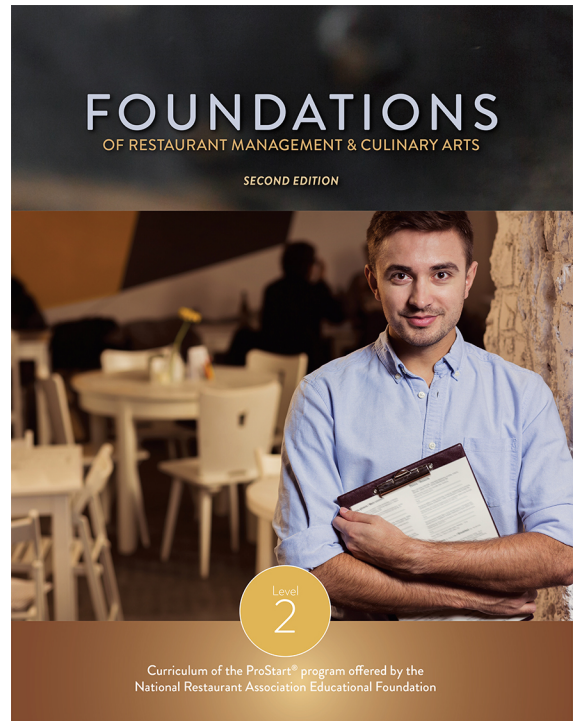
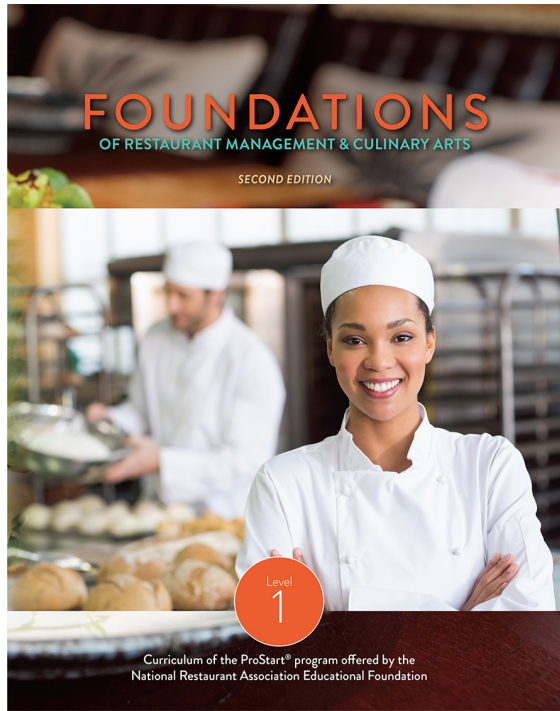


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To the
**Mississippi Culinary Arts Curriculum
Option 1**

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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*** meet Mississippi's Culinary Arts Career Pathways Curriculum, Option 1. 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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Course 1: Orientation to Culinary Arts — Course Code: 996002	
Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
Unit 1. Introduction	
1. Research the creation of the modern restaurant. DOK 1 2PS1	LEVEL 1 SE: 14–16, 21 (summary) LEVEL 2 SE: n/a
a. Trace the history of the foodservice industry and explain its relationship to world history.	LEVEL 1 SE: 14–16 LEVEL 2 SE: n/a
b. Research famous chefs and note their major accomplishments.	LEVEL 1 SE: 18–20 LEVEL 2 SE: n/a
2. Analyze the tourism and travel industry, and determine how the industry will change over time. DOK 2 2PS11, 2PS12	LEVEL 1 SE: 10–13 LEVEL 2 SE: n/a
a. Explain the role of tourism in the hospitality industry.	LEVEL 1 SE: 13 LEVEL 2 SE: n/a
b. Categorize the types of businesses that make up the tourism industry.	LEVEL 1 SE: 13 LEVEL 2 SE: n/a
c. Identify career opportunities offered by the travel and tourism industry.	LEVEL 1 SE: 13, 26–28, 32–33 LEVEL 2 SE: n/a

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
3. Analyze the lodging industry. <small>DOK 3 2PS3, 2PS11</small>	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
a. Describe the differences between leisure and business travelers.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
b. List the characteristics of lodging operations.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
c. Describe national organizations that rate lodging and foodservice establishments.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
d. Describe the use of Property Management Systems (PMS) in reservations management.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
Unit 2. Food Safety and Sanitation	
1. Discuss and relate the importance of food safety to society. <small>DOK 2 1PS2, 1PS3, SS1, SS2, SS3, SS4, SS5</small>	LEVEL 1 SE: 102–115 LEVEL 2 SE: 59 (safety), 84 (safety), 427 (did you know)
a. List reasons why it is important to keep food safe.	LEVEL 1 SE: 102–103, 111 LEVEL 2 SE: n/a

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
b. List the conditions under which bacteria can multiply rapidly and use the letters FAT-TOM.	LEVEL 1 SE: 104–105 LEVEL 2 SE: 59 (safety)
c. Give examples of TCM foods.	LEVEL 1 SE: 106–107 LEVEL 2 SE: n/a
d. Categorize and describe how to prevent biological contamination of food.	LEVEL 1 SE: 104–109 LEVEL 2 SE: 59 (safety), 84 (safety), 271–277, 410 (safety), 414 (safety)
e. Describe good personal hygiene and how it affects food safety.	LEVEL 1 SE: 112–113, 122–126 LEVEL 2 SE: n/a
2. Analyze the flow of food through a foodservice establishment. <small>DOK 2 1PS2, SS5, SS6, SS7, SS8, SS9, B2</small>	LEVEL 1 SE: 142–157 (entire chapter, including summary, activities, & exam prep) LEVEL 2 SE: 271–277
a. Distinguish between situations in which contamination and cross-contamination can occur.	LEVEL 1 SE: 104–113, 142 LEVEL 2 SE: n/a
b. Explain how time and temperature guidelines can reduce the growth of microorganisms.	LEVEL 1 SE: 105–106, 150, 151–152, 155 (summary), 156 (Q1, activities) LEVEL 2 SE: 410 (safety)

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c. Differentiate between different types of thermometers and demonstrate how to use them.	LEVEL 1 SE: 143–145 LEVEL 2 SE: n/a
d. Outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating, and serving food that includes use of proper tools and equipment.	LEVEL 1 SE: 146–153 LEVEL 2 SE: 52–53, 56, 59–69, 103–110, 130–142, 154–158, 172–176, 180, 182, 271–277, 362–365, 390–395, 408, 410 (safety), 428–435
3. Explain the importance of establishing a food-safety management system. <small>DOK 2 1PS2, 1PS3, SS10</small>	LEVEL 1 SE: 156 (Q2), 165–167 LEVEL 2 SE: n/a
a. List the seven major steps in a Hazard Analysis Critical Control Points (HACCP) system.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
b. Explain the importance of the HACCP principles.	LEVEL 1 SE: 154, 165 LEVEL 2 SE: 424
4. Maintain a clean and sanitary kitchen. <small>DOK 1 1PS2, SS1, SS11</small>	LEVEL 1 SE: 127–132, 133–135, 136 (summary), 137 (activity 4) LEVEL 2 SE: n/a
a. Define the difference between clean and sanitary.	LEVEL 1 SE: 128–129 LEVEL 2 SE: n/a
b. Demonstrate procedures for cleaning and sanitizing tools and equipment.	LEVEL 1 SE: 129–132 LEVEL 2 SE: n/a

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
Unit 3. Workplace Safety	
1. Analyze how vital workplace safety is to customers and employees. <small>DOK 1 1PS3, SS3</small>	LEVEL 1 SE: 160–173 (entire chapter, including summary, activities, & exam prep) LEVEL 2 SE: n/a
a. Discuss the legal responsibility of the Occupational Safety and Health Administration (OSHA) and why it is important.	LEVEL 1 SE: 162–164, 165, 171 (summary), 173 (exam prep) LEVEL 2 SE: n/a
b. Describe the Hazard Communication Standard requirements for employers.	LEVEL 1 SE: 154, 165, 167 (knowledge check), 171 (summary) LEVEL 2 SE: n/a
c. Identify the location and purpose of Material Safety Data Sheets.	LEVEL 1 SE: 165, 171 (summary) LEVEL 2 SE: n/a
d. List ways to use protective clothing and equipment to prevent injuries.	LEVEL 1 SE: 176–177 LEVEL 2 SE: n/a
e. Describe procedures to manage robberies, natural disasters, food security, and vandalism.	LEVEL 1 SE: 113–114, 168, 192 LEVEL 2 SE: n/a
f. Explain the importance of completing standard reports for accidents or illnesses.	LEVEL 1 SE: 162–164 LEVEL 2 SE: n/a

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Culinary Arts Competencies	<i>FRMCA, Second Edition, Levels 1 & 2 ©2018</i>
2. Implement safe work habits to prevent injuries (ongoing). ^{DOK 2 1PS3, SS3}	<p>LEVEL 1 SE: 176–195 (entire chapter, including summary, activities, & exam prep)</p> <p>LEVEL 2 SE: n/a</p>
a. Classify fire hazards that contribute to accidental fires and the extinguishers used for each.	<p>LEVEL 1 SE: 178–180</p> <p>LEVEL 2 SE: n/a</p>
b. Describe the ways to prevent and treat both fire and chemical burns.	<p>LEVEL 1 SE: 176–177, 182–184, 190</p> <p>LEVEL 2 SE: n/a</p>
c. List hazards that contribute to injury due to slips, trips, or falls.	<p>LEVEL 1 SE: 185</p> <p>LEVEL 2 SE: n/a</p>
d. Demonstrate the proper use of ladders.	<p>LEVEL 1 SE: 186–187</p> <p>LEVEL 2 SE: n/a</p>
e. Demonstrate proper lifting and carrying procedures to avoid injury.	<p>LEVEL 1 SE: 187–188</p> <p>LEVEL 2 SE: n/a</p>
f. Demonstrate correct and safe use of knives, including handling, walking, passing, washing, and storing.	<p>LEVEL 1 SE: 237–240</p> <p>LEVEL 2 SE: 104–105, 132–133, 388, 394, 410–411, 431–432, 495, 515, 516</p>

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3. Explain emergency techniques and procedures. DOK 1 1PS3, SS10	LEVEL 1 SE: 189–191 LEVEL 2 SE: n/a
a. Describe basic first-aid concepts and procedures for choking, cuts, burns, falls, strains, electrical shocks, and heart attacks.	LEVEL 1 SE: 189–191 LEVEL 2 SE: n/a
b. Identify and describe external threats to a foodservice operation.	LEVEL 1 SE: 192 LEVEL 2 SE: n/a
Unit 4. Professionalism and Utilizing Standardized Recipes	
1. Identify the attributes and assignments of a culinary professional. DOK1 1PS0	LEVEL 1 SE: 44–55 (entire chapter, including summary, activities 1 & 6, & exam prep), 246–249, 436–437, 466–469 LEVEL 2 SE: 290–309 (entire chapter, including summary, activities, & exam prep)
a. Investigate the importance of a professional culinarian’s attributes and work ethic, including knowledge, skill, flavor, aroma, taste, judgment, dedication, pride, respect, personal responsibility, and education.	LEVEL 1 SE: 44–47, 48–50, 51–52, 53 (summary), 54 (activities 1 & 6), 436–437, 466–469 LEVEL 2 SE: n/a
b. Investigate types of workstations in the culinary industry, including the kitchen brigade system and the dining room brigade system.	LEVEL 1 SE: 246–249 LEVEL 2 SE: 244–245

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2. Apply basic mathematical calculations to basic food preparation skills. <small>DOK 2 1PS10, SGM1, PRA1, TTA1</small>	<p>LEVEL 1 SE: 272–295 (entire chapter, including summary, activities, & exam prep)</p> <p>LEVEL 2 SE: 86 (activity 3), 112 (activity 3), 219–224, 235 (activity 4), 334 (activity 1), 354 (activity 3), 399 (activity 3), 437 (activity 3), 456 (activity 3), 503 (activity 3), 520 (activity 3)</p>
a. Given a list of numbers, add, subtract, multiply, and divide using basic math operations.	<p>LEVEL 1 SE: 272–275, 295 (exam prep)</p> <p>LEVEL 2 SE: 86 (activity 3), 112 (activity 3), 235 (activity 4), 334 (activity 1), 354 (activity 3), 399 (activity 3), 437 (activity 3), 456 (activity 3), 503 (activity 3), 520 (activity 3)</p>
b. Identify the components and functions of a standardized recipe.	<p>LEVEL 1 SE: 276–277, 295 (exam prep)</p> <p>LEVEL 2 SE: n/a</p>
c. List the common equivalents of weights and measures, including both customary and metric measurement units.	<p>LEVEL 1 SE: 280–281, 295 (exam prep)</p> <p>LEVEL 2 SE: n/a</p>
d. Convert a standardized recipe to smaller and greater quantities.	<p>LEVEL 1 SE: 278–279, 293 (activities 1 & 2), 294 (activities 1 & 2), 295 (exam prep)</p> <p>LEVEL 2 SE: 144 (activity 3), 184 (activity 3), 223–224, 482 (activity 3)</p>
e. Weigh and measure ingredients with smallware and utensils by weight and volume.	<p>LEVEL 1 SE: 282–285, 293 (activity 2), 295 (exam prep)</p> <p>LEVEL 2 SE: 225</p>
f. Calculate amounts for as purchased (AP) and edible portion (EP).	<p>LEVEL 1 SE: 286–288, 294 (activity 4), 295 (exam prep)</p> <p>LEVEL 2 SE: n/a</p>

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g. Calculate recipe cost, including total cost and cost per serving.	<p>LEVEL 1 SE: 289–292, 293 (activity 3), 295 (exam prep)</p> <p>LEVEL 2 SE: 221–222, 235 (activity 4)</p>
Unit 5. Equipment and Techniques	
1. Demonstrate the safe use and maintenance of equipment needed for receiving and storing, pre-preparation, preparation, and holding and serving food and supplies. <small>DOK 2 1PS4, 1PS5, SS11</small>	<p>LEVEL 1 SE: 202–217, 222–240, 241 (summary), 242 (activities 5 & 6)</p> <p>LEVEL 2 SE: 274–277</p>
a. Demonstrate how to receive and store, pre-prep, prepare, hold, and serve food using standard kitchen equipment.	<p>LEVEL 1 SE: 202–217</p> <p>LEVEL 2 SE: 52–53, 56 (essential skills), 59, 60–69, 73–75, 80–82, 88–91, 103–110, 114–117, 130–142, 147–149, 154–158, 172–176, 186–189, 274–277, 366–371</p>
b. Identify and use basic kitchen hand tools.	<p>LEVEL 1 SE: 222–226, 227–228</p> <p>LEVEL 2 SE: 60, 64–65, 68–69, 110, 172, 180, 394, 396, 467, 468–470, 476–480, 497–498</p>
c. Identify, use, and analyze the appropriate types and sizes of pots and pans.	<p>LEVEL 1 SE: 229–232</p> <p>LEVEL 2 SE: 66–69, 80–82, 109, 136–137, 139, 141–142, 155, 158, 174–176, 180, 392–393, 396, 412, 414, 494, 495, 497–498</p>
d. Identify different types of knives and demonstrate basic knife cuts, safety, and maintenance.	<p>LEVEL 1 SE: 232–240</p> <p>LEVEL 2 SE: 104–105, 132–133, 388, 394, 410, 411, 431–432, 495, 515, 516</p>

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<p>2. Develop and demonstrate basic food preparation techniques. <small>DOK 2 1PS4, 1PS10, SS8, SGM4, PRA4, TTA2</small></p>	<p>LEVEL 1 SE: 238–240, 242 (activity 5), 268 (activity 5), 310–316, 321–322, 339–342, 368–369</p> <p>LEVEL 2 SE: 62–69, 80–82, 105, 110, 155–158, 174–176, 180–182</p>
<p>a. Define the importance of and apply mise en place through practice.</p>	<p>LEVEL 1 SE: 250–251, 268 (activity 5)</p> <p>LEVEL 2 SE: n/a</p>
<p>b. Use common spices and herbs appropriately.</p>	<p>LEVEL 1 SE: 252–258, 318–319, 320–321, 353, 357, 363, 366, 381, 383, 385, 389</p> <p>LEVEL 2 SE: 75, 91, 186, 188–189, 518</p>
<p>c. Demonstrate basic food pre-preparation techniques.</p>	<p>LEVEL 1 SE: 259–263, 356–357, 358, 360–361, 362, 408–409</p> <p>LEVEL 2 SE: 60–61, 104, 131–133, 154–155, 172–174</p>
<p>3. Develop and demonstrate basic food cooking methods. <small>DOK 2 1PS4, 1PS5, 1PS6, SS8</small></p>	<p>LEVEL 1 SE: 342, 380–387, 396 (activities 5 & 6), 388–390, 391–392</p> <p>LEVEL 2 SE: 61–69, 80–82, 106–110, 133–141, 155–158, 174–176, 180–182</p>
<p>a. Demonstrate the dry-heat cooking methods.</p>	<p>LEVEL 1 SE: 380–387, 396 (activities 5 & 6)</p> <p>LEVEL 2 SE: 107–108, 133–134, 137–139, 140, 392–393, 410, 412, 414, 433–434</p>
<p>b. Demonstrate the moist-heat cooking methods.</p>	<p>LEVEL 1 SE: 388–390, 396 (activities 5 & 6)</p> <p>LEVEL 2 SE: 107, 134–136, 393, 414, 434</p>

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c. Demonstrate the combination-cooking methods.	<p>LEVEL 1 SE: 391–392, 396 (activities 5 & 6)</p> <p>LEVEL 2 SE: 141, 393, 414, 435</p>
d. Identify other cooking methods.	<p>LEVEL 1 SE: 393</p> <p>LEVEL 2 SE: 109, 136, 393</p>
e. Describe the importance of and common ingredients of a garnish.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 510–520 (entire chapter including summary, activities, & exam prep)</p>
f. Design an appropriately garnished plate.	<p>LEVEL 1 SE: 341, 347</p> <p>LEVEL 2 SE: 510–511</p>

Course 2: Theory and Application of Culinary Arts I— Course Code: 996004	
Culinary Arts Competencies	<i>FRMCA, Second Edition, Levels 1 & 2 ©2018</i>
Unit 5. Equipment and Techniques, <i>cont.</i>	
4. Discuss the components of cooking and nutrition. ^{DOK 1 1PS6}	<p>LEVEL 1 SE: 264–265</p> <p>LEVEL 2 SE: 338–355 (entire chapter including summary, chapter activities, and exam prep)</p>
a. Describe a healthy diet.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 358–360, 366–371</p>

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<p>b. Identify and describe the <i>Dietary Guidelines for Americans</i>, 2010 and MyPlate.</p>	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 359–360</p>
<p>c. Use the <i>Dietary Guidelines for Americans</i> and MyPlate to plan and produce a meal.</p>	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 360</p>
<p>d. Interpret information on a nutrition label.</p>	<p>LEVEL 1 SE: 264–265</p> <p>LEVEL 2 SE: n/a</p>
<p>e. Describe obesity and how it can be prevented.</p>	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 350, 366–371</p>

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Unit 6. Stocks, Sauces, and Soups	
1. Identify, prepare, and evaluate stocks. ^{DOK 3 2PS10,} SS2, SS3, SS4, SS5, SS6, SS7, SS8	LEVEL 1 SE: 353–355, 355–356, 357, 358, 368 LEVEL 2 SE: 367
a. Identify the four essential parts of stock and the proper ingredients for each.	LEVEL 1 SE: 353–355 LEVEL 2 SE: n/a
b. Demonstrate methods for preparing bones for stock.	LEVEL 1 SE: 355–356 LEVEL 2 SE: n/a
c. List the ways to properly cool and degrease stock.	LEVEL 1 SE: 358 LEVEL 2 SE: n/a
d. Prepare the ingredients for and cook several kinds of stock.	LEVEL 1 SE: 357, 368 LEVEL 2 SE: n/a
2. Identify, prepare, and evaluate sauces. ^{DOK 3 2PS10,} SS2, SS3, SS4, SS5, SS6, SS7, SS8	LEVEL 1 SE: 359, 360–361, 362–363, 363–365, 371 (activities 4–6) LEVEL 2 SE: 75, 109, 366, 500–501
a. Identify the grand sauces and describe other sauces made from them.	LEVEL 1 SE: 359 LEVEL 2 SE: n/a

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b. List the proper ingredients for sauces.	LEVEL 1 SE: 360–361, 362–363 LEVEL 2 SE: 75, 109, 500–501
c. Prepare and match sauces to appropriate foods.	LEVEL 1 SE: 363–365, 371 (activities 4–6) LEVEL 2 SE: 75
3. Identify, prepare, and evaluate soups. <small>DOK 3 2PS10, SS2, SS3, SS4, SS5, SS6, SS7, SS8</small>	LEVEL 1 SE: 365–367, 368, 369) LEVEL 2 SE: 366, 518
a. Identify and give examples of the two basic kinds of soups.	LEVEL 1 SE: 365 LEVEL 2 SE: n/a
b. Demonstrate the preparation of clear soups.	LEVEL 1 SE: 366–367, 368 LEVEL 2 SE: n/a
c. Demonstrate the preparation of thick soups.	LEVEL 1 SE: 367, 369 LEVEL 2 SE: n/a

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Unit 7. Communication	
1. Identify positive communication skills. ^{DOK 1 2PS12}	<p>LEVEL 1 SE: 49–50, 60–65</p> <p>LEVEL 2 SE: 16–18, 26–27</p>
a. Identify effective communication skills.	<p>LEVEL 1 SE: 49–50, 60–65, 68 (Q1)</p> <p>LEVEL 2 SE: 16–18, 26–27</p>
b. Identify the barriers to effective communication.	<p>LEVEL 1 SE: 66–68</p> <p>LEVEL 2 SE:</p>
2. Demonstrate positive communication skills. ^{DOK 2} 2PS12	<p>LEVEL 1 SE: 60–65, 70 (activities 1 & 2)</p> <p>LEVEL 2 SE: n/a</p>
a. List ways personal characteristics affect communication skills.	<p>LEVEL 1 SE: 66–67</p> <p>LEVEL 2 SE: n/a</p>
b. List and demonstrate effective speaking skills.	<p>LEVEL 1 SE: 60–61, 62 (Q2), 429–430, 432 (activity 1)</p> <p>LEVEL 2 SE: n/a</p>

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c. Model proper and courteous telephone skills through demonstrations.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
d. List and demonstrate effective writing skills.	LEVEL 1 SE: 62–65, 68 (Q1), 70 (activity 1) LEVEL 2 SE: 19–20
3. Analyze organizational and interpersonal communication related to human resource management. <small>DOK 3 1PS0, 1PS8, SS12</small>	LEVEL 1 SE: 49–50, 170, 468–469, 471, 478 (collaboration activity) LEVEL 2 SE: 245, 306
a. Describe and model common elements of organizational communication.	LEVEL 1 SE: 49–50, 170, 468–469, 471, 478 (career readiness activity) LEVEL 2 SE: 245
b. Demonstrate effective interpersonal communication skills.	LEVEL 1 SE: 70 (activity 2), 460 (Q2), 462 (activity 1), 478 (career readiness activity) LEVEL 2 SE: 10–11, 306
Unit 8. Management Essentials	
1. Analyze the importance of working together in the culinary industry. <small>DOK 2 1PS1, 1PS2, SS9</small>	LEVEL 1 SE: 46–47 (esp. Q3), 53 (Q1), 54 (activity 2), 248–249, 436–437 LEVEL 2 SE: 244 (industry), 245 (essential skills)
a. Discuss the difference between school and workplace environments.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
b. Explain how stereotypes and prejudices can negatively affect how people work together.	LEVEL 1 SE: 48, 168–169 LEVEL 2 SE: n/a
c. Explain how diversity can have a positive effect in the workplace and how diversity can be promoted.	LEVEL 1 SE: 48, 53 (Q2), 471 LEVEL 2 SE: n/a
d. Identify a respectful workplace and the guidelines for handling harassment claims.	LEVEL 1 SE: 168–169, 170, 172 (activity 1) LEVEL 2 SE: n/a
e. Explore the elements of teamwork.	LEVEL 1 SE: 46–47, 48, 49, 53 (summary & Q1), 54 (activity 2), 55 (exam prep) LEVEL 2 SE: 244–245
2. Identify the attributes of a successful leader in the culinary industry. ^{DOK 1 1PS0}	LEVEL 1 SE: 475–476, 479 (exam prep) LEVEL 2 SE: 2–3, 42–43, 190–191, 310–311, 378–379, 442–443
a. Define ethics and business ethics.	LEVEL 1 SE: 47, 168–169 LEVEL 2 SE: 254
b. Explore leadership characteristics.	LEVEL 1 SE: 470–471, 475–476, 478 (critical thinking activity), 479 (exam prep) LEVEL 2 SE: 306

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c. Discuss employee expectations of a manager and the manager’s role in motivating employees.	<p>LEVEL 1 SE: 470–471, 475–476</p> <p>LEVEL 2 SE: 304–305</p>
d. Explore organizational goals and why they should be SMART.	<p>LEVEL 1 SE: 468–469</p> <p>LEVEL 2 SE: n/a</p>
e. Discuss vision and mission statements and how employees’ roles and jobs impact them.	<p>LEVEL 1 SE: 467–469</p> <p>LEVEL 2 SE: 300–301</p>
f. Apply the problem-solving process to real-life situations.	<p>LEVEL 1 SE: 472–474</p> <p>LEVEL 2 SE: 22 (all activities), 40 (case study follow-up and all activities), 85 (case study follow-up), 111 (case study follow-up), 112 (activity 5), 184 (activities 4 & 6), 234 (case study follow-up), 247 (case study follow-up & activities 1, 2, 4), 248 (activity 6), 284 (activities 1 & 3), 308 (case study follow-up), 333 (case study follow-up), 354 (case study follow-up), 375 (case study follow-up), 398 (case study follow-up), 415 (case study follow-up), 416 (activities 4 & 5), 455 (case study follow-up), 456 (activity 6), 481 (case study follow-up), 503 (activity 5), 520 (activities 3 & 5)</p>
3. Analyze the importance of interviewing and orientation to the culinary industry. <small>DOK 2 1PS1, 1PS2, SS9</small>	<p>LEVEL 1 SE: 478 (career readiness activity)</p> <p>LEVEL 2 SE: 294–297, 300–301</p>
a. Discuss job descriptions and why they are important in the workplace.	<p>LEVEL 1 SE: 471</p> <p>LEVEL 2 SE: 290–292</p>

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b. Differentiate between exempt and nonexempt employees.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 292</p>
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c. Explain the importance of knowledge of and compliance with labor laws.	<p>LEVEL 1 SE: 160–161, 169, 170</p> <p>LEVEL 2 SE: 292–293</p>
d. List and demonstrate effective legal interviewing skills.	<p>LEVEL 1 SE: 84, 478 (career readiness activity)</p> <p>LEVEL 2 SE: 294–297</p>
e. Explain the onboarding process.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 298–299</p>
f. Discuss the employees’ expectations of orientation and describe the items and topics addressed in orientation sessions and employee manuals.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 300–301</p>
4. Analyze managerial skills related to training and evaluation. <small>DOK 3 1PS0, 1PS8, SS12</small>	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 304–306</p>
a. Analyze the benefits of training, what skills a trainer should have, and the key points of effective employee training.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 302–304</p>
b. Analyze the benefits of cross-training, effective group training, and on-the-job training.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 302–304</p>

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c. List and apply effective techniques used in performance evaluations.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 306</p>
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Unit 9. Fruits and Vegetables	
1. Identify, store, and prepare fruits. <small>DOK 2 1PS11, SS6, SS7, SS8</small>	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 95–101, 103–110, 114–117</p>
a. Identify the types and market forms of fruits.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 94–101</p>
b. List and explain the USDA quality grades for fresh fruit.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 102</p>
c. Identify and demonstrate the procedures for properly storing fruit.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 103</p>
d. Prepare, cook, and serve fruit using appropriate preparation skills, cooking methods, and plating techniques.	<p>LEVEL 1 SE: 316</p> <p>LEVEL 2 SE: 103–110, 114–117, 499–501</p>
2. Identify, store, and prepare vegetables. <small>DOK 2 1PS11, SS6, SS7, SS8</small>	<p>LEVEL 1 SE: 316–317</p> <p>LEVEL 2 SE: 120–128, 130–141</p>

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a. Identify the types and market forms of vegetables.	<p>LEVEL 1 SE: 305–307</p> <p>LEVEL 2 SE: 120–128</p>
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b. List and explain the USDA quality grades for fresh vegetables, including hydroponic vegetables.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 129</p>
c. Identify and demonstrate the procedures for properly storing vegetables.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 130</p>
d. Prepare, cook, and serve vegetables using appropriate preparation skills, cooking methods, and plating techniques.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 131–141, 515, 516</p>
Unit 10. Serving Your Guests	
1. Analyze the importance of service to the culinary industry. <small>DOK 2 1PS1, 1PS2, SS9</small>	<p>LEVEL 1 SE: 422–424, 431 (summary), 432 (activity 3)</p> <p>LEVEL 2 SE: n/a</p>
a. Explore the elements of service and hospitality, including first impressions.	<p>LEVEL 1 SE: 422–424, 431 (summary, Q1), 432 (activities 1 & 6)</p> <p>LEVEL 2 SE: n/a</p>
b. Explore the elements of excellent service, including anticipation of special customers' needs.	<p>LEVEL 1 SE: 425–426, 432 (activity 5)</p> <p>LEVEL 2 SE: n/a</p>

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<p>2. Ensure a positive dining experience. ^{DOK 2 1PS0, 1PS1,} 1PS2, 1PS3</p>	<p>LEVEL 1 SE: 422–426</p> <p>LEVEL 2 SE: 14–15,</p>
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a. Identify and describe reservations and requests.	<p>LEVEL 1 SE: 439–440, 461 (summary)</p> <p>LEVEL 2 SE: n/a</p>
b. Identify and describe greeting and taking guests' orders.	<p>LEVEL 1 SE: 440–441, 461 (summary)</p> <p>LEVEL 2 SE: n/a</p>
c. Demonstrate suggestive selling techniques.	<p>LEVEL 1 SE: 442–443, 460 (Q2), 462 (activity 1)</p> <p>LEVEL 2 SE: 16–18</p>
d. Identify and describe professional alcohol service.	<p>LEVEL 1 SE: 443–445, 461 (summary)</p> <p>LEVEL 2 SE: n/a</p>
e. Identify and describe processing payments.	<p>LEVEL 1 SE: 459–460, 461 (summary)</p> <p>LEVEL 2 SE: n/a</p>
f. Identify and describe effective ways to get feedback on customer satisfaction.	<p>LEVEL 1 SE: 427–428</p> <p>LEVEL 2 SE: 10–11</p>
g. List ways to respond to and resolve customer complaints.	<p>LEVEL 1 SE: 429–430, 433 (exam prep)</p> <p>LEVEL 2 SE: n/a</p>

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Culinary Arts Competencies	<i>FRMCA, Second Edition, Levels 1 & 2 ©2018</i>
3. Identify service styles, setup, and staff in the foodservice industry. ^{DOK 1 2PS4}	<p>LEVEL 1 SE: 436–437, 446–447, 461 (summary), 462 (activities 4 & 6), 463 (exam prep)</p> <p>LEVEL 2 SE: 28–29, 78–79, 244–245</p>
a. Demonstrate the similarities and differences among American, French, English, Russian, and contemporary service styles.	<p>LEVEL 1 SE: 446–447, 461 (summary), 463 (exam prep)</p> <p>LEVEL 2 SE: 78–79</p>
b. Identify the various types of traditional dining utensils and their proper use.	<p>LEVEL 1 SE: 448–450</p> <p>LEVEL 2 SE: n/a</p>
c. Describe traditional service staff, and list the duties and responsibilities of each.	<p>LEVEL 1 SE: 436–437, 461 (summary)</p> <p>LEVEL 2 SE: n/a</p>
d. Identify various service tools and the correct way to stock a service station.	<p>LEVEL 1 SE: 437–439, 461 (summary)</p> <p>LEVEL 2 SE: n/a</p>
e. Demonstrate setting and clearing items properly for table service.	<p>LEVEL 1 SE: 438, 455–458</p> <p>LEVEL 2 SE: n/a</p>

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Course 3: Theory and Application of Culinary Arts II — Course Code: 996005	
Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
Unit 11. Potatoes and Grains	
1. Select, store, prepare, and critique potatoes. ^{DOK 3} PS2, SS2, SS3, SS7, SS8	LEVEL 1 SE: n/a LEVEL 2 SE: 154–158
a. Outline methods to select, receive, and store potatoes.	LEVEL 1 SE: n/a LEVEL 2 SE: 154
b. Using a variety of recipes and cooking techniques, prepare and cook potatoes.	LEVEL 1 SE: n/a LEVEL 2 SE: 154–158, 188
2. Select, store, prepare, and critique legumes and grains. ^{DOK 3} PS2, SS2, SS3, SS7, SS8	LEVEL 1 SE: n/a LEVEL 2 SE: 172–176, 186, 189
a. Outline methods to select, receive, and store legumes and grains.	LEVEL 1 SE: n/a LEVEL 2 SE: 172
b. Using a variety of recipes and cooking techniques, prepare and cook legumes and grains.	LEVEL 1 SE: n/a LEVEL 2 SE: 172–176, 186, 189
3. Select, store, prepare, and critique pasta and dumplings. ^{DOK 3} PS2, SS2, SS3, SS7, SS8	LEVEL 1 SE: n/a LEVEL 2 SE: 180–182, 187

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
a. Outline methods to select, receive, and store pasta and dumplings.	LEVEL 1 SE: n/a LEVEL 2 SE: 176–182, 187
b. Using a variety of recipes and cooking techniques, prepare and cook pasta and dumplings.	LEVEL 1 SE: n/a LEVEL 2 SE: 176–182, 187
Unit 12. Building a Successful Career in the Industry	
1. Formulate a plan for an effective job search. ^{DOK 1} 1PS0	LEVEL 1 SE: 74–75, 88 (knowledge check), 93 (activity 5) LEVEL 2 SE: n/a
a. Identify the skills needed for a successful career.	LEVEL 1 SE: 29–30 LEVEL 2 SE: n/a
b. Explore the steps for searching for a job.	LEVEL 1 SE: 74–75, 88 (knowledge check) LEVEL 2 SE: n/a
c. Create an effective one-page résumé.	LEVEL 1 SE: 78 LEVEL 2 SE: n/a
d. Identify portfolios and the items that can be part of a portfolio.	LEVEL 1 SE: 78 LEVEL 2 SE: n/a

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e. Create an eye-catching cover letter.	LEVEL 1 SE: 78 LEVEL 2 SE: n/a
2. Complete applications effectively and prepare for a job interview. ^{DOK 1 1PSO}	LEVEL 1 SE: 76–77, 78–79, 80–81, 82–84 LEVEL 2 SE: n/a
a. Complete a job, college, and scholarship application forms.	LEVEL 1 SE: 76–77, 90 LEVEL 2 SE: n/a
b. Participate in a mock job interview.	LEVEL 1 SE: 93 (activity 4) LEVEL 2 SE: 308 (activity 1)
3. Advance in a career. ^{DOK 1 1PSO}	LEVEL 1 SE: 29–31, 34, 37 LEVEL 2 SE: n/a
a. Identify the factors for maintaining health and wellness throughout a career.	LEVEL 1 SE: 34–36, 38 (knowledge check), 39 (summary) LEVEL 2 SE: n/a
b. Identify the relationship between time and stress and the ways to manage both.	LEVEL 1 SE: 34–36, 39 (summary) LEVEL 2 SE: n/a

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c. Identify the steps to writing a letter of resignation.	LEVEL 1 SE: 51–52, 53 (summary) LEVEL 2 SE: n/a
d. Identify the importance of and the opportunities for professional development.	LEVEL 1 SE: 30–31, 37 LEVEL 2 SE: n/a
4. Identify career opportunities in the culinary, lodging, travel, and tourism industry. ^{DOK 1 1PS0}	LEVEL 1 SE: 32–33, 40 (activities 5 & 6), 93 (activity 5) LEVEL 2 SE: n/a
a. Investigate entry-level job opportunities in the culinary industry, including hosts/cashiers, servers, quick-service counter servers, bussers, prep cooks, and dishwashers.	LEVEL 1 SE: 27–28, 40 (activity 6), 93 (activity 5) LEVEL 2 SE: n/a
b. Investigate career opportunities in the restaurant and foodservice industry, lodging, travel, and tourism industries.	LEVEL 1 SE: 26–28, 32–33, 74–75, 93 (activity 5) LEVEL 2 SE: 285 (activity 5), 399 (activity 5), 437 (activity 5)
Unit 13. Dairy Products, Breakfast Foods, and Sandwiches	
1. Demonstrate preparation and handling of dairy products and eggs. ^{DOK 2 1PS7, SS6, SS7, SS8, B2}	LEVEL 1 SE: n/a LEVEL 2 SE: 52–54, 56, 60–69, 73–75
a. Explain the market forms of milk and how to keep milk products safe and sanitary.	LEVEL 1 SE: n/a LEVEL 2 SE: 48–53

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b. Differentiate between butter, butter substitutes, and margarine.	LEVEL 1 SE: n/a LEVEL 2 SE: 53–54
c. Distinguish between and give examples of several types of cheeses.	LEVEL 1 SE: n/a LEVEL 2 SE: 55
d. Identify the various grades and sizes of eggs.	LEVEL 1 SE: n/a LEVEL 2 SE: 57
e. Prepare and critique breakfast egg items.	LEVEL 1 SE: n/a LEVEL 2 SE: 62–69, 73–75
2. Create and evaluate breakfast foods and drinks. DOK 3 1PS7, SS6, SS7, SS8, B2	LEVEL 1 SE: n/a LEVEL 2 SE: 80–82, 88–91
a. Identify basic breakfast foods and drinks.	LEVEL 1 SE: n/a LEVEL 2 SE: 79, 82–84
b. Prepare and critique basic breakfast foods and drinks.	LEVEL 1 SE: n/a LEVEL 2 SE: 80–82, 88–91

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
3. Construct and evaluate several types of sandwiches. <small>DOK 3 1PS7, SS6, SS7, SS8</small>	LEVEL 1 SE: 340–342 LEVEL 2 SE: n/a
a. Give examples of basic kinds of sandwiches and their components.	LEVEL 1 SE: 332–335, 336–337, 343 (summary), 346 (exam prep) LEVEL 2 SE: n/a
b. Construct various sandwiches.	LEVEL 1 SE: 340–342 LEVEL 2 SE: n/a
Unit 14. Nutrition	
1. Discuss the components of a healthy diet. <small>DOK 1 1PS6</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 340–345, 349–350, 358–360
a. Describe the importance of a healthy diet.	LEVEL 1 SE: n/a LEVEL 2 SE: 338–339, 349–350
b. Identify and discuss the role of nutrients, including carbohydrates, lipids, proteins, vitamins, minerals, and water.	LEVEL 1 SE: n/a LEVEL 2 SE: 340–348
c. Explain the role of digestion in the absorption of nutrients.	LEVEL 1 SE: n/a LEVEL 2 SE: 349

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d. Identify food additives and their functions.	LEVEL 1 SE: 403 LEVEL 2 SE: 348
e. Describe a healthy diet and diseases caused by malnutrition.	LEVEL 1 SE: n/a LEVEL 2 SE: 349–352
2. Design and produce a nutritious menu. <small>DOK 3 1PS6, B2</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 366–371, 375 (case study follow-up), 376 (activity 6)
a. Apply nutritional concepts to various ways of preserving nutrients throughout the flow of food.	LEVEL 1 SE: 382, 384, 390, 391, 404–405, 411 (activities), 412 (exam prep) LEVEL 2 SE: 362–365
b. Apply nutritional concepts to various ways of making recipes more healthful, including modification of recipes to reduce excessive fats and salts.	LEVEL 1 SE: n/a LEVEL 2 SE: 349 (nutrition), 366–371, 374 (knowledge check)
c. Explore recent developments in food production that have an effect on nutrition.	LEVEL 1 SE: n/a LEVEL 2 SE: 62 (nutrition), 371–374
Unit 15. Cost Control	
1. Control food costs. <small>DOK 2 1PS10, SS6, SS7, SS8, PRA1</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 198–200, 205–210, 218–237 (entire chapter including summary, activities, & exam prep)

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
a. Outline and follow basic steps in controlling food costs.	LEVEL 1 SE: n/a LEVEL 2 SE: 210, 218–237 (entire chapter including summary, activities, & exam prep), 258–262
b. Calculate total food cost.	LEVEL 1 SE: n/a LEVEL 2 SE: 219–220
c. Determine food-cost percentage.	LEVEL 1 SE: n/a LEVEL 2 SE: 220
d. Calculate standard portion costs.	LEVEL 1 SE: n/a LEVEL 2 SE: 221–222
e. Compute and compare the different methods of arriving at menu selling prices, including the food cost percentage method, contribution margin method, the straight markup pricing method, and the average check method.	LEVEL 1 SE: n/a LEVEL 2 SE: 35, 37–38
2. Control Labor Costs. <small>DOK 2 1PS10, SS6, SS7, SS8, PRA1</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 238–249 (entire chapter including summary, activities, & test prep)
a. Outline how to budget labor costs.	LEVEL 1 SE: n/a LEVEL 2 SE: 240–245
b. Explain the factors contributing to labor costs.	LEVEL 1 SE: n/a LEVEL 2 SE: 241–242

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
3. Control Quality Standards. ^{DOK 2 1PS10, SS6, SS7, SS8, PRA1}	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 263–265</p>
a. Outline and follow purchasing and receiving, and storing procedures to control costs.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 228–230, 258–277</p>
b. Outline and follow quality standards for food production and service to control costs.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 231</p>
c. Outline and follow quality standards for inventory to control costs.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 232, 277–278</p>
Unit 16. Salads and Garnishing	
1. Prepare and evaluate various types of salads. ^{DOK} 2 1PS9, SS6, SS7, SS8	<p>LEVEL 1 SE: 310–316, 324 (Q1), 325 (activities 4 & 6)</p> <p>LEVEL 2 SE: n/a</p>
a. Identify the ingredients, parts, and types of salads.	<p>LEVEL 1 SE: 304–309</p> <p>LEVEL 2 SE: 124–125</p>
b. Compare and contrast the different types of salads served throughout the course of a meal.	<p>LEVEL 1 SE: 302–303, 309, 324 (summary)</p> <p>LEVEL 2 SE: n/a</p>

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c. Demonstrate appropriate methods to clean and store salads.	LEVEL 1 SE: 316–317 LEVEL 2 SE: n/a
2. Prepare and evaluate salad dressings. <small>DOK 2 1PS9, SS6, SS7, SS8</small>	LEVEL 1 SE: 321 LEVEL 2 SE: n/a
a. Differentiate among different types of salad dressings.	LEVEL 1 SE: 318–321 LEVEL 2 SE: n/a
b. Identify different types of dips.	LEVEL 1 SE: 322–323, 324 (Q2) LEVEL 2 SE: n/a
3. Demonstrate appropriate garnishing techniques. <small>DOK 3 1PS9, SS6, SS7, SS8</small>	LEVEL 1 SE: 308, 311, 313, 314 LEVEL 2 SE: 510–521 (entire chapter including summary, activities, & exam prep)
a. Describe the importance of a garnish and how it is used.	LEVEL 1 SE: 308 LEVEL 2 SE: 510–511
b. Investigate ingredients used to garnish desserts and soups.	LEVEL 1 SE: 367, 369 LEVEL 2 SE: 517–518, 519 (knowledge check)

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Unit 17. Purchasing and Inventory	
1. Examine the purchasing process. ^{DOK 1 2PS7}	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 102, 129, 252–287 (entire chapter including summary, activities, & exam prep), 390, 408–409</p>
a. Identify the major steps and basic goals in the purchasing process.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 254–257</p>
b. Explain the relationship between primary and intermediary sources and retailers.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 258–259</p>
c. Identify the goods and services that restaurants and foodservice establishments purchase.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 255–256</p>
d. Explain what a buyer does and the difference between the formal and informal purchasing processes.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 253–254, 258–259</p>
2. Explain and defend the decisions to be made when purchasing. ^{DOK 2 2PS7, PRA1, PRA5}	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 253–254</p>

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
a. Develop specifications based on quality standards.	LEVEL 1 SE: n/a LEVEL 2 SE: 265–267
b. Conduct a make-or-buy analysis.	LEVEL 1 SE: n/a LEVEL 2 SE: 268
c. Explain the production records used to determine what to purchase.	LEVEL 1 SE: n/a LEVEL 2 SE: 261 (essential skills)
d. Write purchase orders for items to be purchased.	LEVEL 1 SE: n/a LEVEL 2 SE: 260–261, 265–267
e. List the factors that influence food prices.	LEVEL 1 SE: n/a LEVEL 2 SE: 261–262
3. Explain the procedures for receiving, storing, and taking inventory of food and supplies. <small>DOK 2 2PS7, SS4, SS5, SS6, SS7, SS10</small>	LEVEL 1 SE: 146–147, 148–149, 155 (summary), 156 (activity 1) LEVEL 2 SE: 52–53, 56 (essential skills), 59, 103, 130, 154, 228–230, 271–281, 390–391, 409, 428–430, 493
a. List proper receiving procedures.	LEVEL 1 SE: 146–147, 155 (summary) LEVEL 2 SE: 228–229, 271–274

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b. Discuss the proper storage procedures for orders.	<p>LEVEL 1 SE: 148–149, 150 (Q1), 155 (summary), 156 (activity 1)</p> <p>LEVEL 2 SE: 230, 274–277</p>
c. Explain why taking inventory is important, and differentiate between the physical inventory and the perpetual inventory methods.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 277</p>

Course 4: Advanced Studies in Culinary Arts — Course Code: 996006	
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Unit 18. Meat, Poultry, and Seafood	
1. Prepare, cook, and evaluate a quality meat product. <small>DOK 3 2PS8, SS2, SS3, SS4, SS5, SS6, SS7, SS8</small>	<p>LEVEL 1 SE: 396 (activity 4)</p> <p>LEVEL 2 SE: 401–403</p>
a. Outline the federal inspection and grading systems for meat.	<p>LEVEL 1 SE: 147</p> <p>LEVEL 2 SE: 384–385</p>
b. Describe primary cuts of meat.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 386–388</p>
c. Identify the factors that go into purchasing and receiving meat.	<p>LEVEL 1 SE: 146–147</p> <p>LEVEL 2 SE: 390–391</p>

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d. Demonstrate proper procedures for preparing and cooking meat.	LEVEL 1 SE: 149–150, 394 LEVEL 2 SE: 392–395
2. Prepare, cook, and evaluate a quality poultry product. <small>DOK 3 2PS8, SS2, SS3, SS4, SS5, SS6, SS7, SS8</small>	LEVEL 1 SE: 396 (activity 2) LEVEL 2 SE: 419–421

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a. Outline the federal inspection and grading systems for poultry.	LEVEL 1 SE: 147 LEVEL 2 SE: 406–407
b. Outline the forms of poultry and the guidelines for purchasing, fabricating, and storing poultry.	LEVEL 1 SE: n/a LEVEL 2 SE: 408–410
c. Demonstrate proper procedures for preparing and cooking poultry.	LEVEL 1 SE: n/a LEVEL 2 SE: 410, 412, 414
3. Prepare, cook, and evaluate a quality seafood product. <small>DOK 3 2PS8, SS2, SS3, SS4, SS5, SS6, SS7, SS8</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 439–441
a. Outline the federal inspection and grading systems for seafood.	LEVEL 1 SE: 147 LEVEL 2 SE: 424–425
b. Outline the forms of seafood and the guidelines for purchasing, fabricating, and storing seafood.	LEVEL 1 SE: n/a LEVEL 2 SE: 428–431

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c. Demonstrate proper procedures for preparing and cooking seafood.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 433–435</p>
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4. Examine charcuterie and garde manger. ^{DOK 1 2PS7}	<p>LEVEL 1 SE: 247, 248</p> <p>LEVEL 2 SE: n/a</p>
a. Identify charcuterie and garde manger	<p>LEVEL 1 SE: 247, 248</p> <p>LEVEL 2 SE: n/a</p>
b. Outline the two types of charcuterie.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: n/a</p>
Unit 19. Marketing	
1. Explore marketing principles. ^{DOK 2 2PS6}	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 8–23 (entire chapter including summary, activities, & exam prep), 26–27</p>
a. Define marketing.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 8</p>
b. Describe the contemporary market mix.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 9</p>

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c. Develop a marketing plan.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 12–13</p>
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d. Explain the purpose of SWOT and conduct a SWOT analysis.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 14–15</p>
2. Identify, analyze, and communicate with the market. <small>DOK 2 2PS6</small>	<p>LEVEL 1 SE: 427–428</p> <p>LEVEL 2 SE: 16–20</p>
a. Outline the basic types of research methods used to gather marketing information.	<p>LEVEL 1 SE: 427–428</p> <p>LEVEL 2 SE: 12</p>
b. Define market segmentation.	<p>LEVEL 1 SE: 10–13, 21 (summary)</p> <p>LEVEL 2 SE: 14–15, 21 (case study follow-up)</p>
c. Explain how to create a unique market identity.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 18–21</p>
d. Demonstrate ways to communicate a message to the market.	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 16–20</p>
3. Develop a menu as a marketing tool. <small>DOK 3 2PS6</small>	<p>LEVEL 1 SE: n/a</p> <p>LEVEL 2 SE: 26–27</p>

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
a. Discuss what functions a menu serves.	LEVEL 1 SE: n/a LEVEL 2 SE: 27
b. Differentiate between the different types of menus.	LEVEL 1 SE: n/a LEVEL 2 SE: 28–29
c. Consider the factors that influence creating a menu and create a sample menu	LEVEL 1 SE: n/a LEVEL 2 SE: 31–33
d. Analyze methods used to price a menu.	LEVEL 1 SE: n/a LEVEL 2 SE: 37–38
e. Analyze menu sales.	LEVEL 1 SE: n/a LEVEL 2 SE: 34–37
Unit 20. Desserts and Baked Goods	
1. Describe bakeshop basics. <small>DOK 1 2PS5, SS6, SS7, SS8</small>	LEVEL 1 SE: 400–403 LEVEL 2 SE: 448–449
a. Identify and describe the function of common ingredients in baking.	LEVEL 1 SE: 400–403 LEVEL 2 SE: 450–451

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
b. Describe primary percentages needed for baking.	LEVEL 1 SE: 404–405, 410 (Q2) LEVEL 2 SE: n/a
2. Prepare, cook, and evaluate yeast breads. ^{DOK 3} 2PS5, SS6, SS7, SS8	LEVEL 1 SE: n/a LEVEL 2 SE: 450–453
a. Outline the two basic types of yeast bread dough and the two basic methods to make yeast breads.	LEVEL 1 SE: n/a LEVEL 2 SE: 450–453
b. List the ten basic steps to making yeast bread.	LEVEL 1 SE: n/a LEVEL 2 SE: 452–453
c. Demonstrate proper procedures for preparing and cooking yeast bread.	LEVEL 1 SE: n/a LEVEL 2 SE: 450–453
3. Prepare, cook, and evaluate quick breads and cake batters. ^{DOK 3 2PS5, SS6, SS7, SS8}	LEVEL 1 SE: 407–409, 411 (activity 4) LEVEL 2 SE:
a. Define quick breads and cake batters and describe how to prepare them.	LEVEL 1 SE: 407–409 LEVEL 2 SE: 450–453, 464–465

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
b. Outline the three basic purposes for icing and describe the various types of icing.	LEVEL 1 SE: n/a LEVEL 2 SE: 464–470, 487
c. Identify steamed puddings and soufflés.	LEVEL 1 SE: n/a LEVEL 2 SE: 470–471
d. Demonstrate proper procedures for preparing and cooking quick breads, cakes, icings, steamed puddings, and soufflés.	LEVEL 1 SE: 407–409 LEVEL 2 SE: 450, 452–454, 459–461, 467–471, 484, 486
4. Prepare, cook, and evaluate pies, pastries, and cookies. <small>DOK 3 2P55, SS6, SS7, SS8</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 472, 476–480, 484–486, 506
a. Identify the dough used in pie crust and describe how it is made.	LEVEL 1 SE: n/a LEVEL 2 SE: 472–473
b. Identify the dough used in pastries.	LEVEL 1 SE: n/a LEVEL 2 SE: 472, 474–475, 479
c. Describe the dough used for cookies and the seven makeup methods for cookie preparation.	LEVEL 1 SE: 406, 410 (summary) LEVEL 2 SE: 506
d. Demonstrate proper procedures for preparing and cooking pies, pastries, and cookies.	LEVEL 1 SE: n/a LEVEL 2 SE: 472–480, 482 (activities 3, 4, & 5), 484–486, 506

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
5. Create, prepare, and evaluate chocolate products. <small>DOK 3 2PS5, SS6, SS7, SS8</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 505–507
a. Outline how chocolate is made, stored, and tempered.	LEVEL 1 SE: n/a LEVEL 2 SE: 491, 493–495
b. Demonstrate proper procedures for preparing and cooking a chocolate product.	LEVEL 1 SE: n/a LEVEL 2 SE: 494–495
6. Prepare, cook, and evaluate a specialty dessert. <small>DOK 3 2PS5, SS6, SS7, SS8</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 505–507
a. Discuss the types of frozen desserts.	LEVEL 1 SE: n/a LEVEL 2 SE: 499
b. Describe poached fruit and tortes.	LEVEL 1 SE: n/a LEVEL 2 SE: 500
c. Identify dessert sauces and creams.	LEVEL 1 SE: 402 LEVEL 2 SE: 500–501

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
d. Describe how desserts should be plated and presented.	LEVEL 1 SE: n/a LEVEL 2 SE: 517
e. Demonstrate proper procedures for preparing and cooking a specialty dessert.	LEVEL 1 SE: n/a LEVEL 2 SE: 490–507 (entire chapter including summary, activities, and recipes)
Unit 21. Sustainability in the Restaurant Industry	
1. Describe sustainability and water conservation in the foodservice industry. <small>DOK 1 CS1, CS4, CS5, CCW7, T1, T4, T6</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 317–324
a. Define sustainability and conservation.	LEVEL 1 SE: n/a LEVEL 2 SE: 317, 322–323
b. Defend the importance of water conservation and what a foodservice operation can do to conserve water.	LEVEL 1 SE: n/a LEVEL 2 SE: 322–324
2. Determine the importance of energy conservation. <small>DOK 2 CS1, CS4, CS5, CCW7, T1, T4, T6</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 324–328
a. Differentiate between renewable and nonrenewable energy sources.	LEVEL 1 SE: n/a LEVEL 2 SE: 324–325

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
b. Defend the importance of energy efficiency and what a restaurant or foodservice operation can do to become energy efficient.	LEVEL 1 SE: n/a LEVEL 2 SE: 324–327
c. List the steps an operation can take to construct a more sustainable building.	LEVEL 1 SE: n/a LEVEL 2 SE: 327–328
3. Describe waste management in the foodservice industry. <small>DOK 1 CS1, CS4, CS5, CCW7, T1, T4, T68</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 328–332
a. Outline ways to reduce total waste in a foodservice operation.	LEVEL 1 SE: n/a LEVEL 2 SE: 131 (industry), 328–332
b. Describe items a restaurant can reuse, reduce, and recycle.	LEVEL 1 SE: n/a LEVEL 2 SE: 328–332
4. Investigate sustainable food practices in foodservice. <small>DOK 2 CS1, CS4, CS5, CCW7, T1, T4, T68</small>	LEVEL 1 SE: n/a LEVEL 2 SE: 316–318
a. List current trends in local sourcing food practices, and explain how they influence the foodservice industry.	LEVEL 1 SE: 325 (activity 5) LEVEL 2 SE: 317–318

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b. List and explain the factors to be considered in sustainably produced seafood.	LEVEL 1 SE: n/a LEVEL 2 SE: 321
c. Explain the issues surrounding sustainably produced coffee, animal products, and organic food.	LEVEL 1 SE: n/a LEVEL 2 SE: 318–321
Unit 22. Global Cuisine	
1. Research the cuisines of North America. ^{DOK 1 2PS1}	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
a. Explore the cultural influences and flavor profiles of the Northeast.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
b. Explore the cultural influences and flavor profiles of the Midwest.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
c. Explore the cultural influences and flavor profiles of the South.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
d. Explore the cultural influences and flavor profiles of the Southwest.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a

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e. Explore the cultural influences and flavor profiles of the Pacific Coast.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
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f. Explore the cultural influences and flavor profiles of Mexico.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
2. Research the cuisines of Central America and the Caribbean. ^{DOK 1 2PS1}	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
a. Explore the cultural influences and flavor profiles of Central America.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
b. Explore the cultural influences and flavor profiles of the Caribbean.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
3. Research the cuisines of South America. ^{DOK 1 2PS1}	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
a. Explore the cultural influences and flavor profiles of Brazil.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
b. Explore the cultural influences and flavor profiles of Peru.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
4. Research the cuisines of Europe. ^{DOK 1 2PS1}	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
a. Explore the cultural influences and flavor profiles of France.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
b. Explore the cultural influences and flavor profiles of Italy.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
c. Explore the cultural influences and flavor profiles of Spain.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
5. Research the cuisines of the Mediterranean. ^{DOK 1} 2PS1	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
a. Outline the cultural influences and flavor profiles of Morocco.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
b. Outline the cultural influences and flavor profiles of Greece.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
c. Outline the cultural influences and flavor profiles of Tunisia.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a

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Culinary Arts Competencies	FRMCA, Second Edition, Levels 1 & 2 ©2018
6. Research the cuisines the Middle East. ^{DOK 1 2PS1}	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
a. Explore the cultural influences and flavor profiles of Egypt.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
b. Explore the cultural influences and flavor profiles of Iran.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
c. Explore the cultural influences and flavor profiles of Saudi Arabia.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
7. Research the cuisines of Asia. ^{2PS1}	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
a. Explore the cultural influences and flavor profiles of China.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
b. Explore the cultural influences and flavor profiles of Japan.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a
c. Explore the cultural influences and flavor profiles of India.	LEVEL 1 SE: n/a LEVEL 2 SE: n/a