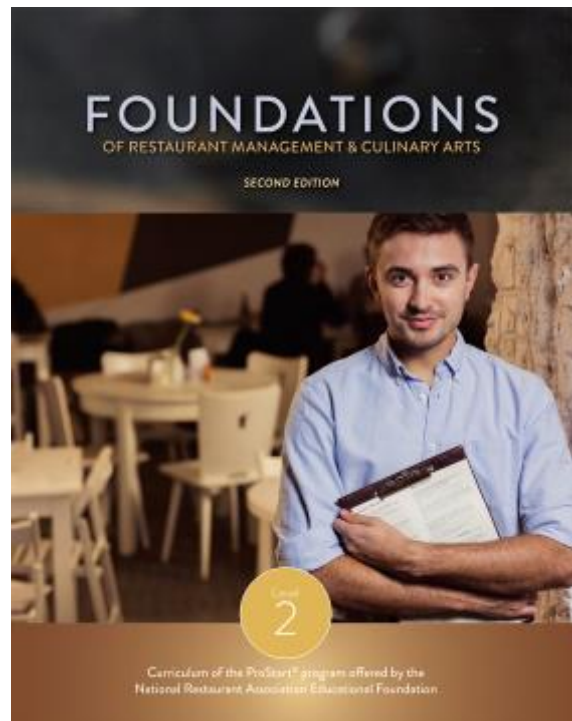
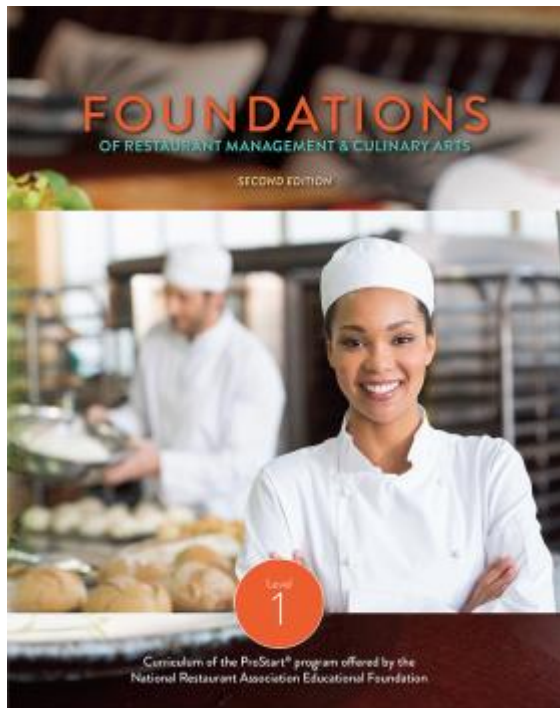


A Correlation of
***Foundations of
Restaurant Management & Culinary Arts,
Second Edition***
Levels 1 and 2 ©2018



To the
**Georgia Department of Education
Hospitality & Tourism Career Cluster
Culinary Arts II
Course Number 20.53310**

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

INTRODUCTION

This document demonstrates how well the National Restaurant Association's ***Foundations of Restaurant Management & Culinary Arts, Second Edition, Levels 1 & 2 © 2018*** meet the objectives of the Georgia Performance Standards for Culinary Arts II last modified on October 11, 2013. 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.

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

Hospitality & Tourism Career Cluster Culinary Arts II Course Number 20.53310		
<p>The following standard [HOSP–CAII–1] is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.</p>		
Course Standard 1		
HOSP-CAII-1 Demonstrate employability skills required by business and industry.		
Main Elements	Sub-Elements (for internal use only)	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
<p>1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.</p>	<p>Person-to-Person Etiquette: Interacting with Your Boss, Interacting with Subordinates, Interacting with Coworkers, Interacting with Suppliers</p> <p>Telephone and Email Etiquette: Telephone Conversations, Barriers to Phone conversations, Making and Returning Calls, Making Cold Calls</p> <p>Cell Phone and Internet Etiquette: Using Blogs, Using Social Media</p> <p>Communicating At Work: Improving Communication Skills, Effective Oral Communication, Effective Written Communication, Effective Nonverbal Skills, Effective Word Use, Giving and Receiving Feedback</p> <p>Listening: Reasons, Benefits, and Barriers, Listening Strategies, Ways We Filter What We Hear, Developing a Listening Attitude, Show You Are Listening, Asking Questions, Obtaining Feedback, Getting Others to Listen</p>	<p>Level 1: SE: 22 (activity 1), 40 (activities 1, 2, 4, & 5), 46–47, 48–50, 50–51, 54 (activities 1, 5, & 6), 60–62, 62–65, 66–68, 70 (activities 1, 2, & 4), 93 (activities 1, 2, 4, & 5), 112, 116 (activity 1), 137 (activities 1, 4, & 5), 156 (activities 2 & 5), 168–170, 172 (activities 1, 4, & 5), 194 (Q1, activity 6), 218 (activities 2 & 6), 242 (activities 1 & 4), 267 (Q2), 268 (activity 6), 293 (activity 1), 294 (activity 2), 325 (activities 4 & 6), 345 (activity 1), 371 (activities 1, 4, 5, & 6), 396 (activities 1, 2, 4 & 5), 424, 425–426, 429–430, 432 (activities 1, 5, & 6), 440–441, 442–443, 462 (activities 1, 5, & 6), 477 (activity 2), 478 (collaboration & career readiness activities)</p> <p>Level 2: SE: 22 (activities 1 & 5), 40 (all activities), 71 (activities 1, 4, 5, & 6), 86 (activities 1, 5, & 6), 112 (activity 1), 144 (activity 2), 184 (activity 1), 213 (activities 1 & 6), 284 (activities 1 & 2), 308 (activity 5), 334 (activities 1, 2, 5, & 6), 354 (activity 6), 376 (activity 1), 399 (activities 1 & 2), 416 (activity 5), 417 (activity 6), 456 (activities 1 & 6), 482 (activities 1 & 3), 503 (activities 1, 3, 5, & 6), 520 (activities 1, 2, & 6)</p>

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

Main Elements	Sub-Elements <i>(for internal use only)</i>	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
1.1, cont.	<p>Nonverbal Communication: Communicating Nonverbally, Reading Body Language and mixed Messages, Matching Verbal and Nonverbal communication, Improving Nonverbal Indicators, Nonverbal Feedback, Showing Confidence Nonverbally, Showing Assertiveness</p> <p>Written Communication: Writing Documents, Constructive Criticism in Writing</p> <p>Speaking: Using Language Carefully, One-on-One Conversations, Small Group Communication, Large Group Communication, Making Speeches, Involving the Audience, Answering Questions, Visual and Media Aids, Errors in Presentation</p> <p>Applications and Effective Résumés: Completing a Job Application, Writing a Cover Letter, Things to Include in a Résumé, Selling Yourself in a Résumé, Terms to Use in a Résumé, Describing Your Job Strengths, Organizing Your Résumé, Writing an Electronic Résumé, Dressing Up Your Résumé</p>	
1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.	<p>Teamwork and Problem Solving: Thinking Creatively, Taking Risks, Building Team Communication</p> <p>Meeting Etiquette: Preparation and Participation in Meetings, Conducting Two-Person or Large Group Meetings, Inviting and Introducing Speakers, Facilitating Discussions and Closing, Preparing Visual Aids, Virtual Meetings</p>	<p>Level 1: SE: 84, 137 (activity 1), 325 (activity 6), 371 (activity 6), 477 (activity 2), 478 (collaboration activity)</p> <p>Level 2: SE: 22 (activities 4 & 6), 40 (activities 2, 5, & 6), 86 (activity 4), 112 (activities 5 & 6), 145 (activity 5), 184 (activity 5), 213 (activities 1 & 2), 234 (activity 1), 247 (activities 1 & 2), 284 (activity 1), 308 (activity 5), 354 (activity 5), 376 (activities 5 & 6), 437 (activity 6), 520 (activity 4)</p>

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

Main Elements	Sub-Elements (for internal use only)	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
<p>1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.</p>	<p>Problem Solving: Transferable Job Skills, Becoming a Problem Solver, Identifying a Problem, Becoming a Critical Thinker, Managing</p> <p>Customer Service: Gaining Trust and Interacting with Customers, Learning and Giving Customers What They Want, Keeping Customers Coming Back, Seeing the Customer’s Point, Selling Yourself and the Company, Handling Customer Complaints, Strategies for Customer Service</p> <p>The Application Process: Providing Information, Accuracy and Double Checking; Online Application Process; Following Up After Submitting an Application; Effective Résumés; Matching Your Talents to a Job; When a Résumé Should be Used</p> <p>Interviewing Skills: Preparing for an Interview, Questions to Ask in an Interview, Things to Include in a Career Portfolio, Traits Employers are Seeking, Considerations Before Taking a Job</p> <p>Finding the Right Job: Locating Jobs and Networking, Job Shopping Online, Job Search Websites, Participation in Job Fairs, Searching the Classified Ads, Using Employment Agencies, Landing an Internship, Staying Motivated to Search</p>	<p>Level 1: SE: 69 (Q2), 70 (activity 6), 93 (activity 5), 117 (critical thinking activity), 137 (activity 6), 156 (activity 6), 170, 172 (activity 6), 194 (activity 5), 218 (activities 1 & 6), 325 (activities 2 & 6), 344–345 (activities 5 & 6), 371 (activity 6), 396 (activity 6), 411 (activity 6), 426 (Q2), 429–430, 431 (Q1), 432 (activity 6), 472–474, 462 (activities 5 & 6), 472–474, 476 (Q3), 477 (activities 1 & 2)</p> <p>Level 2: SE: 22 (activities 4 & 6), 40 (activity 6), 144 (activity 2), 184 (activity 6), 213 (activities 4, 5, & 6), 247 (activity 3), 247–248 (activity 5), 248 (activity 6), 285 (activity 5), 308 (activities 1 & 3), 399 (activity 5), 416 (activity 5), 437 (activity 5), 503 (activity 5)</p>

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

Main Elements	Sub-Elements (for internal use only)	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
<p>1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.</p>	<p>Workplace Ethics: Demonstrating Good Work Ethic, Behaving Appropriately, Maintaining Honesty, Playing Fair, Using Ethical Language, Showing Responsibility, Reducing Harassment, Respecting Diversity, Making Truthfulness a Habit, Leaving a Job Ethically</p> <p>Personal Characteristics: Demonstrating a Good Attitude, Gaining and Showing Respect, Demonstrating Responsibility, Showing Dependability, Being Courteous, Gaining Coworkers' Trust, Persevering, Handling Criticism, Showing Professionalism</p> <p>Employer Expectations: Behaviors Employers Expect, Objectionable Behaviors, Establishing Credibility, Demonstrating Your Skills, Building Work Relationships</p> <p>Business Etiquette: Language and Behavior, Keeping Information Confidential, Avoiding Gossip, Appropriate Work Email, Cell Phone Etiquette, Appropriate Work Texting, Understanding Copyright, Social Networking</p> <p>Communicating at Work: Handling Anger, Dealing with Difficult Coworkers, Dealing with a Difficult Boss, Dealing with Difficult Customers, Dealing with Conflict</p>	<p>Level 1: SE: 36, 38 (Q3 & Q4), 39 (Q1), 44–47, 48–50, 54 (activities 1 & 6), 78–79, 80–81, 93 (activity 3), 137 (activity 3), 168–170, 172 (activity 1), 429–430, 431 (Q1 & Q2), 432 (activities 1 & 5), 472–474, 476 (Q2 & Q3)</p> <p>Level 2: SE: 285 (activity 6), 308 (activity 3)</p>

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

Main Elements	Sub-Elements (for internal use only)	<i>Foundations of Restaurant Management & Culinary Arts</i> , Second Edition, Levels 1 and 2 ©2018
<p>1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.</p>	<p>Expected Work Traits: Demonstrating Responsibility, Dealing with Information Overload, Transferable Job Skills, Managing Change, Adopting a New Technology</p> <p>Teamwork: Teamwork Skills, Reasons Companies Use Teams, Decisions Teams Make, Team Responsibilities, Problems That Affect Teams, Expressing Yourself on a Team, Giving and Receiving Constructive Criticism</p> <p>Time Management: Managing Time, Putting First Things First, Juggling Many Priorities, Overcoming Procrastination, Organizing Workspace and Tasks, Staying Organized, Finding More Time, Managing Projects, Prioritizing Personal and Work Life</p>	<p>Level 1: SE: 46–47, 48–49, 52 (Q3 & Q4), 53 (Q1 & Q2), 238–240, 242 (activity 5), 268 (activities 4, 5, & 6), 396 (activity 4)</p> <p>Level 2: SE: 22 (activity 4), 40 (activity 4), 71 (activity 4), 86 (activity 4), 112 (activity 4), 145 (activity 4), 184 (activity 4), 213 (activity 4), 234 (activities 1 & 3), 247 (activity 4), 308 (activity 4), 334 (activity 4), 354 (activities 2 & 4), 376 (activity 4), 416 (activity 4), 437 (activity 4), 456 (activities 2, 4, & 5), 482 (activities 4 & 5), 503 (activity 4), 520 (activity 4)</p>
<p>1.6 Present a professional image through appearance, behavior and language.</p>	<p>On-the-Job Etiquette: Using Professional Manners, Introducing People, Appropriate Dress, Business Meal Functions, Behavior at Work Parties, Behavior at Conventions, International Etiquette, Cross-Cultural Etiquette, Working in a Cubicle</p> <p>Person-to-Person Etiquette: Meeting Business Acquaintances, Meeting People for the First Time, Showing Politeness</p> <p>Communication Etiquette: Creating a Good Impression, Keeping Phone Calls Professional, Proper Use of Work Email, Proper Use of Cell Phone, Proper Use in Texting</p> <p>Presenting Yourself: Looking Professional, Dressing for Success, Showing a Professional Attitude, Using Good Posture, Presenting Yourself to Associates, Accepting Criticism, Demonstrating Leadership</p>	<p>Level 1: SE: 44–47, 54 (activity 1), 60–62, 88 (Q3), 123–125, 423–424, 432 (activities 1 & 5), 460 (Q1 & Q2), 462 (activity 1), 470–471</p> <p>Level 2: SE: n/a</p>

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

Course Standard 2	
HOSP-CAII-2	
Identify skills, certifications, and experience required for careers in the hospitality, tourism and foodservice industries.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
2.1 Identify various state and national culinary arts schools both public and private and requirements for admissions and cost for completion.	Level 1: SE: 29–31, 90–91, 93 (activity 5) Level 2: SE: n/a
2.2 Review the various American Culinary Federation (ACF) levels of certification for chefs and list the requirements for certified culinarian, sous chef, executive chef, and pastry chef. Other related food-service tracks to research: restaurants (Georgia Restaurant Association - GRA), hotels (Georgia Hotel and Lodging Association - GHLA), nutrition (Greater Atlanta Dietetic Association - GADA), research (Research Chefs Association - RCA), culinary professionals (International Association of Culinary Professionals - IACP), and foodservice professionals (Society Foodservice Professionals - SFP).	Level 1: SE: 37 Level 2: SE: n/a
2.3 Research the industry association that supports student’s career choices and find the certification track for that career and list the levels of certification and requirements.	Level 1: SE: n/a Level 2: SE: n/a
2.4 Identify and describe types of establishments, job titles, duties, employment opportunities, and benefits at local, state, and national levels for both chefs and food service managers.	Level 1: SE: 9–13, 20, 26–28, 32–33, 40 (activity 5), 466–469, 470–471 Level 2: SE: n/a
2.5 Identify, describe, and discuss the roles, responsibilities, and various salaries the various members of a management team can earn.	Level 1: SE: 9 Level 2: SE: n/a

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

Course Standard 3	
HOSP-CAII-3 Demonstrate competency in the commercial food preparation of all menu categories to produce a variety of food products.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
3.1 Define cuisine and identify elements and characteristics of each regional, ethnic, and international cuisines. Include cuisines such as but not limited to American Regional, French, Hispanic, Italian, and Asian.	Level 1: SE: n/a Level 2: SE: n/a
3.2 Prepare cuisine recipes using a variety of menu category selections.	Level 1: SE: n/a Level 2: SE: 189, 402
3.3 Fabricate chicken, fish, pork, and/or beef.	Level 1: SE: n/a Level 2: SE: 387–389, 410–411, 430–432
3.4 Prepare fabricated/purchased products of chicken, fish/shellfish, pork and beef using moist, dry heat and/or combination cooking methods.	Level 1: SE: 380–387, 388–390, 391–392, 395 (summary), 396 (activities 5 & 6), 397 (exam prep) 397 (exam prep) Level 2: SE: 392–393, 397, 398 (knowledge check), 399 (activity 6), 410, 412, 414, 433–435
3.5 Prepare beef/veal, poultry, fish/seafood stocks and utilize in the preparations of various sauces and soups.	Level 1: SE: 352–358 Level 2: SE: 389, 408–409
3.6 Prepare espagnole sauce and demi glace.	Level 1: SE: 359–360 Level 2: SE: n/a
3.7 Prepare a “glace” from prepared chicken stock.	Level 1: SE: n/a Level 2: SE: n/a
3.8 Prepare a variety of soups including clear and cream, regional/international as well as cold vegetable and fruit soups.	Level 1: SE: 365–367, 368–369 Level 2: SE: 144 (activity 3)

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

Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
3.9 Prepare and use in recipes a variety of grains such as couscous, barley, quinoa, and grits.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 91, 170, 186, 189
3.10 Prepare and use in recipes, such as black bean soup, a variety of legumes, including lentils, and split peas.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 172–174
3.11 Prepare a wide variety of fresh vegetables using dry and moist cooking methods. Include beets, parsnips, carrots, cabbage, Brussels sprouts, greens (collards, kale, and spinach), asparagus, broccoli and peas.	<u>Level 1:</u> SE: 205, 219 (exam prep) <u>Level 2:</u> SE: 131–141, 147–149
3.12 Prepare various rice varieties using 1-2-3 method, pilaf method, and risotto method.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 175–176, 186, 189
3.13 Prepare a variety of fresh pasta and appropriate complementary sauces.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 187
3.14 Truss a chicken and roast and prepare sauces or gravies from pan drippings.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 413
3.15 Prepare a variety of potatoes utilizing various recipes and various dry and moist heat cooking methods.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 154–158, 188
3.16 Identify and prepare a variety of fruits and tropical fruits utilizing various recipes and dry and moist heat cooking methods.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 103–110, 114–117

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

Course Standard 4	
HOSP-CAII-4 Discuss and practice Garde Manger.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
4.1 Identify various buffet display serving pieces to include polished trays, mirrors, vases, chafing dishes, table covers, china platters and bowls, floral and vegetables centerpieces, etc.	Level 1: SE: n/a Level 2: SE: n/a
4.2 Research and identify various methods for preserving foods including the use of salt, hot and cold smoking, brining, pickling and drying and prepare a variety of canned items such as pickles, chutneys, salsas and relishes, as well as various recipes using smoked seafood.	Level 1: SE: n/a Level 2: SE: n/a
4.3 Identify cheese classifications and compare by tasting variety of cheeses.	Level 1: SE: n/a Level 2: SE: 55
4.4 Research and prepare cheese and fruit displays.	Level 1: SE: n/a Level 2: SE: n/a
4.5 Prepare fresh cheeses such as mozzarella and ricotta and use in a recipe.	Level 1: SE: n/a Level 2: SE: n/a
4.6 Prepare a variety of salads using pastas, grains, rice, beans and legumes, fresh fruit and vegetables, seafood, poultry and meats and other proteins.	Level 1: SE: 302–303, 309–316, 324 (summary, Q1) Level 2: SE: 124–125
4.7 Identify and use appropriate fresh flowers and platter garnishes on display pieces.	Level 1: SE: n/a Level 2: SE: 516, 520 (activity 6)
4.8 Using vegetables and/or fruit create and present a centerpiece of floral themed carved garnishes and decorations. Include a variety of fruits and vegetables for flower carvings, such as tomato roses, radish flowers, onion flowers, and carrot carvings.	Level 1: SE: n/a Level 2: SE: 516

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

Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
4.9 Create and display fruit baskets, including fresh and/or dried fruits.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: n/a
4.10 Create and display a carved melon basket.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: n/a
4.11 Research the art of charcuterie and the preparations of galantines, quenelles, pate, terrines, mousse, and force meats for sausage making and prepare a breakfast sausage.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: n/a
4.12 Research ingredients, various preparation methods and legal requirements for sushi/sashimi and prepare sushi using cooked seafood, such as California rolls.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: n/a
4.13 Research, prepare, and display hot and cold hors d'oeuvres and canapés.	<u>Level 1:</u> SE: 333–334, 341 <u>Level 2:</u> SE: n/a
4.14 Plan and execute a theme banquet to include table layout and design, and food presentation using platters, bowls, mirrors, chafers, etc. Menu should consist of items appropriate to the selected theme to include but not limited to hors d'oeuvres, canapes, relishes, salsas, chutneys, fruit & cheese displays, carved vegetable displays, salads and dressings and include examples of student display work in the table layout and design.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: n/a

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

Course Standard 5	
HOSP-CAII-5 Demonstrate and master the commercial preparation of all fundamental bakery categories to produce a variety of baked, pastry, and dessert products.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
5.1 Demonstrate the proper principles of baking and identifying recipe formulas used to increase and decrease recipes, as well as baking ingredients.	<p><u>Level 1:</u> SE: 404–405, 410 (summary, Q2), 411 (activity 3), 412 (exam prep)</p> <p><u>Level 2:</u> SE: 448–461 (entire chapter including summary, activities, and exam prep), 462–487 (entire chapter including summary, activities, and exam prep)</p>
5.2 Apply the proper principles of baking to recipes (Use recipes converted to the metric system of measure) including the following items, not limited to: <ul style="list-style-type: none"> • custards, crème brule, crème anglaise, ice creams, mousse (custard and gelatin); pate a choux (cream puffs and éclairs); • fruit coulis and sauces (caramel, chocolate); • cream, gelatin based and fruit pies with lattice and crumb toppings; fruit cobblers; fruit tarts; brownies, cookies (7 types or classifications); • cream cheesecakes; • cakes and icings; • yeast breads and rolls; and • gelatin (powder and sheet) products, such as Bavarians. 	<p><u>Level 1:</u> SE: 407–409, 410 (activity 4), 413–415</p> <p><u>Level 2:</u> SE: 448–461 (entire chapter including summary, activities, and exam prep), 479–480, 481 (summary), 482 (activities), 484–487, 496–501, 505, 507</p>
5.3 Demonstrate the proper procedure for melting chocolate and use in recipes.	<p><u>Level 1:</u> SE: n/a</p> <p><u>Level 2:</u> SE: 495</p>
5.4 Demonstrate proper procedure for tempering chocolate and making decorative garnishes and candies.	<p><u>Level 1:</u> SE: n/a</p> <p><u>Level 2:</u> SE: 494</p>
5.5 Research principles of dessert presentation and plating and present all recipe preparations for proper plating in order to maximize visual appeal.	<p><u>Level 1:</u> SE: n/a</p> <p><u>Level 2:</u> SE: 517</p>

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

Course Standard 6	
HOSP-CAII-6 Identify and apply dining room operations.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
6.1 List and describe the rules and responsibilities of all dining room personnel, as well as the various types of service delivery such as cafeteria, quick service, buffet, and table.	<p><u>Level 1:</u> SE: 26–28, 33, 40 (activity 4), 246–249, 436–441, 443–445, 447, 456–458, 461 (summary), 463 (exam prep)</p> <p><u>Level 2:</u> SE: n/a</p>
6.2 Explain the role of quality service and how customer satisfaction directly affects the success of a food-service establishment.	<p><u>Level 1:</u> SE: 422–424, 425–426, 429–430, 431 (summary), 432 (activity 3), 433 (exam prep)</p> <p><u>Level 2:</u> SE: n/a</p>
6.3 Demonstrate the similarities and differences between American, French, English, Russian, and self-service styles of dining.	<p><u>Level 1:</u> SE: 446–447, 454 (knowledge check), 462 (activity 6), 463 (exam prep)</p> <p><u>Level 2:</u> SE: n/a</p>
6.4 Describe and demonstrate tableside preparations, including a la minute dishes, carving meats, slicing desserts, and salad preparations.	<p><u>Level 1:</u> SE: n/a</p> <p><u>Level 2:</u> SE: n/a</p>
6.5 Describe various procedures for processing guest checks, including point of sale (POS) terminals.	<p><u>Level 1:</u> SE: 459–460</p> <p><u>Level 2:</u> SE: 206, 210, 213 (activity 5), 531</p>
6.6 Describe sales techniques and practices for food service personnel, including menu knowledge and suggestive selling.	<p><u>Level 1:</u> SE: 442–443, 445 (knowledge check Q1), 462 (activity 1)</p> <p><u>Level 2:</u> SE: 26–27, 40 (activity 6)</p>

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

Course Standard 7	
HOSP-CAII-7 Identify and create a conceptual food-service operation and identify the requirements needed for successful operation's management.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
<p>7.1 Create and develop a conceptual restaurant's theme, cuisine, menu, marketing plan/brochure, facility layout and interior design, restaurant name, and written menu based on principals of menu design and menu descriptions.</p>	<p><u>Level 1:</u> SE: n/a</p> <p><u>Level 2:</u> SE: 26–41 (entire chapter including summary, activities, and exam prep)</p>
<p>7.2 Identify general requirements to start up the conceptual restaurant, including but not limited to the following:</p> <ul style="list-style-type: none"> • Purveyors and availability of seasonal and cuisine related products; • Location of restaurant and restaurants in area competing for customers; • Kitchen equipment requirements based on menu; • Availability of property either land or existing buildings for restaurant; • Customer demographics; • Insurance, state and local licenses, health department requirements; • Advertising and marketing sources; • Employee pool availability/recruitment; salaries and wages; area cost of living; • Other employee related expenses, i.e. insurance costs, uniforms; • Fixed expenses, i.e. utilities, lease/mortgage costs, supplies, depreciation, advertising/marketing, paper and chemicals supplies; • Funds needed for startup expenses including investments for kitchen/dish room equipment, building construction or renovations, dining room furniture and fixtures; small wares, i.e. china, glassware, flatware, serving; • Budget to include revenues, food costs, labor costs and employee insurance expenses, and other costs; • Profit or loss projections; and • Return on Investment (ROI). 	<p><u>Level 1:</u> SE: n/a</p> <p><u>Level 2:</u> SE: 5, 21, 40, 45, 70, 85, 111, 143, 183, 193, 212, 234, 247, 284, 308, 313, 333, 354, 375, 381, 398, 415, 436, 445, 455, 481, 502, 519</p>

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

Course Standard 8	
HOSP-CAII-8 Examine how related student organizations are integral parts of career and technology education courses through leadership development, school, and community service projects and competitive events.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
8.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of Family, Career and Community Leaders of America (FCCLA).	Level 1: SE: n/a Level 2: SE: n/a
8.2 Explain how participation in FCCLA can promote lifelong responsibility for community service, professional growth and development.	Level 1: SE: n/a Level 2: SE: n/a
8.3 Explore the impact and opportunities FCCLA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.	Level 1: SE: n/a Level 2: SE: n/a
8.4 Explore the local, state, and national opportunities available to students through participation in FCCLA including but not limited to conferences, competitions, community service, philanthropy, and other FCCLA activities.	Level 1: SE: n/a Level 2: SE: n/a
Georgia's Culinary Arts I standards were obtained from http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Culinary-Arts-II.pdf	