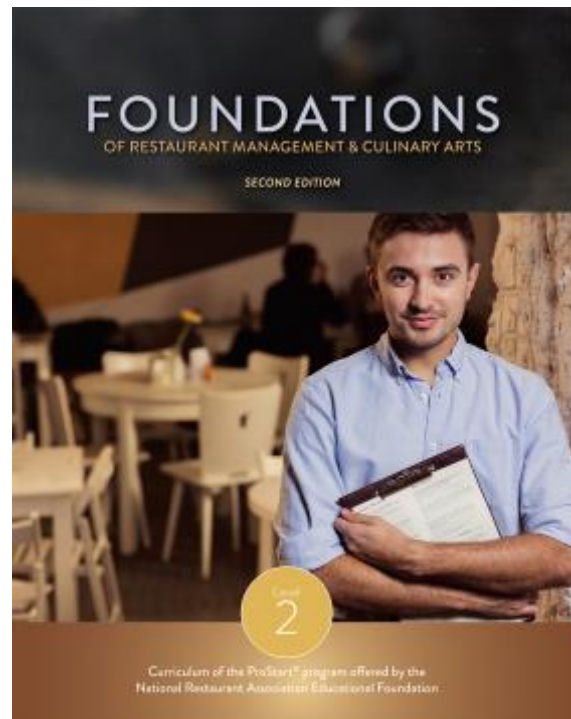
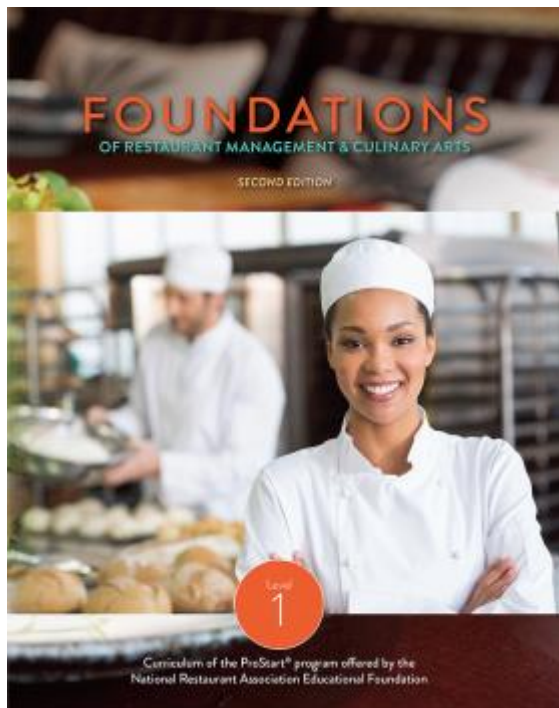


A Correlation of
***Foundations of
Restaurant Management & Culinary Arts,
Second Edition***
Levels 1 and 2 ©2018



To the
**Georgia Department of Education
Hospitality & Tourism Career Cluster
Introduction to Culinary Arts
Course Number 20.53100**

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 Introduction to Culinary Arts last modified on January 25, 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.

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Hospitality & Tourism Career Cluster Introduction to Culinary Arts Course Number 20.53100		
<p>The following standard [HOSP–ICA–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–ICA–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>

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Main Elements	Sub-Elements (for internal use only)	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
<p>1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.</p>	<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>
<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>

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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>

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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>

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Course Standard 2	
HOSP-ICA-2 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
2.1 Research the history of FCCLA.	Level 1: SE: n/a Level 2: SE: n/a
2.2 Discuss the mission, purpose, motto, colors, official dress, and other distinguishing characteristics of FCCLA.	Level 1: SE: n/a Level 2: SE: n/a
2.3 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
2.4 Create a personal leadership plan to participate in programs, conferences, community service, and competitive events on the local, state, and national level that align with the competencies, skills, and knowledge of this course.	Level 1: SE: n/a Level 2: SE: n/a
Support of CTAE Foundation Course Standard 2 and Common Core GPS and Georgia Performance Standards	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i> , Second Edition, Levels 1 and 2 ©2018
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Level 1: SE: n/a Level 2: SE: n/a
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Level 1: SE: n/a Level 2: SE: n/a

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Course Standard 3	
HOSP-ICA-3	
Examine and identify the history and philosophy of the food service industry.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
3.1 Describe and define professionalism in the various roles of the food service organization.	Level 1: SE: 44–47, 54 (activity 1), 436–437, 466–467 Level 2: SE: n/a
3.2 Name and define professional organizations such as the American Culinary Federation, (ACF), National Restaurant Association (NRA), Professional Chef’s Association (PCA), Research Chef Association (RCA), and United States Chef’s Association (USCA), and the importance and benefits of membership.	Level 1: SE: 37–38 Level 2: SE: 204
3.3 Explore career opportunities and pathways in the foodservice industry and identify specific jobs and positions such as, but not limited to: Chef, Dietician, Food Stylist, Food Demonstrators, Research and Development Workers, Food Service Workers, Nutritionist, Food Service Manager, and Health Inspector.	Level 1: SE: 10–12, 26–28, 32–33, 40 (activities 5 & 6), 93 (activity 5), 117 (career readiness activity), 248–249, 466–467 Level 2: SE: 2–3, 42–43, 190–191, 285 (activity 5), 290–292, 310–311, 378–379, 399 (activity 5), 437 (activity 5), 442–443
3.4 Identify key historical persons and summarize their contributions to the evolution and development of modern day foodservice, to include but not limited to, Carême, Escoffier, and Catherine De Medici.	Level 1: SE: 17, 18–20, 22 (activities 5 & 6) Level 2: SE: n/a
3.5 List and describe the various cuisines and their relationships to history and cultural development.	Level 1: SE: n/a Level 2: SE: n/a
3.6 Identify the positions of the classical and modern “kitchen brigade” and outline the organizational structure of various food service and hospitality organizations.	Level 1: SE: 246–249 Level 2: SE: n/a

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Support of CTAE Foundation Course Standard 3 and Common Core GPS and Georgia Performance Standards	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Level 1: SE: 40 (activity 4), 54 (activity 1), 432 (activity 5) Level 2: SE: 307 (knowledge check), 308 (case study follow-up and activities 1 & 5)
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Level 1: SE: 40 (activity 4), 117 (collaboration activity) Level 2: SE: 308 (activities 3, 5 & 6)
Course Standard 4	
HOSP–ICA–4 Demonstrate and practice correct sanitation as it relates to healthy living and the modern commercial kitchen and bake shop.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
4.1 Identify personal hygiene policies and hand washing procedures.	Level 1: SE: 122–126, 139–140 (exam prep), 152–153, 176–177 Level 2: SE: n/a
4.2 Identify the biological, physical, and chemical contaminants, and prevention measures.	Level 1: SE: 104–110, 111–113, 115 (summary), 116–117 (activities 2 & 6), 118–119 (exam prep), 122–126, 127–135, 136 (Q1 & Q2), 137 (activities 4, 5, & 6), 142–145, 146–147, 148–150, 151–153, 154 (Q1 & Q2), 155 (summary), 156 (all activities), 157 (exam prep) Level 2: SE: 59 (safety), 62 (nutrition), 128 (nutrition), 410 (safety), 414 (safety), 427 (did you know), 429 (safety)
4.3 Practice proper contaminant prevention measures as it relates to food preparation in the commercial kitchen.	Level 1: SE: 110, 112–113, 142–145, 146–147, 148–150, 151–153, 154 (Q1 & Q2), 156 (all activities), 157 (exam prep) Level 2: SE: 410 (safety), 414 (safety)

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Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
4.4 Identify and demonstrate proper pot and pan washing with four-compartment sinks and the use of sanitizers and detergent chemicals.	<u>Level 1:</u> SE: 127–132, 232 <u>Level 2:</u> SE: n/a
4.5 Demonstrate the proper use and cleaning of an automatic dishwasher (if available) and identify the chemicals used for dishwasher cleaning.	<u>Level 1:</u> SE: 130–131 <u>Level 2:</u> SE: n/a
4.6 Discuss pest control and management of infestations.	<u>Level 1:</u> SE: 134–135, 137 (activity 5) <u>Level 2:</u> SE: n/a
4.7 Discuss Health Department inspections and facility requirements of commercial foodservice establishments. Students conduct a mock Health Department inspection of the kitchen lab.	<u>Level 1:</u> SE: 114, 117 (collaboration: public record activity) <u>Level 2:</u> SE: n/a
4.8 Identify and demonstrate proper receiving and storage principles such as FIFO, rotating inventory, and storage/receiving temperatures.	<u>Level 1:</u> SE: 146–147, 148–149 <u>Level 2:</u> SE: 52–53, 56, 59, 69, 103, 130, 228–232, 234 (activity 3), 271–277, 390–391, 408–409, 503 (activity 6), 493
4.9 Discuss and practice proper labeling of stored foods.	<u>Level 1:</u> SE: 148 <u>Level 2:</u> SE: n/a
4.10 Identify the factors that affect the growth of food borne pathogens (i.e. FATTOM) and explain how time and temperature guidelines can reduce growth of microorganisms.	<u>Level 1:</u> SE: 105–107, 110 (knowledge check), 115 (summary), 116–117 (activities 2 & 3), 118–119 (exam prep), 143–145, 146–147, 148–150, 151–153, 155 (summary), 157 (exam prep) <u>Level 2:</u> SE: 59 (safety), 475 (safety)
4.11 List and demonstrate food handling, preparation, and storage techniques that prevent cross-contamination between raw and ready-to-eat foods and between animal and seafood, including sources of other potentially hazardous food products.	<u>Level 1:</u> SE: 126, 146–147, 148–150, 151–153, 155 (summary), 156 (activity 1), 157 (exam prep) <u>Level 2:</u> SE: 59 (safety), 69, 410 (safety), 414 (safety)

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Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
4.12 Discuss and practice the proper use of gloves in food handling.	Level 1: SE: 126 Level 2: SE: n/a
4.13 Identify, calibrate and properly use thermometers.	Level 1: SE: 143–144, 144–145, 14 Level 2: SE: 396–397, 410, 435
Support of CTAE Foundation Course Standard 4 and Common Core GPS and Georgia Performance Standards	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Level 1: SE: 137 (activity 4), 156 (activity 4) Level 2: SE: n/a
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Level 1: SE: n/a Level 2: SE: n/a
SMI5: Students will compare and contrast parameters affecting microbial growth, ways of controlling growth of microorganisms, and examine the effects that physicochemical factors can have on microbes.	Level 1: SE: 104–110, 127–131 Level 2: SE: n/a
b. Describe environmental factors that influence microbial growth and how these factors vary for different species.	Level 1: SE: 104–110 Level 2: SE: n/a
c. Compare various physical and chemical methods used to control or prevent microbial growth.	Level 1: SE: 127–131 Level 2: SE: n/a

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Course Standard 5	
HOSP-ICA-5 Name and describe various fixed equipment and small wares associated with the commercial kitchen and bake shop.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
5.1 List and describe the tools used for commercial food preparation, cooking, baking, and serving, and demonstrate proper use of each.	<p><u>Level 1:</u> SE: 204–206, 207–211, 222–228, 229–232, 234–235, 259–263, 282–285</p> <p><u>Level 2:</u> SE: n/a</p>
5.2 Identify and distinguish between a standard and convection oven, stoves, ranges, steamers, fryers, refrigerators, freezers, slicers, food processors, coffee and tea brewing equipment, and food storage equipment. Demonstrate proper use and cleaning of each.	<p><u>Level 1:</u> SE: 204–212, 213, 214–216, 217 (summary), 219 (exam prep)</p> <p><u>Level 2:</u> SE: n/a</p>
5.3 Identify and distinguish between the various mixers and small wares, demonstrating proper use and cleaning.	<p><u>Level 1:</u> SE: 204–206, 212, 213, 219 (exam prep), 222–226, 227–228, 229–232, 243 (exam prep)</p> <p><u>Level 2:</u> SE: n/a</p>
5.4 Discuss and practice cleanliness of kitchen equipment and facilities.	<p><u>Level 1:</u> SE: 127–131, 132, 133–134, 136 (summary & Q2), 137 (activity 4), 138–139 (exam prep), 204–206, 212, 213, 219 (exam prep), 222–226, 227–228, 229–232, 243 (exam prep)</p> <p><u>Level 2:</u> SE: n/a</p>
5.5 Develop an equipment checklist documenting each student’s proficiency in use of various equipment and small wares used in a commercial kitchen or bake shop.	<p><u>Level 1:</u> SE: n/a</p> <p><u>Level 2:</u> SE: n/a</p>

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Support of CTAE Foundation Course Standard 5 and Common Core GPS and Georgia Performance Standards	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<p>Level 1: SE: 137 (activity 4)</p> <p>Level 2: SE: n/a</p>
Course Standard 6	
HOSP-ICA-6	
Analyze and examine fundamental safety skills and practices related to the commercial kitchen.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
6.1 Discuss principals of basic First Aid treatments for a foodservice environment including basic cuts, lacerations, abrasions, punctures, CPR, food allergies, anaphylactic shock, Heimlich maneuver, and minor burns.	<p>Level 1: SE: 182–184, 189–191, 192 (Q2), 193 (summary), 194 (activity 1)</p> <p>Level 2: SE: n/a</p>
6.2 Examine and practice correct Fire Safety procedures using correct classifications of fire extinguishers, hood suppression systems, and emergency evacuation routes.	<p>Level 1: SE: 168, 170 (Q1), 171 (summary), 172 (activities 4 & 5), 173 (exam prep), 178–181, 182, 193 (summary), 194 (activities 2, 3, & 4)</p> <p>Level 2: SE: n/a</p>
6.3 Practice and examine kitchen safety in the areas of falls, strains, sprains, and lifting using proper techniques.	<p>Level 1: SE: 185, 186–188, 193 (summary), 194 (activities 5 & 6)</p> <p>Level 2: SE: n/a</p>

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Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
6.4 Identify gas safety issues for gas ranges and ovens, including shut off valves and pilot lights.	<u>Level 1:</u> SE: 182, 209 <u>Level 2:</u> SE: n/a
6.5 Examine and identify a Material Safety Data Sheet and explain their importance when handling common foodservice chemicals. Display manual of all MSDS for each chemical used in the kitchen, dining room, and dish room.	<u>Level 1:</u> SE: 165 <u>Level 2:</u> SE: n/a
Support of CTAE Foundation Course Standard 6 and Common Core GPS and Georgia Performance Standards	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<u>Level 1:</u> SE: 242 (activity 4) <u>Level 2:</u> SE: n/a
ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: n/a
Course Standard 7	
HOSP-ICA-7 Examine and identify standardized recipes and their role in a commercial kitchen. Practice culinary math skills through recipe conversion and measurements.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
7.1 Define standardized recipe, the components of the recipe, and explain the reasons for use in commercial kitchens.	<u>Level 1:</u> SE: 276–277, 282 (Q1), 292 (summary) <u>Level 2:</u> SE: 221

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Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
7.2 Identify recipe terminology including measurement abbreviations, instructions, and directions.	<p><u>Level 1:</u> SE: 276–277, 278–283, 284–285, 286–288, 292 (summary), 295 (exam prep)</p> <p><u>Level 2:</u> SE: n/a</p>
7.3 Demonstrate the concept of recipe “mise en place” by identifying and assembling ingredients and equipment for a specific recipe.	<p><u>Level 1:</u> SE: 250–251</p> <p><u>Level 2:</u> SE: n/a</p>
7.4 Identify and master the use of different types of measuring tools including dry and liquid measuring cups, measuring spoons, portioning tools, and digital and electronic scales.	<p><u>Level 1:</u> SE: 282–285, 293 (activity 2)</p> <p><u>Level 2:</u> SE: 224–225</p>
7.5 Demonstrate proper use of a spring and balance scales using both US measures and metric measures.	<p><u>Level 1:</u> SE: 280–281, 284–285</p> <p><u>Level 2:</u> SE: n/a</p>
7.6 Identify procedures used to calculate the cost of a standardized recipe and cost per portion and perform calculations.	<p><u>Level 1:</u> SE: 286–288, 289–291, 292 (Q3, summary), 293 (activity 3), 295 (exam prep)</p> <p><u>Level 2:</u> SE: 221–223</p>
7.7 Demonstrate the concept of recipe conversions by identifying and converting recipe formulas to increase or decrease yields.	<p><u>Level 1:</u> SE: 278–279, 282 (Q’s 2, 3, & 4), 292 (summary), 294 (activities 1 & 2), 295 (exam prep)</p> <p><u>Level 2:</u> SE: 144 (activity 3), 224</p>
7.8 Follow the written directions to prepare the recipe used above.	<p><u>Level 1:</u> SE: <i>Cannot identify “the recipe used above.” However, students follow written directions to prepare recipes many times throughout the text.</i></p> <p><u>Level 2:</u> SE: 73–75, 88–91, 114–117, 147–149, 186–189, 401–403, 419–421, 439–441, 458–461, 484–487, 505–507</p>

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Course Standard 8	
HOSP-ICA-8	
Examine and perform all aspects of kitchen knife use and classic knife skills.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
8.1 Identify the different types of knives, their use, parts, and components.	<p><u>Level 1:</u> SE: 232–233, 234–235, 240 (Q1, Q2), 241 (summary, Q1), 243 (exam prep)</p> <p><u>Level 2:</u> SE: n/a</p>
8.2 Identify and practice proper knife safety procedures and rules.	<p><u>Level 1:</u> SE: 237, 238, 240 (Q3), 241 (summary), 242 (activity 4)</p> <p><u>Level 2:</u> SE: n/a</p>
8.3 Demonstrate correct knife sharpening.	<p><u>Level 1:</u> SE: 236, 241 (summary), 243 (exam prep)</p> <p><u>Level 2:</u> SE: n/a</p>
8.4 Define and demonstrate the concept of “mise en place” in setting up a cutting work station.	<p><u>Level 1:</u> SE: 238, 241 (Q1 & Q2), 250–251</p> <p><u>Level 2:</u> SE: n/a</p>
8.5 Demonstrate proper knife safety, cleaning, and storage.	<p><u>Level 1:</u> SE: 237, 238, 240 (Q3), 241 (summary), 242 (activities 4 & 5)</p> <p><u>Level 2:</u> SE: n/a</p>
8.6 Perform proper knife techniques for cuts such as julienne, batonnet, small, medium, and large dice using potatoes, carrots, and other vegetables.	<p><u>Level 1:</u> SE: 238–240 (Q4), 241 (summary), 242 (activity 5), 243 (exam prep)</p> <p><u>Level 2:</u> SE: 132–133, 515</p>

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Support of CTAE Foundation Course Standard 8 and Common Core GPS and Georgia Performance Standards	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Level 1: SE: 242 (activity 4) Level 2: SE: n/a
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Level 1: SE: n/a Level 2: SE: n/a
Course Standard 9	
HOSP-ICA-9 Examine the principles of nutrition including the six major classes of nutrients, proteins, and carbohydrates: simple, complex, fats, vitamins, minerals, and water.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
9.1 Discuss and develop knowledge of the importance of USDA Nutritional Guidelines such as “MY PLATE” and examine how these guidelines can be misleading and complex due to cultural constraints, eating disorders, and food allergies.	Level 1: SE: n/a Level 2: SE: 349–350, 358–360
9.2 Examine the six major food groups, nutrient contributions of vitamins, minerals, and nutrient variability within a group and daily recommended intake.	Level 1: SE: n/a Level 2: SE: 340–347, 349–350
9.3 Define a serving size, portion control, recommended serving size, and balanced diet while maintaining a correct nutritional intake.	Level 1: SE: n/a Level 2: SE: 338–340, 358–360
9.4 Examine current trends and issues in food and nutrition, fad diets, proper weight loss techniques, and how these fit into healthy menu options.	Level 1: SE: n/a Level 2: SE: 131 (industry), 145 (activity 5), 334 (activity 2), 339–340, 358–360, 373 (did you know)

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Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
9.5 Identify and examine the various food allergies to include gluten, nuts, dairy products, and shellfish, and ways a food service operation must address these allergies.	<u>Level 1:</u> SE: 111–112, 112–113 <u>Level 2:</u> SE: 427 (did you know), 512 (safety)
9.6 Identify menu requirements for various diets such as vegan, vegetarian, low sodium, and low calorie.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 361–362
9.7 Demonstrate healthy cooking techniques	<u>Level 1:</u> SE: 382, 384, 390, 391, 404–405, 411 (activities), 412 (exam prep) <u>Level 2:</u> SE: 363–364, 366–370
Support of CTAE Foundation Course Standard 9 and Common Core GPS and Georgia Performance Standards	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 354 (activities 2 & 4)
ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 354 (activities 2 & 6)

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Course Standard 10	
HOSP-ICA-10 Identify various food products used in a commercial foodservice operation and list the proper handling and storage procedures for each.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
10.1 Identify proteins such as poultry, beef, pork, seafood, and dairy, and examine the potential contaminants associated with and proper handling/storage procedures.	Level 1: SE: 147, 148–150, 151–153, 156 (activity 1) Level 2: SE: 48–69, 384–390, 406–409, 425–430
10.2 Identify types of fruits and vegetables and proper handling/storage procedures.	Level 1: SE: 156 (activity 1), 316 Level 2: SE: 94–106, 124–130
10.3 Identify types of grains, legumes, and milled products and proper handling/storage procedures.	Level 1: SE: n/a Level 2: SE: 158–173
10.4 Identify and distinguish between herbs, spices, oils, vinegars, seasonings, and their uses and proper handling/storage procedures.	Level 1: SE: 252–258, 318–319, 320–321 Level 2: SE: n/a
10.5 Identify types of flours, sugars and other ingredients commonly used in a bake shop and their proper handling/storage procedures.	Level 1: SE: 400–404 Level 2: SE: 448–454, 465 (nutrition)
Support of CTAE Foundation Course Standard 10 and Common Core GPS and Georgia Performance Standards	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Level 1: SE: n/a Level 2: SE: 354 (activities 2 & 4)

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Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
SB1: Students will analyze the nature of the relationships between structures and functions in living cells. c. Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic acids).	Level 1: SE: n/a Level 2: SE: 341–345, 346 (knowledge check), 354 (activities 1 & 4)
SBO6 Students will analyze the economic and ecological importance of plants in society. a. Explain the uses and values of plants in different societies (agriculture, horticulture, industry, medicine, biotechnology).	Level 1: SE: n/a Level 2: SE: n/a
Course Standard 11	
HOSP-ICA-11 Discuss and practice sound human relations and professionalism concepts for a career pathway in Culinary Arts employment.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
11.1 Write a personalized resume and a personal letter of recommendation.	Level 1: SE: 78 Level 2: SE: n/a
11.2 Define and demonstrate appropriate work ethics: attitude, appearance, attendance, teamwork, character, productivity, organizational skills, communication, and respect.	Level 1: SE: 34–36, 38, 40 (activity 3), 44–47, 48–50, 52 (knowledge check), 53 (summary), 54 (activities 1, 2, & 6), 55 (exam prep), 58–71 (entire chapter, including summary, activities, & exam prep), 79, 123, 124–125, 137 (activity 3), 168–170, 172 (activity 1), 176–177, 268 (activities 4 & 5), 396 (activity 4), 424, 425, 429–430, 431 (summary), 432 (activity 1), 470–471 Level 2: SE: 304-306
11.3 Define professionalism and professional appearance as it has developed throughout the history of uniforms: include presentation and functionality.	Level 1: SE: 44–45, 424, 470–471, 475 Level 2: SE: n/a
11.4 Identify the difference between personal and professional communication, and include caveats for social networks, emails, and texting.	Level 1: SE: 49–50, 58–71 (entire chapter, including summary, activities, & exam prep) Level 2: SE: n/a

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Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
<p>11.5 Discuss the proper professional respect given to food service administrators, managers and/or chefs through effective interaction and communication. Emphasize positive attitude, initiative, and motivation as well as appropriate responses.</p>	<p>Level 1: SE: 49–50, 168–170</p> <p>Level 2: SE: n/a</p>
<p>Support of CTAE Foundation Course Standard 11 and Common Core GPS and Georgia Performance Standards</p>	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
<p>ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Level 1: SE: 70 (activity 4), 432 (activity 5), 478 (interview activity)</p> <p>Level 2: SE: 308 (activities 1, 2, & 4)</p>
<p>Course Standard 12</p>	
<p>HOSP-ICA-12 Identify and apply front of the house techniques and methods of operation used in restaurants and catering services.</p>	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
<p>12.1 Describe the traditional service staff for a restaurant and for catered events, and list the duties and responsibilities of each.</p>	<p>Level 1: SE: 246–249, 269 (exam prep)</p> <p>Level 2: SE: n/a</p>
<p>12.2 Identify and use proper techniques for greeting, seating, and presenting the menu to customers, and dramatize ways of describing and recommending menu items to guests.</p>	<p>Level 1: SE: 423–424, 425–426, 431 (summary), 432 (activity 5), 440–441, 442–443, 445 (knowledge check), 461 (summary), 462 (activity 1), 463 (exam prep)</p> <p>Level 2: SE: n/a</p>
<p>12.3 Demonstrate an understanding of guest service and customer relations including handling of difficult situations and accommodations for the disabled.</p>	<p>Level 1: SE: 425–426, 429–430, 431 (summary), 432 (activities 1 & 5)</p> <p>Level 2: SE: n/a</p>

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Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
12.4 Demonstrate the general rules of table setting and service, and identify the types of flatware, china, hollowware, and glassware and explain the specific uses of each.	<u>Level 1:</u> SE: 438, 446–454, 455–458, 460 (Q1), 461 (summary), 462 (activity 4), 463 (exam prep) <u>Level 2:</u> SE: n/a
12.5 Identify and explain formal dining etiquette from both service and customer perspectives and be able to demonstrate both.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: n/a
12.6 Identify and demonstrate proficiency for various napkin folds.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: n/a
Support of CTAE Foundation Course Standard 12 and Common Core GPS and Georgia Performance Standards	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<u>Level 1:</u> SE: 432 (activity 5), 462 (activity 4) <u>Level 2:</u> SE: n/a
ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<u>Level 1:</u> SE: 477 (activity 2) <u>Level 2:</u> SE: n/a
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<u>Level 1:</u> SE: 462 (activities 1 & 6) <u>Level 2:</u> SE: n/a

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Course Standard 13	
HOSP-ICA-13	
Identify and become aware of the many aspects related to sustainability of our resources and the economic aspect to foster awareness of sustainability issues impacting the culinary industry.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
13.1 Define sustainability, recyclable, reusable, energy efficient, “food miles”, carbon footprint, and biodegradable.	Level 1: SE: n/a Level 2: SE: 316–317, 330–331, 332 (knowledge check)
13.2 Compare different types of composting and identify products appropriate for composting.	Level 1: SE: n/a Level 2: SE: 331–332
13.3 Identify environmentally friendly cleaning products that could be utilized in place of current products used. Be sure to keep in mind comparable cost comparisons.	Level 1: SE: n/a Level 2: SE: n/a
13.4 List products being used in your kitchen/lab that could be recycled.	Level 1: SE: n/a Level 2: SE: n/a
13.5 Research and present recycling and composting policies in your municipality.	Level 1: SE: n/a Level 2: SE: n/a
13.6 Conduct a survey to identify a variety of areas where waste control can be utilized in the kitchen.	Level 1: SE: n/a Level 2: SE: n/a

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Support of CTAE Foundation Course Standard 13 and Common Core GPS and Georgia Performance Standards	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: n/a
ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 334 (activities 1 & 2)
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 334 (activities 1, 2, 4, 5, & 6))
SECS: Students will assess the impact of human activities on the natural world, and research how ecological theory can address current issues facing our society, locally and globally.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 334 (activities 1, 2, & 5)
b. Compare and contrast the ecological impact of sustainable and non-sustainable use of resources, including soil, timber, fish and wild game, mineral resources, and nonrenewable energy.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: n/a
SEV4 Students will understand and describe availability, allocation and conservation of energy and other resources.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: 334 (activities 1, 2, & 4)
a. Differentiate between renewable and nonrenewable resources including how different resources are produced, rates of use, renewal rates, and limitations of sources. Distinguish between natural and produced resources.	<u>Level 1:</u> SE: n/a <u>Level 2:</u> SE: n/a

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Course Standard 14	
HOSP-ICA-14	
Examine and practice cooking methods, techniques, and preparations such as dry heat and moist heat methods.	
Main Elements	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
14.1 Identify basic food cooking methods such as dry heat, moist heat, and combination cooking.	Level 1: SE: 381–395, 396 (activities 1, 2, 4, 5, & 6) Level 2: SE: 393–395, 410, 412, 414, 433–435
14.2 Demonstrate basic dry heat cooking methods including sauté, griddle, pan-fry, deep fry, baking, roasting, and grilling.	Level 1: SE: 380–387, 395 (summary), 397 (exam prep) Level 2: SE: 392–393, 410, 412, 414, 433–434
14.3 Demonstrate basic moist heat cooking methods including poaching, simmering, boiling, and steaming.	Level 1: SE: 388–390, 395 (summary), 397 (exam prep) Level 2: SE: 393, 414, 434
14.4 Demonstrate basic combination cooking methods including stewing and braising.	Level 1: SE: 391–392 Level 2: SE: 393, 414, 435
14.5 Demonstrate use and application of microwave cooking method.	Level 1: SE: 393 Level 2: SE: 109, 136
14.6 Explain concept of “sous vide” cooking method and current applications.	Level 1: SE: 393 Level 2: SE: n/a

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Support of CTAE Foundation Course Standard 14 and Common Core GPS and Georgia Performance Standards	
Supporting Academic Standard	<i>Foundations of Restaurant Management & Culinary Arts</i>, Second Edition, Levels 1 and 2 ©2018
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Level 1: SE: 396 (activities 4 & 5) Level 2: SE: 416 (activity 4), 437 (activity 4)
SB1: Students will analyze the nature of the relationships between structures and functions in living cells.	Level 1: SE: n/a Level 2: SE: n/a
c. Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic acids).	Level 1: SE: n/a Level 2: SE: 341–345, 346 (knowledge check), 354 (activities 1 & 4)
SBO6 Students will analyze the economic and ecological importance of plants in society.	Level 1: SE: n/a Level 2: SE: n/a
a. Explain the uses and values of plants in different societies (agriculture, horticulture, industry, medicine, biotechnology).	Level 1: SE: n/a Level 2: SE: n/a
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