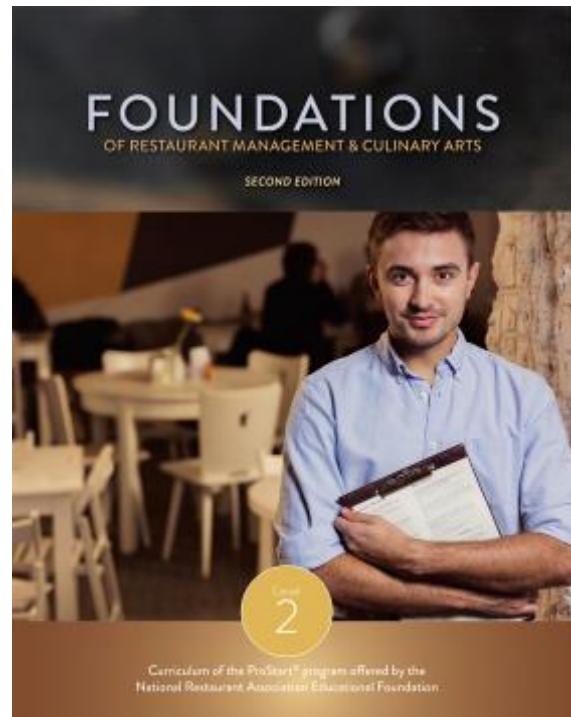
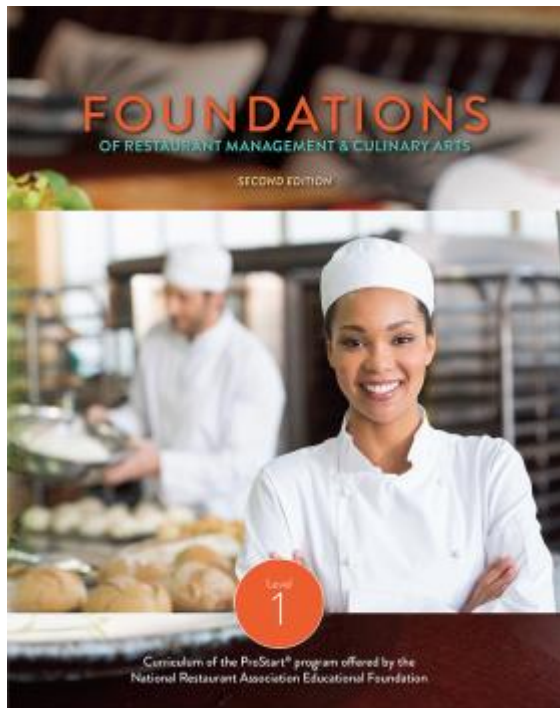


A Correlation of  
***Foundations of  
Restaurant Management & Culinary Arts,  
Second Edition***  
Levels 1 and 2 ©2018



To the  
**Georgia Department of Education  
Hospitality & Tourism Career Cluster  
Culinary Arts I  
Course Number 20.53210**

**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 I 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**

<b>Hospitality &amp; Tourism Career Cluster Culinary Arts I Course Number 20.53100</b>		
<p>The following standard [HOSP–CAI–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>		
<b>Course Standard 1</b>		
<b>HOSP-CAI-1 Demonstrate employability skills required by business and industry.</b>		
<b>Main Elements</b>	<b>Sub-Elements (for internal use only)</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<p><b>1.1</b> Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.</p>	<p><b>Person-to-Person Etiquette:</b> Interacting with Your Boss, Interacting with Subordinates, Interacting with Coworkers, Interacting with Suppliers</p> <p><b>Telephone and Email Etiquette:</b> Telephone Conversations, Barriers to Phone conversations, Making and Returning Calls, Making Cold Calls</p> <p><b>Cell Phone and Internet Etiquette:</b> Using Blogs, Using Social Media</p> <p><b>Communicating At Work:</b> Improving Communication Skills, Effective Oral Communication, Effective Written Communication, Effective Nonverbal Skills, Effective Word Use, Giving and Receiving Feedback</p> <p><b>Listening:</b> 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><b>Level 1:</b> <b>SE:</b> 22 (activity 1), 40 (activities 1, 2, 4, &amp; 5), 46–47, 48–50, 50–51, 54 (activities 1, 5, &amp; 6), 60–62, 62–65, 66–68, 70 (activities 1, 2, &amp; 4), 93 (activities 1, 2, 4, &amp; 5), 112, 116 (activity 1), 137 (activities 1, 4, &amp; 5), 156 (activities 2 &amp; 5), 168–170, 172 (activities 1, 4, &amp; 5), 194 (Q1, activity 6), 218 (activities 2 &amp; 6), 242 (activities 1 &amp; 4), 267 (Q2), 268 (activity 6), 293 (activity 1), 294 (activity 2), 325 (activities 4 &amp; 6), 345 (activity 1), 371 (activities 1, 4, 5, &amp; 6), 396 (activities 1, 2, 4 &amp; 5), 424, 425–426, 429–430, 432 (activities 1, 5, &amp; 6), 440–441, 442–443, 462 (activities 1, 5, &amp; 6), 477 (activity 2), 478 (collaboration &amp; career readiness activities)</p> <p><b>Level 2:</b> <b>SE:</b> 22 (activities 1 &amp; 5), 40 (all activities), 71 (activities 1, 4, 5, &amp; 6), 86 (activities 1, 5, &amp; 6), 112 (activity 1), 144 (activity 2), 184 (activity 1), 213 (activities 1 &amp; 6), 284 (activities 1 &amp; 2), 308 (activity 5), 334 (activities 1, 2, 5, &amp; 6), 354 (activity 6), 376 (activity 1), 399 (activities 1 &amp; 2), 416 (activity 5), 417 (activity 6), 456 (activities 1 &amp; 6), 482 (activities 1 &amp; 3), 503 (activities 1, 3, 5, &amp; 6), 520 (activities 1, 2, &amp; 6)</p>

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

<b>Main Elements</b>	<b>Sub-Elements (for internal use only)</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
1.1, cont.	<p><b>Nonverbal Communication:</b> 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><b>Written Communication:</b> Writing Documents, Constructive Criticism in Writing</p> <p><b>Speaking:</b> 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><b>Applications and Effective Résumés:</b> 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><b>Teamwork and Problem Solving:</b> Thinking Creatively, Taking Risks, Building Team Communication</p> <p><b>Meeting Etiquette:</b> 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><b>Level 1:</b> <b>SE:</b> 84, 137 (activity 1), 325 (activity 6), 371 (activity 6), 477 (activity 2), 478 (collaboration activity)</p> <p><b>Level 2:</b> <b>SE:</b> 22 (activities 4 &amp; 6), 40 (activities 2, 5, &amp; 6), 86 (activity 4), 112 (activities 5 &amp; 6), 145 (activity 5), 184 (activity 5), 213 (activities 1 &amp; 2), 234 (activity 1), 247 (activities 1 &amp; 2), 284 (activity 1), 308 (activity 5), 354 (activity 5), 376 (activities 5 &amp; 6), 437 (activity 6), 520 (activity 4)</p>

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

<b>Main Elements</b>	<b>Sub-Elements (for internal use only)</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<p><b>1.3</b> Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.</p>	<p><b>Problem Solving:</b> Transferable Job Skills, Becoming a Problem Solver, Identifying a Problem, Becoming a Critical Thinker, Managing</p> <p><b>Customer Service:</b> 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><b>The Application Process:</b> 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><b>Interviewing Skills:</b> 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><b>Finding the Right Job:</b> 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><b>Level 1:</b>  <b>SE:</b> 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 &amp; 6), 325 (activities 2 &amp; 6), 344–345 (activities 5 &amp; 6), 371 (activity 6), 396 (activity 6), 411 (activity 6), 426 (Q2), 429–430, 431 (Q1), 432 (activity 6), 472–474, 462 (activities 5 &amp; 6), 472–474, 476 (Q3), 477 (activities 1 &amp; 2)</p> <p><b>Level 2:</b>  <b>SE:</b> 22 (activities 4 &amp; 6), 40 (activity 6), 144 (activity 2), 184 (activity 6), 213 (activities 4, 5, &amp; 6), 247 (activity 3), 247–248 (activity 5), 248 (activity 6), 285 (activity 5), 308 (activities 1 &amp; 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**

<b>Main Elements</b>	<b>Sub-Elements (for internal use only)</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<p><b>1.4</b> Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.</p>	<p><b>Workplace Ethics:</b> 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><b>Personal Characteristics:</b> Demonstrating a Good Attitude, Gaining and Showing Respect, Demonstrating Responsibility, Showing Dependability, Being Courteous, Gaining Coworkers' Trust, Persevering, Handling Criticism, Showing Professionalism</p> <p><b>Employer Expectations:</b> Behaviors Employers Expect, Objectionable Behaviors, Establishing Credibility, Demonstrating Your Skills, Building Work Relationships</p> <p><b>Business Etiquette:</b> Language and Behavior, Keeping Information Confidential, Avoiding Gossip, Appropriate Work Email, Cell Phone Etiquette, Appropriate Work Texting, Understanding Copyright, Social Networking</p> <p><b>Communicating at Work:</b> Handling Anger, Dealing with Difficult Coworkers, Dealing with a Difficult Boss, Dealing with Difficult Customers, Dealing with Conflict</p>	<p><b>Level 1:</b>  <b>SE:</b> 36, 38 (Q3 &amp; Q4), 39 (Q1), 44–47, 48–50, 54 (activities 1 &amp; 6), 78–79, 80–81, 93 (activity 3), 137 (activity 3), 168–170, 172 (activity 1), 429–430, 431 (Q1 &amp; Q2), 432 (activities 1 &amp; 5), 472–474, 476 (Q2 &amp; Q3)</p> <p><b>Level 2:</b>  <b>SE:</b> 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 &amp; Culinary Arts</i> , Second Edition, Levels 1 and 2 ©2018
<p><b>1.5</b> 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><b>Expected Work Traits:</b> Demonstrating Responsibility, Dealing with Information Overload, Transferable Job Skills, Managing Change, Adopting a New Technology</p> <p><b>Teamwork:</b> 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><b>Time Management:</b> 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><b>Level 1:</b> <b>SE:</b> 46–47, 48–49, 52 (Q3 &amp; Q4), 53 (Q1 &amp; Q2), 238–240, 242 (activity 5), 268 (activities 4, 5, &amp; 6), 396 (activity 4)</p> <p><b>Level 2:</b> <b>SE:</b> 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 &amp; 3), 247 (activity 4), 308 (activity 4), 334 (activity 4), 354 (activities 2 &amp; 4), 376 (activity 4), 416 (activity 4), 437 (activity 4), 456 (activities 2, 4, &amp; 5), 482 (activities 4 &amp; 5), 503 (activity 4), 520 (activity 4)</p>
<p><b>1.6</b> Present a professional image through appearance, behavior and language.</p>	<p><b>On-the-Job Etiquette:</b> 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><b>Person-to-Person Etiquette:</b> Meeting Business Acquaintances, Meeting People for the First Time, Showing Politeness</p> <p><b>Communication Etiquette:</b> Creating a Good Impression, Keeping Phone Calls Professional, Proper Use of Work Email, Proper Use of Cell Phone, Proper Use in Texting</p> <p><b>Presenting Yourself:</b> Looking Professional, Dressing for Success, Showing a Professional Attitude, Using Good Posture, Presenting Yourself to Associates, Accepting Criticism, Demonstrating Leadership</p>	<p><b>Level 1:</b> <b>SE:</b> 44–47, 54 (activity 1), 60–62, 88 (Q3), 123–125, 423–424, 432 (activities 1 &amp; 5), 460 (Q1 &amp; Q2), 462 (activity 1), 470–471</p> <p><b>Level 2:</b> <b>SE:</b> n/a</p>

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

<b>Course Standard 2</b>	
<b>HOSP-CAI-2</b>	
<b>Examine and apply the principals of food sanitation and safety in foodservice operations and kitchen environments to achieve a nationally recognized food safety certificate.</b>	
<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>2.1</b> Identify the characteristics of potentially hazardous foods, recognize risks associated with high risk populations, and list the reasons of keeping food safe through SERVSAFE applications.	<p><b><u>Level 1:</u></b> SE: 102–119 (entire chapter, including summary, activities, &amp; exam prep)</p> <p><b><u>Level 2:</u></b> SE: 59 (safety), 62 (nutrition), 84 (safety), 128 (nutrition), 284 (activity 2), 396–397, 410 (safety), 414 (safety), 427 (did you know), 429 (safety), 475 (safety), 512 (safety)</p>
<b>2.2</b> Identify personal behaviors that can contaminate food and demonstrate good personal hygiene and health habits, including proper hand washing.	<p><b><u>Level 1:</u></b> SE: 104, 110–113, 122–127, 136 (summary, Q1), 138–139 (exam prep), 142</p> <p><b><u>Level 2:</u></b> SE: n/a</p>
<b>2.3</b> Identify and categorize microorganisms related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.	<p><b><u>Level 1:</u></b> SE: 104–109, 115 (summary), 116–117 (activities 2 &amp; 3)</p> <p><b><u>Level 2:</u></b> SE: 59 (safety), 62 (nutrition), 475 (safety)</p>
<b>2.4</b> List and identify the major reasons for and recognize signs of food spoilage and contamination.	<p><b><u>Level 1:</u></b> SE: 104–110, 112–114, 115 (summary), 142–145, 146–147, 148–149</p> <p><b><u>Level 2:</u></b> SE: 52–53, 56 (essential skills), 59, 99–101, 120–128, 154, 391, 409, 482–429</p>
<b>2.5</b> Identify and describe methods to prevent biological, chemical and physical contaminants and methods to prevent contamination of food and differentiate between food-borne intoxication, infections and toxin-mediated infections.	<p><b><u>Level 1:</u></b> SE: 104–110, 112–114, 115 (summary), 148–150, 151–154, 155 (summary), 156 (activities 1, 5, &amp; 6)</p> <p><b><u>Level 2:</u></b> SE: 69, 410 (safety), 414 (safety), 475 (safety)</p>



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

<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>2.6</b> Identify common allergens and major food-borne illnesses, including associated symptoms, and methods of prevention.	<p><b><u>Level 1:</u></b> SE: 104–114, 115 (summary), 118–119 (exam prep), 142, 148–149, 155 (summary), 156 (activities 1, 4, 5, &amp; 6), 157 (exam prep)</p> <p><b><u>Level 2:</u></b> SE: 59 (safety), 62 (nutrition), 84 (safety), 128 (nutrition), 410 (safety), 414 (safety), 427 (did you know), 429 (safety), 475 (safety)</p>
<b>2.7</b> Demonstrate proper receiving and storage of both raw and prepared foods, including identification of appropriate storage temperatures for perishable and semi-perishable foods.	<p><b><u>Level 1:</u></b> SE: 146–147, 148–150, 151–153, 156 (activity 1), 157 (exam prep)</p> <p><b><u>Level 2:</u></b> SE: 52–53, 56, 59, 69, 103, 130, 184 (activity 5), 228–232, 234 (activity 3), 271–277, 390–391, 408–409, 493, 503 (activity 6)</p>
<b>2.8</b> List and demonstrate food handling, preparation and storage techniques that prevent cross contamination between raw and ready-to-eat foods and between animal or fish, including sources of other potentially hazardous food products.	<p><b><u>Level 1:</u></b> SE: 126, 146–147, 148–150, 151–153, 155 (summary), 156 (activity 1), 157 (exam prep)</p> <p><b><u>Level 2:</u></b> SE: 414 (safety)</p>
<b>2.9</b> Identify the factors that affect the growth of food-borne pathogens, FAT TOM, and explain how time and temperature guidelines can reduce growth of microorganisms.	<p><b><u>Level 1:</u></b> SE: 105–107, 110 (knowledge check), 115 (summary), 116–117 (activities 2 &amp; 3), 118–119 (exam prep), 143–145, 146–147, 148–150, 151–153, 155 (summary), 157 (exam prep)</p> <p><b><u>Level 2:</u></b> SE: 59 (safety), 475 (safety)</p>
<b>2.10</b> Examine current types and proper uses of cleaning materials and sanitizers and demonstrate procedures for cleaning and sanitizing utensils, equipment, and facilities.	<p><b><u>Level 1:</u></b> SE: 127–130, 130–135, 136 (summary &amp; Q2), 137 (activity 4), 138–139 (exam prep), 172 (activity 2), 232</p> <p><b><u>Level 2:</u></b> SE: n/a</p>

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

<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>2.11</b> Demonstrate waste disposal and recycling methods and describe appropriate measures for insect, rodent, and pest control.	<b><u>Level 1:</u></b> SE: 134–135 <b><u>Level 2:</u></b> SE: 328–332
<b>2.12</b> Demonstrate maintenance of necessary records to document time and temperature control, employee health, equipment maintenance, and other food preparation and storage.	<b><u>Level 1:</u></b> SE: 133–134, 148, 163–164, 165, 166–167 <b><u>Level 2:</u></b> SE: n/a
<b>2.13</b> Describe food security and identify differences between food safety and food security.	<b><u>Level 1:</u></b> SE: 113–114, 118–119 (exam prep), 154, 155 (summary), 192 <b><u>Level 2:</u></b> SE: n/a
<b>2.14</b> Identify and re-examine basic safety practices such as lifting and carrying, including basic first aid.	<b><u>Level 1:</u></b> SE: 185–188, 189–191, 193 (summary) <b><u>Level 2:</u></b> SE: n/a
<b>2.15</b> Identify the principles of Hazard Analysis and Critical Control Points (HACCP), relating to the flow of food through the foodservice operation.	<b><u>Level 1:</u></b> SE: 154 <b><u>Level 2:</u></b> SE: 424
<b>2.16</b> Identify the history, purpose and requirements of Occupational Safety and Health Administration (OSHA) relating to food-service operations and emphasize the use of equipment, such as meat slicers and mandolines and age restrictions of employees.	<b><u>Level 1:</u></b> SE: 160–164, 166–167, 171 (summary & Q1), 172 (activity 3), 204–205, 212–213 <b><u>Level 2:</u></b> SE: 292–293
<b>2.17</b> Follow state and local sanitation and safety codes.	<b><u>Level 1:</u></b> SE: 114, 160–165, 166–167, 176–177, 178–182, 194 (activities 3 & 4) <b><u>Level 2:</u></b> SE: n/a
<b>2.18</b> Demonstrate the proper use, care, and cleaning of commercial food-service equipment and facilities.	<b><u>Level 1:</u></b> SE: 127–131, 132, 133–134, 136 (summary & Q2), 137 (activity 4), 138–139 (exam prep), 166–167, 204–213, 218 (activity 4), 219 (exam prep), 222–232, 236–237, 238–240, 242 (activities 5 & 6), 243 (exam prep) <b><u>Level 2:</u></b> SE: 69, 276

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

<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<p><b>2.19</b> Validate student’s knowledge and understanding of the food safety and sanitation principles by administering to the student a nationally recognized food safety certification assessment such as SERVSAFE’s Food Protection Manager Certification. (Students who do not successfully pass the SERVSAFE or equivalent national exam must pass an academically challenging and rigorous “in-house” exam similar to the national assessments).</p>	<p><b>Level 1:</b> SE: n/a</p> <p><b>Level 2:</b> SE: n/a</p>
<b>Course Standard 3</b>	
<p><b>HOSP-CAI-3</b> <b>Acquire and apply basic knowledge of using and maintaining professional kitchen equipment.</b></p>	
<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<p><b>3.1</b> Demonstrate proper procedures for cleaning and maintaining professional kitchen equipment including ranges, convection ovens, deep fat fryers, steam cabinets, floor mixers, steam jacket kettles, tilt skillets, grills, griddles, microwave ovens, refrigerators and freezers, etc.</p>	<p><b>Level 1:</b> SE: 127–131, 132, 133–134, 136 (summary &amp; Q2), 137 (activity 4), 138–139 (exam prep), 166–167, 204–216, 217 (summary, Q1), 219 (exam prep)</p> <p><b>Level 2:</b> SE: n/a</p>
<p><b>3.2</b> Demonstrate operation of professional kitchen equipment to include but not limited to ranges, mixers, microwave ovens, steam cabinets, deep fat fryers, steam tables, ranges, broilers, and reach-in refrigerators and freezers, etc.</p>	<p><b>Level 1:</b> SE: 166–167, 204–216, 217 (summary, Q1), 219 (exam prep)</p> <p><b>Level 2:</b> SE: 467–470, 476, 480</p>
<p><b>3.3</b> Demonstrate the proper manual cleaning for dishes, glassware, flatware, pots and pans, etc.</p>	<p><b>Level 1:</b> SE: 128, 130–132, 232</p> <p><b>Level 2:</b> SE: n/a</p>
<p><b>3.4</b> Demonstrate the proper dish machine cleaning procedures for dishes, glassware, flatware etc. (if applicable).</p>	<p><b>Level 1:</b> SE: 130–131</p> <p><b>Level 2:</b> SE: n/a</p>
<p><b>3.5</b> Show how to properly store food supplies in reach-in and walk-in refrigerators, and walk-in freezers.</p>	<p><b>Level 1:</b> SE: 109, 146–147, 148–149, 202–203</p> <p><b>Level 2:</b> SE:</p>

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

<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>3.6</b> Demonstrate the proper use of the various measuring tools such as ladles, scales, scoops, and measuring cups and spoons to weigh, measure, and portion.	<p><b><u>Level 1:</u></b> SE: 222–228, 282–285, 293 (activity 2)</p> <p><b><u>Level 2:</u></b> SE: 224–225</p>
<b>3.7</b> Demonstrate proper use of food processors, table top mixers, blenders, brewing equipment for coffee and tea, ice cream freezers, portable induction ranges, portable butane burners.	<p><b><u>Level 1:</u></b> SE: 204–206, 209, 214–216, 217 (summary, Q1), 456–458, 461 (summary)</p> <p><b><u>Level 2:</u></b> SE: n/a</p>
<b>3.8</b> Explain the function and use of hot and cold holding and serving equipment.	<p><b><u>Level 1:</u></b> SE: 214–216, 217 (summary, Q1)</p> <p><b><u>Level 2:</u></b> SE: 274–277</p>
<b>3.9</b> Demonstrate the proper use of chemicals used in the kitchen, including detergents, degreasers, oven cleaners and sanitizers.	<p><b><u>Level 1:</u></b> SE: 127–131, 135 (knowledge check), 136 (summary, Q2)</p> <p><b><u>Level 2:</u></b> SE: n/a</p>
<b>3.10</b> Demonstrate an understanding of the rules, legal and safety issues regarding the use of a meat slicer and where applicable the operation of a meat slicer	<p><b><u>Level 1:</u></b> SE: 160–161, 205, 213</p> <p><b><u>Level 2:</u></b> SE: n/a</p>
<b>3.11</b> Demonstrate, with instructor supervision, the various uses of a mandoline.	<p><b><u>Level 1:</u></b> SE: 205, 219 (exam prep)</p> <p><b><u>Level 2:</u></b> SE: n/a</p>
<b>3.12</b> Distinguish between the various metals and the properties used for small wares, pots and pans, and fixed equipment.	<p><b><u>Level 1:</u></b> SE: 230–231, 232</p> <p><b><u>Level 2:</u></b> SE: n/a</p>

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

<b>Course Standard 4</b>	
<b>HOSP-CAI-4 Demonstrate basic knowledge in business and culinary math skills.</b>	
<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>4.1</b> Identify and use weights and measures to demonstrate proper scaling and measurement techniques including both U.S. measurements and metric measurements.	<b><u>Level 1:</u></b> SE: 280–285, 292 (summary), 293 (activity 2), 295 (exam prep) <b><u>Level 2:</u></b> SE: 224–225, 458–461
<b>4.2</b> Demonstrate, solve, and apply standard recipe conversions.	<b><u>Level 1:</u></b> SE: 278–279, 282 (knowledge check), 292 (summary), 294 (activities 1 & 2) <b><u>Level 2:</u></b> SE: 144 (activity 3), 223–224, 234 (case study follow-up), 284–285 (activity 3), 482 (activity 3)
<b>4.3</b> Convert standardized recipes to metric measurements.	<b><u>Level 1:</u></b> SE: 276–277, 278–282, 292 (summary), 294 (activities 1 & 2) <b><u>Level 2:</u></b> SE: n/a
<b>4.4</b> Develop and use a list of equivalent measurements of various ingredients.	<b><u>Level 1:</u></b> SE: 280–281 <b><u>Level 2:</u></b> SE: n/a
<b>4.5</b> Calculate “as purchased” and “edible portions” yields for various food items including vegetables, meats, poultry and seafood.	<b><u>Level 1:</u></b> SE: 286–288, 292 (Q2, summary), 294 (activity 4), 295 (exam prep) <b><u>Level 2:</u></b> SE: 385

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

<b>Course Standard 5</b>	
<b>HOSP-CAI-5 Identify and demonstrate the principles and processes of cooking in a professional kitchen.</b>	
<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>5.1</b> Identify and demonstrate the use of fresh and dried herbs and spices, spice blends, oils, vinegars, marinades, and dry rubs.	<p><b><u>Level 1:</u></b> SE: 252–258, 318–319, 320–321, 353, 357, 363, 366, 381, 383, 385, 389</p> <p><b><u>Level 2:</u></b> SE: 393, 512, 518</p>
<b>5.2</b> Apply effective “mise en place” through lab practice.	<p><b><u>Level 1:</u></b> SE: 250–251</p> <p><b><u>Level 2:</u></b> SE: n/a</p>
<b>5.3</b> Demonstrate competency skills for the proper knife cuts such as julienne, battonnet, brunoise, paysanne, small, medium, and large dice, rondele, concasse and oblique.	<p><b><u>Level 1:</u></b> SE: 238–240 (Q4), 241 (summary), 242 (activity 5), 243 (exam prep)</p> <p><b><u>Level 2:</u></b> SE: 131, 133, 510, 515</p>
<b>5.4</b> Demonstrate cooking techniques such as blanching and sweating.	<p><b><u>Level 1:</u></b> SE: 355, 370 (summary), 372 (exam prep), 389, 391, 395 (summary), 397 (exam prep)</p> <p><b><u>Level 2:</u></b> SE: 133–141</p>
<b>5.5</b> Discuss applicability to a food-service operation of convenience, value-added, further processed, or par-cooked food items.	<p><b><u>Level 1:</u></b> SE: 288, 355</p> <p><b><u>Level 2:</u></b> SE: 472</p>
<b>5.6</b> Fabricate a whole chicken and explain the concept of cost and wholesale/retail pricing on whole versus parts.	<p><b><u>Level 1:</u></b> SE: n/a</p> <p><b><u>Level 2:</u></b> SE: 410, 411</p>

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

<b>Course Standard 6</b>	
<b>HOSP-CAI-6</b>	
<b>Examine the various cooking methods, techniques, and preparations such as dry heat, combination and moist heat methods. Perform basic food preparations of poultry, meat, dairy, fruits, and vegetables using proper commercial kitchen equipment and techniques to examine these fundamental methods, as applied in a commercial kitchen.</b>	
<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>6.1</b> Prepare a variety of food ingredients and recipes using moist heat cooking method including blanching, boiling, steaming, and poaching.	<b>Level 1:</b> <b>SE:</b> 388–390, 395 (summary), 396 (activities 5 & 6), 397 (exam prep) <b>Level 2:</b> <b>SE:</b> 64, 107, 134–136, 392–393, 397, 398 (knowledge check), 399 (activity 6), 414, 433–434
<b>6.2</b> Prepare a variety of food ingredients and recipes using dry cooking methods, including sauté, pan frying, deep-frying, baking, roasting, grilling, and broiling.	<b>Level 1:</b> <b>SE:</b> 380–387, 395 (summary), 396 (activities 5 & 6), 397 (exam prep) <b>Level 2:</b> <b>SE:</b> 63, 108–110, 134, 137–140, 147, 156–157, 366, 392–393, 414, 433–434
<b>6.3</b> Prepare a variety of ingredients and recipes using combination-cooking methods including braising and stewing.	<b>Level 1:</b> <b>SE:</b> 391–392, 396 (activities 5 & 6) <b>Level 2:</b> <b>SE:</b> 393, 414, 435
<b>6.4</b> Define and prepare basic chicken, vegetable and meat stocks	<b>Level 1:</b> <b>SE:</b> 352–358, 370 (summary), 372 (exam prep) <b>Level 2:</b> <b>SE:</b> 130, 131 (industry)
<b>6.5</b> Define and prepare sauces including the five mother sauces and their common derivatives.	<b>Level 1:</b> <b>SE:</b> 359–365, 370 (summary), 372 (exam prep) <b>Level 2:</b> <b>SE:</b> n/a
<b>6.6</b> Define and prepare soup types including consommé, clear and cream soups, regional and international soups.	<b>Level 1:</b> <b>SE:</b> 365–369, 370 (summary), 372 (exam prep) <b>Level 2:</b> <b>SE:</b> n/a
<b>6.7</b> Identify and prepare various breakfast foods to include breakfast meats, eggs, cereals, and batter products.	<b>Level 1:</b> <b>SE:</b> n/a <b>Level 2:</b> <b>SE:</b> 56–69, 73–75, 79–84, 88–91

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

Main Elements	<i>Foundations of Restaurant Management &amp; Culinary Arts</i> , Second Edition, Levels 1 and 2 ©2018
6.8 Roast whole garlic and utilize in a recipe.	<p><b>Level 1:</b> SE: n/a</p> <p><b>Level 2:</b> SE: n/a</p>
<b>Course Standard 7</b>	
<b>HOSP-CAI-7</b> <b>Identify and apply fundamentals of baking in the preparation and production of baked food products and will identify and use equipment normally found in the bakeshop.</b>	
Main Elements	<i>Foundations of Restaurant Management &amp; Culinary Arts</i> , Second Edition, Levels 1 and 2 ©2018
7.1 Define basic baking terms; identify fixed equipment, small wares and utensils used in baking and describe their proper use and care.	<p><b>Level 1:</b> SE: 212, 216, 219 (exam prep), 224–225, 227, 229–231, 400–407, 410 (summary), 411 (activity 5), 412 (exam prep)</p> <p><b>Level 2:</b> SE: 464–483 (entire chapter including summary, activities, and exam prep)</p>
7.2 Identify ingredients used in baking, describing their properties, and listing their functions and uses in recipes.	<p><b>Level 1:</b> SE: 400–403, 405 (knowledge check), 412 (exam prep)</p> <p><b>Level 2:</b> SE: 448–449, 454, 456 (activities 1 &amp; 2), 465 (nutrition)</p>
7.3 Convert baking recipes to metric measurements.	<p><b>Level 1:</b> SE: 280–281, 404–405</p> <p><b>Level 2:</b> SE: n/a</p>
7.4 Define baker’s formula for use in recipes development and demonstrate the use of a baker’s scale.	<p><b>Level 1:</b> SE: 284–285, 404–405, 410 (summary, Q2), 412 (exam prep)</p> <p><b>Level 2:</b> SE: n/a</p>
7.5 Prepare non yeast baked goods to include biscuits, quick breads, muffins, basic pie dough, fruit pies, and cookie varieties using recipes converted to metric measurements.	<p><b>Level 1:</b> SE: 407–409, 410 (summary), 411 (activity 4)</p> <p><b>Level 2:</b> SE: n/a</p>



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

<b>Course Standard 8</b>	
<b>HOSP-CAI-8</b> <b>Examine the nutritional concepts that affect the food service industry today with emphasis on a healthy diets, allergies, and obesity issues.</b>	
<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>8.1</b> Analyze and develop a daily and week personal menu that reflects the RDI values including the six major nutrients and caloric daily intakes.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 349–350, 358
<b>8.2</b> Identify and demonstrate appropriate serving sizes and portion control as related to dietary needs as compared to current industry trends with specific emphasis on obesity.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 350–352, 366
<b>8.3</b> Examine current trends and issues in food and nutrition, fad diets and proper weight loss techniques and discuss how they fit in healthy menu options.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 358–362, 366–371

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

<b>Course Standard 9</b>	
<b>HOSP-CAI-9</b>	
<b>Apply fundamentals of human relations and management skills in both personal and professional aspects and levels.</b>	
<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>9.1</b> Identify and exhibit appropriate oral and written communications on a personal and professional level.	<p><b><u>Level 1:</u></b> SE: 22 (activity 1), 47, 49–50, 51–52, 54 (activity 1), 60–62, 62–65, 70 (activities), 93 (activities 1 &amp; 3), 133–134, 137 (activities), 168–170, 172 (activities 4 &amp; 5), 194 (Q1), 218 (activities 1 &amp; 6), 242 (activities 1 &amp; 4), 325 (activity 4), 345 (activities 2 &amp; 3), 371 (activities 1 &amp; 5), 396 (activities 1 &amp; 6), 424, 429–430, 432 (activity 1), 462 (activity 1), 477–478 (activities 1, 4, &amp; 5), 440–441, 469, 472–473</p> <p><b><u>Level 2:</u></b> SE: 22, 40 (case study follow-up &amp; all chapter activities), 71 (activities 1, 3, 4, 5, &amp; 6), 85 (case study follow-up), 86 (activities 1, 4, 5, &amp; 6), 111 (case study follow-up), 112 (activities 1 &amp; 2), 144 (activities 1 &amp; 2), 145 (activities 4 &amp; 6), 183 (case study follow-up), 184 (activities 1, 4, 5, &amp; 6), 213 (activities 1, 2, 5, &amp; 6), 234 (case study follow-up), 234 (activity 2), 247 (activity 1), 248 (activity 6), 284 (activities 1, 2, &amp; 3), 285 (activities 4, 5, &amp; 6), 308 (activities 2, 3, 4, 5, &amp; 6), 333 (case study follow-up), 334 (activities 1, 2, 4, 5, &amp; 6), 354 (activities 1 &amp; 6), 375 (case study follow-up), 376 (activity 1), 399 (activities 1, 2, 5, &amp; 6), 416 (activities 2, 4, &amp; 5), 417 (activity 6), 437 (activities 1, 2, 5, &amp; 6), 455 (case study follow-up), 456 (activities 1, 5, &amp; 6), 482 (activities 1 &amp; 6), 502 (case study follow-up), 503 (activities 1, 2, 3, 5, &amp; 6), 520 (activities 1, 2, 3, &amp; 4)</p>
<b>9.2</b> Identify and research management leadership and describe leadership qualities such as honesty and integrity, fairness, responsible behavior, ethical work habits, passion for goals, positive attitude, initiative, enthusiasm and empathy.	<p><b><u>Level 1:</u></b> SE: 46–47, 48–52, 53 (summary), 54 (activities), 55 (exam prep), 60–65, 70 (activities), 71 (exam prep), 165–167 (training), 170, 171 (summary), 172 (activities), 173 (exam prep), 466–479 (entire chapter, including summary, activities, &amp; exam prep)</p> <p><b><u>Level 2:</u></b> SE: 294–297, 304–306</p>
<b>9.3</b> Select a management crisis situation and role play the scenario and solutions to managing the situation	<p><b><u>Level 1:</u></b> SE: 117 (last activity), 472–474</p> <p><b><u>Level 2:</u></b> SE: n/a</p>

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

<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>9.4</b> Research proper dress, dining etiquette, verbal communication skills and appropriate behaviors during a job interview and perform a mock job interview with student demonstrating proper dress, behavior and communication skills	<b><u>Level 1:</u></b> SE: 78–84, 88 (knowledge check), 93 (activity 4), 94–95 (exam prep), 478 (activity 2) <b><u>Level 2:</u></b> SE: 294–297, 308 (activity 1)
<b>9.5</b> Research the various “do’s and don’ts” of the behaviors involved in being employed	<b><u>Level 1:</u></b> SE: 44–50, 52 (knowledge check), 53 (summary), 54 (activities 1 & 6), 470–471 <b><u>Level 2:</u></b> SE: n/a
<b>9.6</b> Prepare or update personal resume; prepare job applications, letters of recommendations and thank you notes.	<b><u>Level 1:</u></b> SE: 76–78, 85–89, 92 (summary & Q1), 93 (activity 1), 94–95 (exam prep) <b><u>Level 2:</u></b> SE: 296 (essential skills)
<b>9.7</b> Maintain a personal portfolio to include documents supporting skills and creative talents, awards, assessments, etc.	<b><u>Level 1:</u></b> SE: 75, 78, 94–95 (exam prep) <b><u>Level 2:</u></b> SE: n/a
<b>9.8</b> Identify and research legal issues of employment to include sexual harassment, discriminations, American Disabilities Act, work hour issues, overtime pay, progress discipline, terminations; Georgia “Right to Work” status, I-9 forms, and E-Verify program.	<b><u>Level 1:</u></b> SE: 44–50, 76, 84, 88–89, 160–164, 168–170, 171 (summary & Q1), 172 (activities 1, 5, & 6), 173 (exam prep) <b><u>Level 2:</u></b> SE: 243–245, 247–248 (all activities), 290–297
<b>9.9</b> Analyze stress and conflict resolution in the workplace.	<b><u>Level 1:</u></b> SE: 34–36, 39 (summary & Q1), 40 (activity 2), 61–62, 66–68, 69 (summary), 70 (activity 6), 426, 429–430, 432 (activity 5), 472–474 <b><u>Level 2:</u></b> SE: n/a

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

<b>Course Standard 10</b>	
<b>HOSP-CAI-10</b>	
<b>Identify and apply menu planning fundamentals for various food-service types and for various diets and allergies.</b>	
<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>10.1</b> Identify and research basic written menu planning principles discussing the various types of restaurant menus: a la carte, table d'hote, California, du jour, and cycle and their importance to the overall operation of the facility.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 26–41 (entire chapter including summary, activities, & exam prep)
<b>10.2</b> Identify and describe various foodservice restaurant styles such as quick service, casual, family dining, institutional (contract food services), and fine dining.	<b>Level 1:</b> SE: 447 <b>Level 2:</b> SE: 28–29, 78–79
<b>10.3</b> Identify menu requirements for various diets such as food allergies, vegetarian, reduced sodium, and/or low calorie.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 349 (nutrition), 361–362,
<b>10.4</b> Analyze various restaurant menus and identify standard menu layout and design concept.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 28–29, 32–33
<b>10.5</b> Create and design a menu layout for a fictitious restaurant with menu item descriptions that follow established truth-in-menu guidelines. Define terminology for classical French garnishes for hot foods and incorporate in menu descriptions.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 26–41 (entire chapter including summary, activities, & exam prep), 510–512, 518
<b>10.6</b> Write a catering menu for a fictitious catering business using descriptive selling terminology to include entrees, salads, appetizers, beverages and desserts.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: n/a

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

<b>Course Standard 11</b>	
<b>HOSP-CAI-11</b> <b>Identify various foods used in a commercial kitchen and bake shop and analyze the purchasing procedures for each.</b>	
<b>Main Elements</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018</b>
<b>11.1</b> Analyze the requirements for selecting food, chemical, and disposable product purveyors.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 258–259, 271–274
<b>11.2</b> Research the concept of product purchasing specifications and their importance in purchasing decisions and identify product specifications for purchasing meat, poultry, seafood, dairy and staple food items.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 57, 102, 129, 154, 172, 252–270, 386–389, 408–409, 425–427
<b>11.3</b> Identify terminology used to classify sizes, types and quantities of meats, poultry, seafood, dairy products, fresh fruits and vegetables, canned food products, including definitions such as can sizes and bushel and peck measurements.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 52–53, 57, 102, 129, 384–385, 406–407, 424–425
<b>11.4</b> Research methods for determining price comparisons on specified products based on wholesale purveyor price lists.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: n/a
<b>11.5</b> Using a wholesale price list determine the recipe cost per serving for various recipes used in your kitchen labs.	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 221–222, 235 (activity 4)
<b>11.6</b> Research and explain the effect seasonality of fresh fruit and vegetables has on availability and pricing and the impact on menu planning and purchasing decisions. Including the pros and cons related to product sustainability, food miles, and “carbon footprints.”	<b>Level 1:</b> SE: n/a <b>Level 2:</b> SE: 102, 129, 265
Georgia’s Culinary Arts I standards were obtained from <a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Culinary-Arts-I.pdf">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Culinary-Arts-I.pdf</a>	