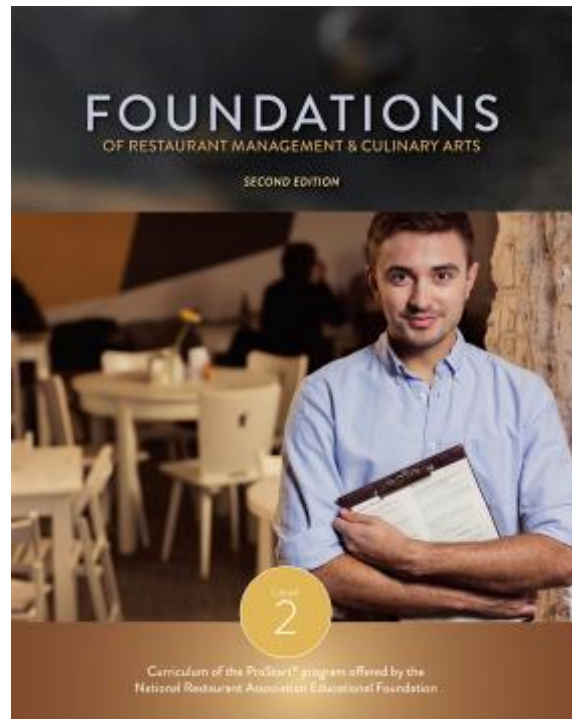
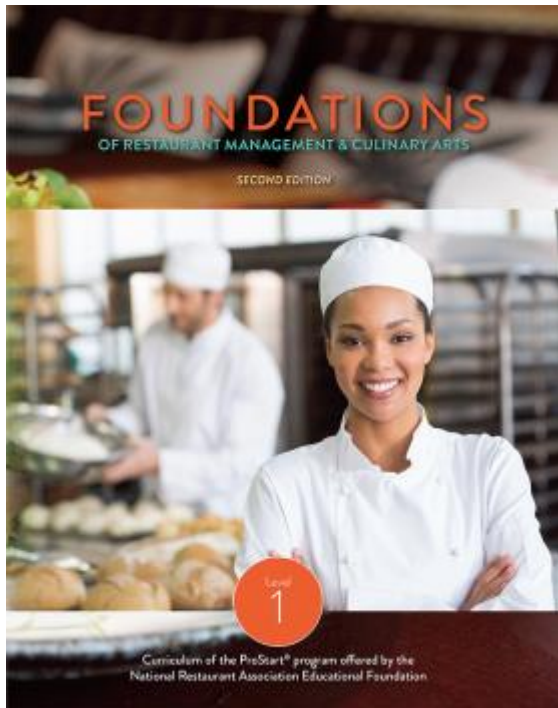


New Hampshire CTE Hospitality and Tourism Career Cluster  
Competencies and Knowledge, Content and Skills for  
Cooking and Related Culinary Arts, General (CIP: 120500)  
with Correlations to  
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**A Correlation of**  
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**To the**  
**New Hampshire CTE**  
**Hospitality and Tourism Career Cluster**  
**Competencies and Knowledge, Content and Skills for**  
**Cooking and Related Culinary Arts, General**  
**(CIP: 120500)**

## 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 New Hampshire's Cooking and Related Culinary Arts competencies and knowledge, content and skills. These competencies were effective as of 9/2015 and are available online at [https://www.education.nh.gov/career/career/program\\_hosp.htm](https://www.education.nh.gov/career/career/program_hosp.htm) 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.

New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
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 Levels 1 & 2 ©2018

<b>New Hampshire CTE Competencies and Knowledge, Content and Skills for Cooking and Related Culinary Arts, General (CIP: 120500)</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts, Second Edition Levels 1 &amp; 2 ©2018</i></b>
<b>Understand the restaurant and foodservice industry, including history, organizational structure, potential career paths and industry information sources.</b>	
1. Identify two segments of the restaurant and food service industry and give examples of businesses in each of the travel and tourism industry.	<b>LEVEL 1</b> SE: 10–13, 21 (summary)  <b>LEVEL 2</b> SE: n/a
2. Identify foodservice opportunities provided by the travel and tourism industry.  <b>CRP:</b> Employ valid and reliable research strategies.	<b>LEVEL 1</b> SE: 13, 26–28, 32–33  <b>LEVEL 2</b> SE: n/a
3. Identify career opportunities offered by the travel and tourism industry.  <b>CRP:</b> Attend to personal health and financial well-being-  <b>CRP:</b> Plan education and career path aligned to personal goals	<b>LEVEL 1</b> SE: 13, 26–28, 32–33  <b>LEVEL 2</b> SE: 2–3, 42–43, 190–191, 285 (activity 5), 310–311, 378–379, 442–443
4. Identify the two major categories of jobs in the restaurant and foodservice industry.	<b>LEVEL 1</b> SE: 10, 21 (summary)  <b>LEVEL 2</b> SE: n/a
5. Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States.	<b>LEVEL 1</b> SE: 14–16, 17, 18–20, 21 (summary), 22 (activity 3)  <b>LEVEL 2</b> SE: n/a
6. List chefs who have made significant culinary contributions, and note their major accomplishments.	<b>LEVEL 1</b> SE: 18–20, 21 (summary), 22 (activity 5)  <b>LEVEL 2</b> SE: n/a

New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
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 Levels 1 & 2 ©2018

<b>New Hampshire CTE Competencies and Knowledge, Content and Skills for Cooking and Related Culinary Arts, General (CIP: 120500)</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts, Second Edition Levels 1 &amp; 2 ©2018</i></b>
7. List entrepreneurs who have influenced foodservice in the United States.	<b>LEVEL 1</b> SE: 17, 20, 21 (summary), 22 (activity 6)  <b>LEVEL 2</b> SE: n/a
8. Identify the major influences, ingredients, flavors, and cooking techniques of <ul style="list-style-type: none"> <li>• Northeastern cuisine</li> <li>• Midwestern American cuisine</li> <li>• Southern American cuisine</li> <li>• Southwestern American cuisine; and</li> <li>• West coast cuisine</li> </ul>	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: n/a
9. Identify the major influences, ingredients, flavors and cooking techniques of <ul style="list-style-type: none"> <li>• French</li> <li>• Italian,</li> <li>• Spanish</li> <li>• Asian; and</li> <li>• South American cuisines</li> </ul>	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: n/a
10. Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments.	<b>LEVEL 1</b> SE: 37  <b>LEVEL 2</b> SE: n/a
11. Define and outline the organization structure of food service industry.  <b>AAI 2. Management</b>  <b>AAI 6. Labor Issues</b>	<b>LEVEL 1</b> SE: 8–12, 13 (knowledge check), 21 (summary)  <b>LEVEL 2</b> SE: 240–249 (entire chapter), 290–309 (entire chapter)

New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
*Foundations of Restaurant Management & Culinary Arts (FRMCA)*, Second Edition  
 Levels 1 & 2 ©2018

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12. List and describe the types of lodging operations.	<b>LEVEL 1</b> <b>SE:</b> 13  <b>LEVEL 2</b> <b>SE:</b> n/a
<b>Understand and Implement safety and sanitation procedures applicable to the restaurant and food service industry to maintain safe working environments.</b>	
13. Identify microorganisms that are related to food spoilage and food-borne illnesses; describe their characteristics and methods for growth.	<b>LEVEL 1</b> <b>SE:</b> 104–109, 115 (summary), 116–117 (activities 2, 3, & 6)  <b>LEVEL 2</b> <b>SE:</b> 59 (safety), 62 (nutrition), 84 (safety), 410 (safety), 475 (safety)
14. Describe symptoms common to food borne illnesses and how these illnesses can be prevented.	<b>LEVEL 1</b> <b>SE:</b> 105, 116–117 (activity 6), 127, 153–154, 142–157 (entire chapter, including summary, activities, & exam prep)  <b>LEVEL 2</b> <b>SE:</b> 59 (safety), 410 (safety), 429 (safety), 475 (safety)
15. Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods.	<b>LEVEL 1</b> <b>SE:</b> 112–113, 122–126, 142, 145 (knowledge check), 146–149, 150, 151–153, 155 (summary), 156 (activities 1, 4, 5, & 6)  <b>LEVEL 2</b> <b>SE:</b> 84 (safety), 410 (safety), 414 (safety)
16. List the major reasons for and signs of food spoilage and contamination.	<b>LEVEL 1</b> <b>SE:</b> 104–109, 143, 147, 149, 157 (exam prep)  <b>LEVEL 2</b> <b>SE:</b> 56 (essential skills), 59, 99–101, 130, 154, 391, 409, 428–429

New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
*Foundations of Restaurant Management & Culinary Arts (FRMCA)*, Second Edition  
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<b>New Hampshire CTE Competencies and Knowledge, Content and Skills for Cooking and Related Culinary Arts, General (CIP: 120500)</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts, Second Edition Levels 1 &amp; 2 ©2018</i></b>
<p>17. Describe disposal and storage of types of cleaners and sanitizers and their proper use.</p> <p><b>CRP:</b> Consider the environmental, social and economic impacts of decisions</p>	<p><b>LEVEL 1</b> SE: 109, 127–129, 130–131, 132, 136 (summary)</p> <p><b>LEVEL 2</b> SE: n/a</p>
<p>18. Develop cleaning and sanitizing schedules and procedures for equipment and facilities.</p>	<p><b>LEVEL 1</b> SE: 133–134, 135, 136 (summary), 137 (activity 4)</p> <p><b>LEVEL 2</b> SE: n/a</p>
<p>19. Identify proper methods of waste disposal and recycling.</p>	<p><b>LEVEL 1</b> SE: n/a</p> <p><b>LEVEL 2</b> SE: 328–331</p>
<p>20. Describe appropriate measures for insects, rodents, and pest control.</p>	<p><b>LEVEL 1</b> SE: 134–135, 136 (summary), 137 (activity 5)</p> <p><b>LEVEL 2</b> SE: n/a</p>
<p>21. Recognize sanitary and safety design and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc.).</p>	<p><b>LEVEL 1</b> SE: 166–167, 204, 212, 213, 426, 178–182, 183–184, 185, 194 (activity 6), 195 (exam prep)</p> <p><b>LEVEL 2</b> SE: n/a</p>
<p>22. Outline the requirements for proper receiving and storage of both raw and prepared foods.</p>	<p><b>LEVEL 1</b> SE: 146–147, 148–149, 155 (summary), 156 (activities 1, 4, &amp; 6)</p> <p><b>LEVEL 2</b> SE: 52–53, 56 (essential skills), 59, 103, 130, 154, 172, 228–230, 271–277, 390–391, 408–409, 428–430, 493</p>

New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
*Foundations of Restaurant Management & Culinary Arts (FRMCA)*, Second Edition  
 Levels 1 & 2 ©2018

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23. Conduct a sanitation self-inspection, and identify modifications necessary for compliance with standards.	<b>LEVEL 1</b> SE: 154  <b>LEVEL 2</b> SE: n/a
24. Identify the critical control points during all food handling processes as a method for minimizing the risk of food borne illness (HACCP system).	<b>LEVEL 1</b> SE: 114, 154, 165  <b>LEVEL 2</b> SE: 424
25. List common causes of typical accidents and injuries in the foodservice industry, and outline a safety management program.	<b>LEVEL 1</b> SE: 166–167, 176–177, 183–184, 185, 186–187, 188, 193 (summary), 212, 213  <b>LEVEL 2</b> SE: n/a
26. Discuss appropriate emergency policies for kitchen and dining room injuries.  <b>CRP:</b> Communicate clearly, effectively and with reason.	<b>LEVEL 1</b> SE: 168, 182, 189–191, 195 (exam prep)  <b>LEVEL 2</b> SE: n/a
27. Describe appropriate types and use of fire extinguishers used in the foodservice area (ansul system)	<b>LEVEL 1</b> SE: 178–182, 193 (summary), 194 (activities 3 & 4)  <b>LEVEL 2</b> SE: n/a
28. Describe the role of the regulatory agencies governing sanitation and safety protecting food safety.  <b>AAI 8.</b> Health, Safety, and Environment	<b>LEVEL 1</b> SE: 114, 147, 154, 160161, 162–164, 165, 171 (summary), 173 (exam prep)  <b>LEVEL 2</b> SE: 52, 57, 59, 102, 129, 384, 406, 424–425

New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
*Foundations of Restaurant Management & Culinary Arts (FRMCA)*, Second Edition  
 Levels 1 & 2 ©2018

<b>New Hampshire CTE Competencies and Knowledge, Content and Skills for Cooking and Related Culinary Arts, General (CIP: 120500)</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts, Second Edition Levels 1 &amp; 2 ©2018</i></b>
<b>Understand the characteristics, functions and food sources of the major nutrients in order to maximize nutrient retention in food preparation and storage cycles.</b>	
29. List food groups and recommended servings in USDA Food Guide Pyramid.	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: 340–345, 349–350, 358–360
30. Discuss dietary guidelines and recommended dietary allowances.	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: 358–360
31. Describe primary functions and major food sources of major nutrients	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: 340–347
32. Interpret food labels in terms of the portion size, ingredients, and nutritional value.	<b>LEVEL 1</b> SE: 264–265  <b>LEVEL 2</b> SE: n/a
33. Discuss various diets (i.e. food allergies, alternative dieting).	<b>LEVEL 1</b> SE: 111–112  <b>LEVEL 2</b> SE: 181 (industry), 361–362
<b>Understand and apply the correct standard culinary procedures and safety of tools, equipment, and knives as they apply to the principles of food preparation</b>	
34. Demonstrate knife skills and proper cuts (i.e. Julienne, Batonette, Brunoise, Paysanne, Small Dice, Large Dice, etc.), emphasizing proper safety techniques.	<b>LEVEL 1</b> SE: 237, 238–240, 242 (activity 5)  <b>LEVEL 2</b> SE: 104–105, 131–133, 388 (essential skills), 394, 431–432, 495, 515, 516



New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
*Foundations of Restaurant Management & Culinary Arts (FRMCA)*, Second Edition  
 Levels 1 & 2 ©2018

<b>New Hampshire CTE Competencies and Knowledge, Content and Skills for Cooking and Related Culinary Arts, General (CIP: 120500)</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts, Second Edition Levels 1 &amp; 2 ©2018</i></b>
35. Identify and demonstrate proper and safe use of food processing and cooking equipment.	<b>LEVEL 1</b> SE: 204–212, 213, 217 (Q1)  <b>LEVEL 2</b> SE: 80–81, 392–394
36. Identify tools and equipment used in garde manger, emphasizing safety and sanitation procedures.	<b>LEVEL 1</b> SE: 247, 248, 317, 338–339, 437–439  <b>LEVEL 2</b> SE: n/a
37. Utilize weights and measures to demonstrate proper scaling and measurement techniques in cooking and baking.	<b>LEVEL 1</b> SE: 282–285, 293 (activity 2)  <b>LEVEL 2</b> SE: 184 (activity 3)
<b>Understand the concepts, techniques and demonstrate the required skills in producing a variety of hot and cold products.</b>	
38. Demonstrate how to read, follow, and prepare a standardized recipe.	<b>LEVEL 1</b> SE: 276–277; <b>meat, poultry, and seafood:</b> 394, 396 (activities 2 & 4); <b>salads:</b> 310–316, 324 (Q1), 325 (activities 4 & 6); <b>salad dressings:</b> 321; <b>sandwiches:</b> 340–342; <b>sauces:</b> 363–365, 371 (activities 4–6); <b>soups:</b> 366–367, 368, 369; <b>stocks:</b> 357, 368; <b>quick breads:</b> 407–409, 411 (activity 4)  <b>LEVEL 2</b> SE: 73–75, 88–91, 114–117, 147–149, 186–189, 401–403, 419–421, 439–441, 458–461, 328–331, 484–487, 505–507
39. Demonstrate a variety of cooking methods including roasting, baking, broiling, grilling, griddling, sautéing, frying, deep frying, braising, stewing, boiling, blanching, poaching, and steaming.  <b>AAI 4.</b> Technical and Production skills	<b>LEVEL 1</b> SE: 342, 380–387, 388–390, 391–392, 393, 396 (activities 5 & 6)  <b>LEVEL 2</b> SE: 60–69, 80–82, 105, 107, 109–110, 132–141, 154–158, 174–176, 180–182, 392–397, 410–414, 430–435

New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
*Foundations of Restaurant Management & Culinary Arts (FRMCA)*, Second Edition  
 Levels 1 & 2 ©2018

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40. Demonstrate food presentation techniques with hot and cold foods.	<b>LEVEL 1</b> SE: 339  <b>LEVEL 2</b> SE: 78, 511–514
41. Demonstrate garnishing techniques that may include fruit, vegetable carvings, and accompaniments.	<b>LEVEL 1</b> SE: 308, 311, 313, 314, 341, 367, 369  <b>LEVEL 2</b> SE: 371, 510–521 (entire chapter)
42. Demonstrate fundamental skills in the preparation of cold items such as soups, salads, sauces, dressings, marinades, relishes, sandwiches, canapés, hors d’oeuvres, garnishes, and charcuterie.	<b>LEVEL 1</b> SE: <b>salads:</b> 310–316, 324 (Q1), 325 (activities 4 & 6); <b>salad dressings:</b> 321; <b>sandwiches &amp; canapés:</b> 340–342; <b>sauces:</b> 363–365, 371 (activities 4–6); <b>soups:</b> 366–367, 368, 369  <b>LEVEL 2</b> SE: 366–367, 370–371, 510–517, 520 (activities 2 & 4)
<b>Understand the fundamentals of baking science as they apply to the preparation of a variety of food products.</b>	
43. Define baking terms.	<b>LEVEL 1</b> SE: 400–403, 404, 405, 406, 407, 411 (activity 5)  <b>LEVEL 2</b> SE: 448–451, 464–467, 470, 474–475, 479, 491–492, 494–496, 500–501
44. Identify equipment and utensils unique to baking and discuss proper use and care; commercial mixes and other labor-saving products	<b>LEVEL 1</b> SE: 206, 212, 224–225, 226, 227, 229, 230–231  <b>LEVEL 2</b> SE: 467–471, 476, 480, 497–498

New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
*Foundations of Restaurant Management & Culinary Arts (FRMCA)*, Second Edition  
 Levels 1 & 2 ©2018

<b>New Hampshire CTE Competencies and Knowledge, Content and Skills for Cooking and Related Culinary Arts, General (CIP: 120500)</b>	<b><i>Foundations of Restaurant Management &amp; Culinary Arts, Second Edition Levels 1 &amp; 2 ©2018</i></b>
45. Identify ingredients used in baking; describe their properties; and list the functions of various ingredients	<b>LEVEL 1</b> SE: 400–403, 405 (knowledge check)  <b>LEVEL 2</b> SE: 448–450, 454, 464–467, 490–492
46. Demonstrate proper scaling and measurement techniques unique to baking.	<b>LEVEL 1</b> SE: 284–285, 405  <b>LEVEL 2</b> SE: 482 (activity 3)
47. Participate in the production of crusty, soft, and specialty yeast products	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: 450–454, 458–461
48. Participate in the production of: - quick-breads -variety of pies and tarts. -variety of types of cookies	<b>LEVEL 1</b> SE: 407–409, 411 (activity 4)  <b>LEVEL 2</b> SE: 472–480, 500–501
49. Participate in the production of creams, custards, puddings, and related sauces.	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: 485, 496–499, 500–501
50. Participate in the production of cakes and icings.	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: 467–470, 482 (activity 3), 484, 486–487
51. Prepare a variety of fillings and toppings for pastries and baked goods.	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: 500–501

New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
*Foundations of Restaurant Management & Culinary Arts (FRMCA)*, Second Edition  
 Levels 1 & 2 ©2018

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<b>Be knowledgeable in dining room service functions and different types of services in order to understand quality customer service.</b>	
52. Demonstrate basic dining room procedures.	<b>LEVEL 1</b> <b>SE:</b> 436–441, 443–445, 446–447, 455–458, 459–460, 462 (activity 4)  <b>LEVEL 2</b> <b>SE:</b> n/a
53. Demonstrate the general rules of table settings and service.	<b>LEVEL 1</b> <b>SE:</b> 438, 446–447, 454 (knowledge check), 455–458, 460 (Q1)  <b>LEVEL 2</b> <b>SE:</b> n/a
54. Describe service staff roles; list duties of each for table service; and discuss various procedures for processing guest checks.  <b>AAI.5</b> Underlying Principals of Technology	<b>LEVEL 1</b> <b>SE:</b> 436–439, 440–441, 446–447, 455–458, 459–460  <b>LEVEL 2</b> <b>SE:</b> n/a
55. Describe the various types of service delivery, such as quick service, cafeteria, buffet, and table service	<b>LEVEL 1</b> <b>SE:</b> 446–447  <b>LEVEL 2</b> <b>SE:</b> 78–79
56. Discuss sales techniques for service personnel, including menu knowledge and suggestive selling.	<b>LEVEL 1</b> <b>SE:</b> 442–443, 445 (knowledge check), 460 (Q2), 462 (activity 1)  <b>LEVEL 2</b> <b>SE:</b> 16–17
57. Develop an awareness of special customer needs, including dietary needs and food allergies.	<b>LEVEL 1</b> <b>SE:</b> 111–113, 425–426, 432 (activity 5), 440–441  <b>LEVEL 2</b> <b>SE:</b> 512 (safety)

New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
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 Levels 1 & 2 ©2018

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58. Explain inter-relationships and work flow between dining room and kitchen operations.	<b>LEVEL 1</b> SE: 51, 246–249, 436–441  <b>LEVEL 2</b> SE: n/a
59. Discuss and demonstrate guest service and customer relations, including handling of difficult situations and accommodations for the disabled.  <b>CRP:</b> Utilize critical thinking to make sense of problems and persevere in solving them	<b>LEVEL 1</b> SE: 425–426, 429–430, 431 (summary & Q1), 432 (activities 1 & 5), 440–441  <b>LEVEL 2</b> SE: 16–20
60. Create menu item descriptions following established truth-in-menu guidelines, using basic menu planning and layout principles, and apply the principles of nutrition.	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: 27, 32–33
61. Describe the importance of proper menu planning to the overall operation of the foodservice facility.  <b>AAI 1.</b> Planning	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: 26–41 (entire chapter)
62. Describe how a seasonal food impact relates to food cost.  <b>CRP:</b> Demonstrate creativity and innovation	<b>LEVEL 1</b> SE: n/a  <b>LEVEL 2</b> SE: 129, 265
<b>Be knowledgeable in the basic mathematical functions in order to differentiate between recipe, food, and labor costs and its association to the selling price.</b>	
63. Calculate food, beverage, and labor cost percentages by demonstrating the math functions used in foodservice operations.  <b>AAI.3</b> Finance  <b>CRP:</b> Apply appropriate academic and technical skills  <b>CRP:</b> Use technology to enhance productivity.	<b>LEVEL 1</b> SE: 289–291, 292 (Q3 & summary), 293 (activity 3)  <b>LEVEL 2</b> SE: 197–200, 205, 219–220

New Hampshire CTE Hospitality and Tourism Career Cluster  
 Competencies and Knowledge, Content and Skills for  
 Cooking and Related Culinary Arts, General (CIP: 120500)  
 with Correlations to  
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 Levels 1 & 2 ©2018

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64. Demonstrate the process of costing for recipes and recipes yield adjustments. Determine cost of food and selling price.	<p><b>LEVEL 1</b> SE: 293 (activity 3), 294 (activities 1 &amp; 2), 344 (activity 3)</p> <p><b>LEVEL 2</b> SE: 144 (activity 3), 221–227, 482 (activity 3)</p>
<b>Understand the importance of career readiness, and personal growth leadership to enhance career success</b>	
<p>65. Demonstrate personal growth, community leadership, democratic principles, and social responsibility by participating in activities/events offered through student, industry, and/or community organizations.</p> <p><b>AAI 7.</b> Community Issues</p> <p><b>AAI 9.</b> Work Habits</p> <p><b>CRP:</b> Act as a responsible and contributing citizen and employee</p> <p><b>CRP:</b> Model integrity, ethical leadership and effective management</p>	<p><b>LEVEL 1</b> SE: 30–31, 37, 48–51</p> <p><b>LEVEL 2</b> SE: n/a</p>
66. Work productively in teams while using cultural/global awareness.	<p><b>LEVEL 1</b> SE: 46–47, 48, 49, 53 (Q1), 54 (activities 2, 3, &amp; 4), 66–68, 70 (activities 2 &amp; 4), 477–478 (Q1 &amp; Q2, activities 1 &amp; 4)</p> <p><b>LEVEL 2</b> SE: 298–304</p>
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