21.03.1</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<u><b>LEVEL 1</b></u> SE: 22 (activities 1, 2, 5, & 6), 93 (activities 2 & 5), 116 (activity 2), 137 (activities 2 & 5), 156 (activity 2), 172 (activity 6), 194 (activity2), 218 (activities 5 & 6), 242 (activity 1), 268 (activity 2), 294 (activity 3), 325 (activities 1, 4, & 5), 344–345 (activities 1 & 5), 371 (activity 1), 396 (activity 2), 411 (activity 5), 432 (activity 2), 462 (activity 5), 477 (activity 2) <u><b>LEVEL 2</b></u> SE: 22 (activity 6), 40 (activity 1), 71 (activities 4 & 5), 86 (activities 1, 2 & 5), 112 (activities 1 & 2), 184 (activity 6), 213 (activities 5 & 6), 248 (activity 6), 334 (activity 2), 376 (activities 2 & 3), 437 (activity 6), 456 (activities 1 & 6), 482 (activities 1 & 6), 503 (activities 1 & 3), 520 (activity 1)
<b>21.03.2</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>21.03.3</b> Draw evidence from informational texts to support analysis, reflection, and research.	<u><b>LEVEL 1</b></u> SE: 22 (activities 1, 2, 5, & 6), 93 (activities 2 & 5), 116–117 (activities 2 & 6), 137 (activities 2 & 5), 172 (activity 6), 194 (activity2), 268 (activity 2), 462 (activity 5), 477 (activity 2) <u><b>LEVEL 2</b></u> SE: 40 (activity 2), 354 (activity 6)
<b>21.04 Range of Writing</b>	
<b>21.04.1</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<u><b>LEVEL 1</b></u> SE: 22, 40, 54, 70, 93, 116–117, 137, 156, 172, 194, 218, 242, 268, 293–294, 325, 344–345, 371, 396, 411, 432, 462, 477–478 <u><b>LEVEL 2</b></u> SE: 40 (activity 1), 86 (activities 1, 5 & 6), 112 (activities 1 & 2), 144 (activity 2), 308 (activity 5), 520 (activity 2)

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<b>22.0</b> Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary Arts.	
<b>22.01</b> Make sense of problems and persevere in solving them.	<p><b><u>LEVEL 1</u></b> SE: 272–294 (entire chapter, including summary, activities, and exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 40 (activity 1), 85 (Q1), 86 (activity 2), 111 (Q2), 112 (activity 5), 143 (Q1 &amp; 2), 183 (Q1), 234 (Q2), 247 (Q1 &amp; activities 1 &amp; 4), 247–248 (activity 5), 284 (Q1 &amp; 2), 285 (activity 4), 308 (Q1 &amp; 2), 333 (Q1 &amp; 2), 415 (Q1), 416–417 (activity 5), 436 (Q1), 455 (Q1), 519 (Q1), 520 (activity 5)</p>
<b>22.02</b> Reason abstractly and quantitatively.	<p><b><u>LEVEL 1</u></b> SE: 272–294 (entire chapter, including summary, activities, and exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 40 (activity 6), 86 (activity 3), 184 (activity 1)</p>
<b>22.03</b> Construct viable arguments and critique the reasoning of others.	<p><b><u>LEVEL 1</u></b> SE: n/a</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>22.04</b> Model with mathematics.	<p><b><u>LEVEL 1</u></b> SE: 278–279, 293–294 (activities)</p> <p><b><u>LEVEL 2</u></b> SE: 40 (activity 3), 86 (activity 3), 112 (activity 3), 144 (activity 3), 184 (activity 3), 213 (activity 3), 235 (activity 4), 247 (activity 3), 284 (activity 3), 334 (activities 1 &amp; 3), 399 (activity 3), 416 (activity 3), 437 (activity 3), 482 (activity 3)</p>
<b>22.05</b> Use appropriate tools strategically.	<p><b><u>LEVEL 1</u></b> SE: 282–285, 289–292, 293–294 (activities)</p> <p><b><u>LEVEL 2</u></b> SE: n/a</p>
<b>22.06</b> Attend to precision.	<p><b><u>LEVEL 1</u></b> SE: 272–294 (entire chapter, including summary, activities, and exam prep)</p> <p><b><u>LEVEL 2</u></b> SE: 86 (activity 2)</p>
<b>22.07</b> Look for and make use of structure.	<b><u>LEVEL 1</u></b>

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		<b>SE: n/a</b> <u><b>LEVEL 2</b></u> <b>SE: n/a</b>
<b>22.08</b> Look for and express regularity in repeated reasoning.		<u><b>LEVEL 1</b></u> <b>SE: n/a</b> <u><b>LEVEL 2</b></u> <b>SE: n/a</b>

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<b>31.0</b> Create and prepare menus for various nutritional needs. – The student will be able to:		
<b>31.01</b> Examine pricing strategies.		<u><b>LEVEL 1</b></u> <b>SE: n/a</b> <u><b>LEVEL 2</b></u> <b>SE: 35–39, 227</b>
<b>31.02</b> Examine menu formats.		<u><b>LEVEL 1</b></u> <b>SE: n/a</b> <u><b>LEVEL 2</b></u> <b>SE: 28–29, 32–33</b>
<b>31.03</b> Analyze menus for profitability.		<u><b>LEVEL 1</b></u> <b>SE: n/a</b> <u><b>LEVEL 2</b></u> <b>SE: 34–40</b>
<b>32.0</b> Utilize cost-control techniques to maximize profitability. – The student will be able to:		
<b>32.01</b> Examine and utilize cost out procedures to minimize food waste.		<u><b>LEVEL 1</b></u> <b>SE: n/a</b> <u><b>LEVEL 2</b></u> <b>SE: 40 (activity 6)</b>
<b>32.02</b> Identify computer software available for food service and hospitality management.		<u><b>LEVEL 1</b></u> <b>SE: n/a</b> <u><b>LEVEL 2</b></u> <b>SE: n/a</b>
<b>32.03</b> Develop an accounting and record-keeping system using selected software.		<u><b>LEVEL 1</b></u> <b>SE: n/a</b> <u><b>LEVEL 2</b></u> <b>SE: n/a</b>
<b>32.04</b> Develop a purchasing, receiving, storing, and inventory system.		<u><b>LEVEL 1</b></u> <b>SE: 146–148</b>



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	<u><b>LEVEL 2</b></u> SE: 258–281
<b>32.05</b> Examine loss prevention factors such as safety, sanitation, food handling, ware handling, maintenance, insurance, and environmental effects.	<u><b>LEVEL 1</b></u> SE: 102–103 <u><b>LEVEL 2</b></u> SE: 228–232
<b>32.06</b> Interpret profit and loss statements.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 206–208
<b>32.07</b> Identify the responsibility of each individual to be held accountable for profitability.	<u><b>LEVEL 1</b></u> SE: 51, 422–424, 432 (activities), 433 (exam prep), 439–441, 442–443, 459–460, 461 (summary) <u><b>LEVEL 2</b></u> SE: n/a
<b>33.0</b> Interpret and incorporate guidelines and policies for food service establishments. – The student will be able to:	
<b>33.01</b> Develop employee guidelines such as job descriptions, training, and scheduling.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 243–245, 290–292, 300–304,
<b>33.02</b> Describe the characteristics of an efficient purchasing, receiving, storing, and inventory system.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 258–281
<b>34.0</b> Compare and analyze the relationship of nutrition to wellness. – The student will be able to:	
<b>34.01</b> Describe the functions and sources of the 6 classifications of nutrients.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 340–345
<b>34.02</b> Identify the effects of nutrient deficiencies and excesses.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 349–352
<b>34.03</b> Apply guidelines for using the MyPlate food guide to plan daily food choices for customers with special diets.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 359–360, 376 (activities 2, 3, & 6)
<b>34.04</b> Describe the ABC's of the Dietary Guidelines for Americans from the United States Department of Agriculture ( <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> ).	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u>

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	SE: 359–360, 375 (Q1)
<b>34.05</b> Determine the relationship between food choices, eating and wellness vs. profit/loss margins.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 339
<b>34.06</b> Explain how to encourage healthful eating habits for people in every stage of the life cycle.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 339, 358–361
<b>34.07</b> List the types of food additives and explain their purpose.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 348, 539
<b>35.0</b> Create and prepare menus for customers on special diets. – The student will be able to:	
<b>35.01</b> Create a menu for customers with dietary limitations.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 360–362, 376
<b>35.02</b> Describe the preparation methods used to prepare a nutritious meal for customers with special dietary needs (heart healthy, vegetarianism, religious dietary laws, etc.)	<u><b>LEVEL 1</b></u> SE: 111–113 <u><b>LEVEL 2</b></u> SE: 361–362, 366–370
<b>35.03</b> Identify common food allergies and determine appropriate substitutions.	<u><b>LEVEL 1</b></u> SE: 111 <u><b>LEVEL 2</b></u> SE: n/a
<b>35.04</b> Prepare meals that are visually appealing and that meet customers' special dietary needs.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>35.05</b> List the serving sizes for an average adult.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 376
<b>35.06</b> Develop a modification plan for existing menus that will meet special dietary needs.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 366–371
<b>36.0</b> Compare and analyze menus of food establishments. – The student will be able to:	

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<b>36.01</b> Analyze the menus of different food establishments to see how the daily requirements of an average adult can be met by dining in the establishments.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 376
<b>36.02</b> Create a menu meeting the "Truth-in-Menu Guidelines".	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: n/a
<b>36.03</b> Modify the menu of an establishment to meet the requirements of a customer with a special dietary need.	<u><b>LEVEL 1</b></u> SE: n/a <u><b>LEVEL 2</b></u> SE: 366–371, 375