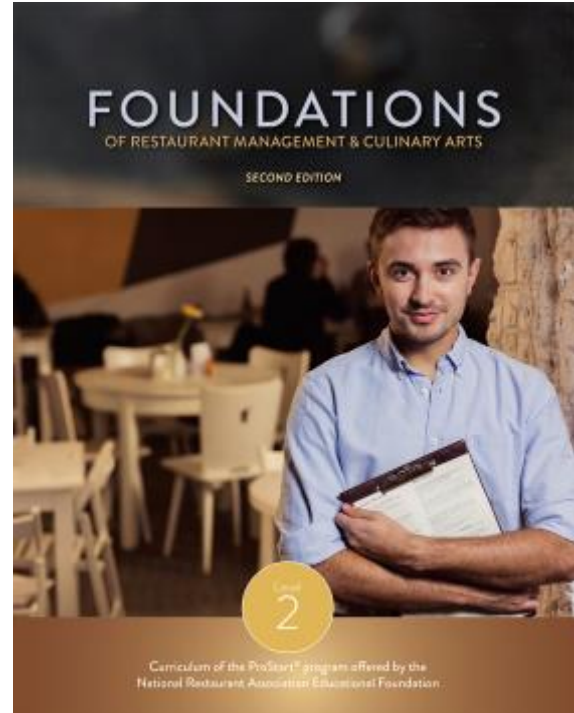
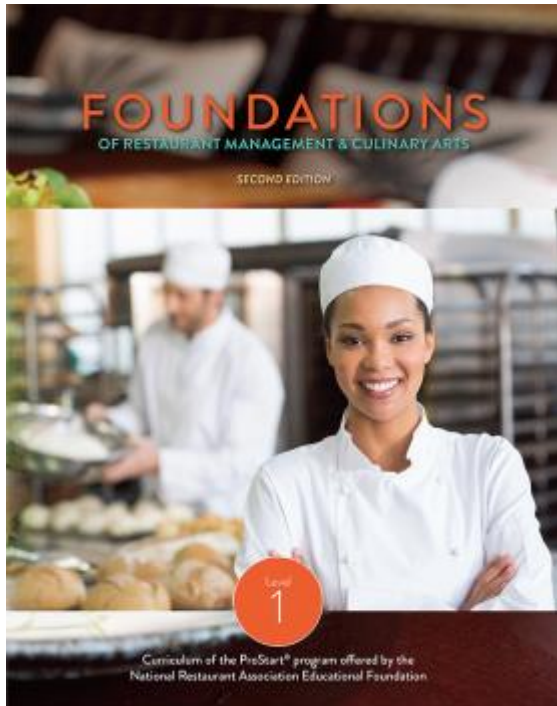


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Food Preparation and Nutrition Core Curriculum
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To the
New York State CTE
Family and Consumer Sciences
Food Preparation and Nutrition Core Curriculum
Performance Objectives

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INTRODUCTION

This document demonstrates how well the National Restaurant Association’s ***Foundations of Restaurant Management & Culinary Arts, Second Edition, Levels 1 & 2 © 2018*** meets New York State Education Department’s Family and Consumer Sciences Grades 9–12 Food Preparation and Nutrition Core Curriculum Performance Objectives. 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 York State CTE Family and Consumer Sciences
 Food Preparation and Nutrition Core Curriculum
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A. History of Food Preparation (H)		
Performance Standard H.1 Investigate the origin of food preparation methods	H.1.1 Trace the origin of common food preparation methods H.1.2 Compare and contrast past and current methods of food preparation and the changes that have resulted due to improved technology H.1.3 Critique the different techniques to various methods of food preparation	LEVEL 1 SE: 14–20, 22 (activity 2), 304 (did you know), 322, 325 (activities 3 & 4), 344 (activity 1), 359 (did you know) LEVEL 2 SE: 79 (did you know), 482 (activity 1), 520 (activity 1)
Performance Standard H.2 Examine the development of food preparation and storage equipment	H.2.1 Identify the origin of common food preparation and storage equipment H.2.2 Compare and contrast past and current use of food preparation and storage equipment H.2.3 Describe the improvements of food preparation and storage equipment as a response to consumer preferences, safety and demand	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
Performance Standard H.3 Trace how food preparation methods, equipment and storage have influenced the development of food options available to the consumer.	H.3.1 Investigate the history of food processing and food preservation H.3.2 Examine the benefits and drawbacks of food processing and preservation methods H.3.3 Examine the contributions of science and technology to the food supply (e.g., genetically engineered and modified foods, selective breeding, and the development of food analogs and substitutes) H.3.4 Predict the future development of commercially available foods	LEVEL 1 SE: 14–20, 22 (activities 1, 2, 3, & 6), 23 (exam prep) LEVEL 2 SE: 371–374

New York State CTE Family and Consumer Sciences
 Food Preparation and Nutrition Core Curriculum
 Performance Objectives for Grades 9–12
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<p>Performance Standard H.4</p> <p>Demonstrate an understanding of the development and importance of consumer rights and responsibilities</p>	<p>H.4.1 Define consumer rights and responsibilities as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation at the local, regional, state, national, and global levels</p> <p>H.4.2 Examine the purpose of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation</p> <p>H.4.3 Investigate the development of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation</p> <p>H.4.4 Determine the importance of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation</p> <p>H.4.5 Predict the future development of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation</p>	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 427 (did you know)</p>

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B. Food Preparation for Nutritional Needs (FP)		
<p>Performance Standard FP.1 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span</p>	<p>FP.1.1 Identify essential nutrients in the diet (i.e., carbohydrates, protein, fats, vitamins, minerals, and water)</p> <p>FP.1.2 Appraise and interpret current nutritional data</p> <p>FP.1.3 Compare dietary guidelines across the life span</p> <p>FP.1.4 Discuss the relationship between dietary guidelines and food preparation regarding its effect on nutrient content</p> <p>FP.1.5 Recognize food preparation techniques that support dietary guidelines</p> <p>FP.1.6 Demonstrate the ability to plan aesthetically pleasing foods to meet dietary guidelines across the life span</p>	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 338–355 (entire chapter), 358–360, 363–364</p>
<p>Performance Standard FP.2 Identify the effect of nutrition practices on human digestion and metabolism</p>	<p>FP.2.1 Describe the process of human digestion and metabolism</p> <p>FP.2.2 Explain the effects of food choices on growth, maintenance, and function of the human body</p> <p>FP.2.3 Examine how different food preparation methods influence digestion and metabolism</p>	<p>LEVEL 1 SE: 264–265</p> <p>LEVEL 2 SE: 338–355 (entire chapter), 363–364, 366–371</p>
<p>Performance Standard FP.3 Evaluate food preparation methods</p>	<p>FP.3.1 Identify food preparation methods that maximize nutrient retention in foods</p> <p>FP.3.2 Assess food preparation methods that maximize nutrient retention in terms of achieving desired outcomes for food quality</p>	<p>LEVEL 1 SE: 396 (activities 1, 2, & 4), 411 (activity 4)</p> <p>LEVEL 2 SE: 362–371</p>

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C. Current Food Issues (CI)		
Performance Standard CI.1 Analyze factors that affect the food supply	CI.1.1 Trace the food supply from farm to table CI.1.2 Investigate the impact of events on food availability, food choices, and food preparation at the local, regional, state, national, and global levels CI.1.3 Determine how changes in production and distribution systems impact the food supply at the local, regional, state, national, and global levels CI.1.4 Investigate alternatives in food availability at the local, regional, state, national, and global levels	LEVEL 1 SE: 325 (activity 5) LEVEL 2 SE: 129, 145 (activity 5), 259 (industry), 261–262, 318–322
Performance Standard CI.2 Identify the factors that influence food and nutrition practices	CI.2.1 Investigate current food trends and issues at the local, regional, state, national, and global levels CI.2.2 Determine how current food trends and issues influence food preparation and nutrition at the local, regional, state, national, and global levels CI.2.3 Establish and illustrate personal connections to current food related issues at the local, regional, state, national, and global levels	LEVEL 1 SE: n/a LEVEL 2 SE: 258–262, 271–276, 316–322, 371–374, 376 (activity 4)
Performance Standard CI.3 Discuss how science and technology will further develop foods in the future	CI.3.1 Examine the connections between governmental, economic, and technological influences on food choices and practices at the local, regional, state, national, and global levels	LEVEL 1 SE: n/a LEVEL 2 SE: 145 (activity 5), 373–374

New York State CTE Family and Consumer Sciences
 Food Preparation and Nutrition Core Curriculum
 Performance Objectives for Grades 9–12
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Performance Standard CI.3, continued	CI.3.2 Predict the future impact of food related trends and issues at the local, regional, state, national, and global levels	
D. Facility Design and Management (FD)		
Performance Standard FD.1 Demonstrate the ability to plan, use and maintain an efficient food preparation facility	FD.1.1 Identify various food preparation workplace designs FD.1.2 Describe how workplace design impacts food preparation efficiency FD.1.3 Develop and implement an organizational plan for a working food preparation facility FD.1.4 Recognize and demonstrate effective food preparation facility maintenance, storage, cleaning, and repair	LEVEL 1 SE: 133–135, 153, 154, 156 (activity 5), 165–167, 182, 183–184, 185, 192, 194 (activity 6), 218 (activities 1, 4, & 6), 246–249, 250–251, 268 (activities 5 & 6), 344–345 (activities 4 & 5), 462 (activity 3) LEVEL 2 SE: n/a
Performance Standard FD.2 Demonstrate selection, use, and maintenance of food preparation equipment	FD.2.1 Identify standard, specialized and necessary appliances for the food preparation facility FD.2.2 Describe how appliances and equipment impact food preparation efficiency FD.2.3 Determine the appliances and equipment with which to equip the food preparation facility FD.2.4 Investigate alternative uses for some food preparation appliances and equipment FD.2.5 Recognize and demonstrate effective food preparation equipment handling, maintenance, storage, cleaning and repair	LEVEL 1 SE: 128–131, 132, 167–168, 204–213, 214–216, 217 (Q1 & Q2), 218 (activities 1, 2, 4, & 6), 219 (exam prep), 222–240, 241 (Q1), 242 (activities 5 & 6), 243 (exam prep), 338–339, 343 (Q2), 345 (career readiness activity), 437–439, 456 LEVEL 2 SE: 60–62, 64–69, 80–82, 107–109, 136–137, 139–142, 154–158, 174–176, 180, 264, 364–365, 369–370, 392–394, 397, 414, 452–453, 467–470, 480, 497–498

New York State CTE Family and Consumer Sciences
 Food Preparation and Nutrition Core Curriculum
 Performance Objectives for Grades 9–12
 with Correlations to
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E. Skills and Techniques of Food Preparation (ST)		
Performance Standard ST.1 Demonstrate food safety and sanitation procedures	ST.1.1 Identify conditions that promote safe food preparation procedures and prevent safety hazards ST.1.2 Explain emergency procedures to implement should an accident occur ST.1.3 Employ procedures based on current industry principles for handling food to minimize the risks of food borne illness	LEVEL 1 SE: 104–110, 111–114, 117 (last activity), 122–135, 136 (Q1 & Q2), 137 (activities 4 & 6), 142–154, 156 (Q1, activities), 165, 166–167, 204–205, 212–213, 226 (see <i>Tongs</i>), 316–317, 336 (¶4), 337 (safety sidebar), 341 (step 3 in both), 344 (activity 2) LEVEL 2 SE: 59 (safety), 410 (safety), 414 (safety), 429 (safety), 512 (safety)
Performance Standard ST.2 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods	ST.2.1 Appraise sources of food and nutrition information, including food labels, related to food purchasing ST.2.2 Compare and contrast similar products based on characteristics such as quality, brand, price, packaging, convenience, consumer reviews, nutritional value and other features that may influence a consumer's purchase decision. ST.2.3 Evaluate how nutritional foods fit into a food budget and preparation plans ST.2.4 Identify and evaluate sources where consumers can select and obtain food (e.g.: chain grocery stores, discount food warehouses, farmers' markets, food co-ops, locally grown fruits, vegetables, and eggs from neighbors, locally caught fish, farm-raised fish, poultry, beef and pork) ST.2.5 Make calculations relevant to food selection, purchasing, preparation and menu planning	LEVEL 1 SE: n/a LEVEL 2 SE: 52–53, 56 (essential skills), 59, 62–69, 73–75, 80–81, 82, 88–91, 95–110, 114–117, 121–128, 130–141, 147–149, 154–158, 172–176, 180–182, 186–189, 362–371, 388, 390–397, 401–403, 408–414, 419–421, 428–435, 439–441, 450, 452–453, 454, 458–461, 467–471, 473, 474, 476–480, 484–487, 495, 497–498, 505–507, 514–516

New York State CTE Family and Consumer Sciences
 Food Preparation and Nutrition Core Curriculum
 Performance Objectives for Grades 9–12
 with Correlations to
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<p>Performance Standard ST.3</p> <p>Demonstrate preparation methods for all menu categories to produce a variety of foods</p>	<p>ST.3.1 Identify, select, and demonstrate use of the appropriate tool for a specific food preparation technique</p> <p>ST.3.2 Demonstrate appropriate methods for measuring different types of food</p> <p>ST.3.3 Identify, select, and demonstrate safe and appropriate cutting techniques</p> <p>ST.3.4 Identify, select, and demonstrate the appropriate food preparation technique to achieve the recipe's desired outcome</p> <p>ST.3.5 Investigate alternative and substitute uses for food preparation utensils and ingredients</p>	<p>LEVEL 1 SE: 310–316, 321, 324 (Q1), 325 (activities 4 & 6), 340–342, 357, 363–365, 366–367, 368, 369, 371 (activities 4–6), 394, 396 (activities 2 & 4), 407–409, 411 (activity 4)</p> <p>LEVEL 2 SE: 62–69, 73–75, 80–81, 82, 88–91, 107, 109, 110, 114–117, 139–141, 147–149, 155–158, 174–176, 180, 186–189, 394–395, 401–403, 419–421, 431–432, 439–441, 450, 452–453, 454, 458–461, 467–471, 473, 474, 476–480, 484–487, 495, 497–498, 505–507, 514–516</p>
F. Careers in Food Preparation and Nutrition (C)		
<p>Performance Standard C.1</p> <p>Analyze career paths within the professions of nutrition, culinary arts, food production, and food services industries</p>	<p>C.1.1 Investigate the personal characteristics and professional contributions of leaders within the careers of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels</p> <p>C.1.2 Determine the roles and functions of individuals within the careers of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels</p>	<p>LEVEL 1 SE: 26–28, 32–33, 38 (Q2), 40 (activities 4, 5, & 6), 93 (activity 5), 117 (career readiness activity), 218 (career readiness activity), 436–437, 466–469, 470–471, 475</p> <p>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</p>

New York State CTE Family and Consumer Sciences
 Food Preparation and Nutrition Core Curriculum
 Performance Objectives for Grades 9–12
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Performance Standard C.1, continued	<p>C.1.3 Analyze and evaluate the behaviors and attitudes of individuals within the careers of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels</p> <p>C.1.4 Examine education and training requirements and opportunities for career paths in the field of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels</p> <p>C.1.5 Examine the impact of careers in nutrition, culinary arts, food preparation, food production, and food service on society and local, state, national, and global economies</p>	
Performance Standard C.2 Explore opportunities for employment in nutrition, culinary arts, food preparation, food production, and food service industries	<p>C.2.1 Evaluate personal qualities related to food preparation and nutrition</p> <p>C.2.2 Compare and contrast personal characteristics to professionals within the fields of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels</p> <p>C.2.3 Recognize the development and progression of careers within the fields of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels</p>	<p>LEVEL 1 SE: 26–28, 32–33, 38 (Q2), 40 (activities 4, 5, & 6), 54 (activity 5), 74–75, 88, 93 (activity 5), 117 (career readiness activity), 218 (activity 5), 436–437, 440–441, 466–469, 470–471, 475–476</p> <p>LEVEL 2 SE: 2–3, 42–43, 190–191, 310–311, 378–379, 399 (activity 5), 437 (activity 5), 442–443</p>

A PDF of these standards can be found at <http://www.p12.nysed.gov/cte/facse/course.html>