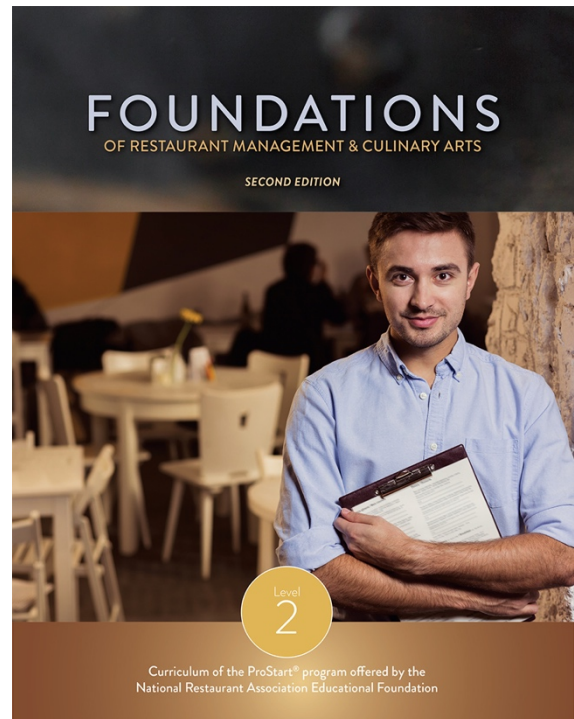# A Correlation of
Foundations of
Restaurant Management & Culinary Arts
Second Edition, Level 2 ©2018
To the
Common Career Technical Core (CCTC) Standards

Career Cluster^{TM}: Hospitality and Tourism (HT)
Career Pathway: Restaurants and Food/Beverage Services (HT-RFB)
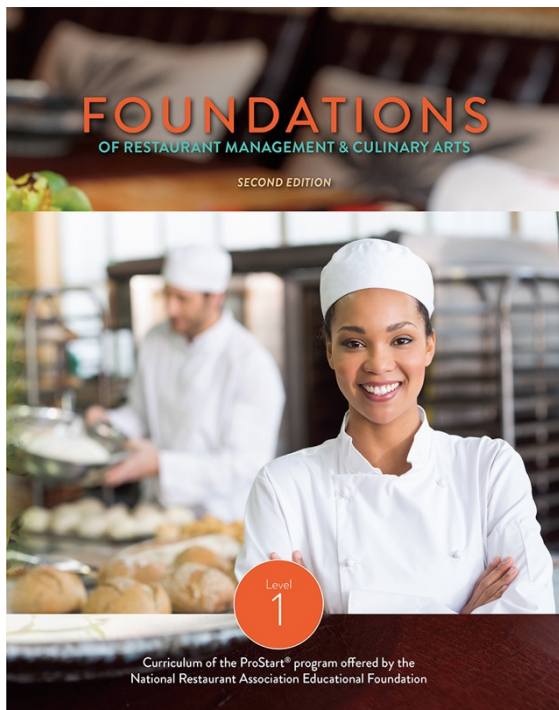**Career Ready Practices (CRP)**

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to the
Common Career Technical Core (CCTC) Standards:
Career Cluster™: Hospitality and Tourism (HT);
Career Pathway: Restaurants and Food/Beverage Services (HT-RFB); and
Career Ready Practices (CRP)

INTRODUCTION

This document demonstrates how well The National Restaurant Association's ***Foundations of Restaurant Management & Culinary Arts, Second Edition,*** **Level 2 © 2018** meets the learning objectives of the Common Core Technical Career Standards, as released by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) in 2013/2014.

The National Restaurant Association created the most comprehensive curriculum developed by industry and academic experts, ***Foundations of Restaurant Management & Culinary Arts.*** This two-level program provides comprehensive student resources and robust teacher materials to provide an in-depth, industry-driven learning experience. The First Edition was published in 2011 and a revised, updated Second Edition appeared in 2018.

- 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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Table of Contents

CCTC Career Cluster™: Hospitality & Tourism (HT)	*Foundations of Restaurant Management & Culinary Arts* Second Edition, Level 2 ©2018
HT 1 Describe the key components of marketing and promoting hospitality and tourism products and services.	**SE:** 8–21, 22, 23, 26–27, 31–32, 40
HT 2 Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.	**SE:** 292–293, 298–304, 307–309
HT 3 Demonstrate hospitality and tourism customer service skills that meet customers' needs.	**SE:** 14–15, 26, 265, 302–303, 358–360, 362–374
HT 4 Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.	**SE:** 290–293
HT 5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.	**SE:** 424–425
HT 6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.	**SE:** 2–3, 42–43, 190–191, 290–292, 310–311, 378–379, 442–443

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CCTC Career Cluster™: Hospitality & Tourism Career Pathway: Restaurants and Food/Beverage Services (HT-RFB)	Performance Indicators & Sample Indicators *(for internal use only in correlations identification)*	*Foundations of Restaurant Management & Culinary Arts* Second Edition, Level 2 ©2018
HT-RFB 1 Describe ethical and legal responsibilities in food and beverage service facilities.	HT-RFB 1.1: Utilize comments and suggestions from the customer service area to formulate improvements and ensure guest satisfaction. *Sample Indicators:* • Detail ways to achieve a high rate of positive comments. • Get regular feedback from guests and staff. HT-RFB 1.2: Comply with laws regarding hiring, harassment and safety issues. *Sample Indicators:* • Demonstrate understanding of legal interviewing processes. • Outline how harassment and stereotyping can create an unhealthy work environment. • Define legal and ethical responsibilities for safety procedures. • Interpret worker's compensation requirements and forms. HT-RFB 1.3: Apply ethical and legal guidelines as they relate to restaurants and food and beverage services job performance. *Sample Indicators:* • Identify ethical and legal situations that occur in the workplace. • Relate appropriate response to legal/ethical infractions in the workplace. HT-RFB 1.4: Identify ethical issues and model ethical behavior in the workplace. *Sample Indicators:* • Integrate guideline for ethical treatment in the workplace. • Discuss how ethical issues and concerns affect a career field.	**SE:** 290–297, 307, 309, 316, 323–334
HT-RFB 2 Demonstrate safety and sanitation procedures in food and beverage service facilities.	HT-RFB 2.1: Identify sanitation procedures to ensure facility is in compliance with health codes. *Sample Indicators:* • Outline compliance requirements of sanitation and health inspections. • Show exemplary appearance and hygiene. • Illustrate correct use of knives and kitchen equipment. • Use protective gloves and clothing. • Demonstrate correct food handling and production techniques. HT-RFB 2.2: Identify overall safety procedures necessary to maintain a safe work area.	**SE:** 52, 56, 59, 69, 84, 103, 111, 130, 154, 183, 230, 274–277, 390–391, 396–397, 400, 408–409, 410 (safety), 418, 424–425, 428-430, 435, 438, 512

	Sample Indicators: • *Practice appropriate safety and health procedures.* • *Apply hazardous material practices and procedures for the handling and disposing of chemicals.* HT-RFB 2.3: Demonstrate emergency and first-aid knowledge and procedures applicable to the workplace. • *No Sample Indicators.*	
HT-RFB 3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.	HT-RFB 3.1: Utilize facts and statistics retrieved from ethnic and geographical studies in a service environment. *Sample Indicators:* • *Identify ethnicities and their dining habits and rules.* • *Identify countries and their native food resources.*	**SE:** 9–14, 31–33, 213, 265, 371–374
HT-RFB 4 Demonstrate leadership qualities and collaboration with others.	HT-RFB 4.1: Model leadership and teamwork qualities to aid in employee retention. *Sample Indicators:* • *Detail ways to minimize staff turnover.* HT-RFB 4.2: Formulate staff development plans to create an effective working team. *Sample Indicators:* • *Conduct thorough orientation for new staff.* • *Detail elements involved in new orientation.* • *Conduct regular training and coaching of staff.* • *Explain human relations policies and procedures.* HT-RFB 4.3: Make staffing decisions based on proven managerial skills to improve staff performance. *Sample Indicators:* • *Conduct regular reviews of staff.* • *Utilize leadership skills to create motivation for change.* HT-RFB 4.4: Establish and maintain effective working relationships with all levels of personnel and other departments to provide effective services to guests. *Sample Indicators:* • *Use people skills to build effective working relationships.* • *Learn conflict management skills to facilitate solutions.*	**SE:** 298–309,
HT-RFB 5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.	HT-RFB 5.1: Interpret calculations of food, labor and pricing to ensure profitability. *Sample Indicators:* • *Calculate food cost and determine ways to meet goals.* • *Calculate labor cost and determine ways to meet goals.* • *Determine the values of inventory or stock.* • *Determine menu pricing.* • *Define portion control.* HT-RFB 5.2: Compare alternative ways of marketing to develop a promotional package. *Sample Indicators:*	**SE:** 34–38, 196–215, 218–237, 240–249, 252–287, 316–332,

	• *Develop promotional materials.* • *Create methods to market materials.* <u>HT-RFB 5.3</u>: Anticipate future needs using information about current trends that contribute to effectively price and market food and beverage offerings. *Sample Indicators:* • *Demonstrate awareness of operational needs.* • *Demonstrate awareness of capabilities and limitations of the operation.* <u>HT-RFB 5.4</u>: Discuss sustainable practices and how it impacts profitability and customer demands (i.e. locally grown products, organics, recycled or recyclable products). • *No Sample Indicators*	
HT-RFB 6 Explain the benefits of the use of computerized systems to manage food service operations and guest service.	<u>HT-RFB 6.1</u>: Identify potential uses of computers and software to provide guest and food services. *Sample Indicators:* • *Demonstrate use of point of sale (POS) systems.* • *Demonstrate basic computer applications.* • *Demonstrate use of computer programs used for food production.*	**SE:** 32, 33, 35, 206, 210, 213
HT-RFB 7 Utilize technical resources for food services and beverage operations to update or enhance present practice.	<u>HT-RFB 7.1</u>: Use software applications to manage food service operations. *Sample Indicators:* • *Demonstrate the use of software programs for human resource management.* • *Demonstrate the use of software programs for inventory control, point of sale, profit loss, etc.* <u>HT-RFB 7.2</u>: Retrieve website information to use in menu planning, recipes and for product information. *Sample Indicators:* • *Access relevant websites.* • *Download recipes.* • *Bookmark websites.*	**SE:** 210, 213, 230–231
HT-RFB 8 Implement standard operating procedures related to food and beverage production and guest service.	<u>HT-RFB 8.1</u>: Implement operating procedures to comply with company requirements. *Sample Indicators:* • *Detail operating procedures for food quality.* • *Detail operating procedures for food presentation.* • *Describe customer service table standards.* <u>HT-RFB 8.2</u>: Evaluate prepared foods for quality and presentation to meet quality standards. *Sample Indicators:* • *Show consistent appearance in prepared foods.* • *Detail ways to monitor quality of prepared food.* <u>HT-RFB 8.3</u>: Prepare nutritional, quality foods utilizing basic food knowledge. *Sample Indicators:* • *Explain the use of a variety of sauces.*	**SE:** 52–53, 111, 130, 142, 154, 172, 234, 242, 362–371, 384–385, 388, 394–397, 410–414, 430–435, 450–454, 467–471, 473–474, 476–480, 493–495, 497–498, 514–516

	• *Choose appropriate cooking procedures (sauté, broil, bake, etc.).* • *Employ knowledge of nutritional values.* • *Exhibit high quality food presentation.* HT-RFB 8.4: Determine the appropriate type of food service to provide quality customer service. *Sample Indicators:* • *Detail characteristics of French, Russian, Bistro style and other forms of service.* • *Identify types of dining utensils and proper uses.* • *Show proper set up procedures for dining room/counter.* • *Explain menu items.* • *Detail the process of upselling and other forms of marketing at tableside.* HT-RFB 8.5: Evaluate types of kitchen equipment to match the correct cooking methodology. *Sample Indicators:* • *Use pots and pans for different food preparations.* • *Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.).* HT-RFB 8.6: Describe the role of the menu as a marketing and planning tool. *Sample Indicators:* • *Explain the importance of the menu.* • *Detail the menu's role in communicating an image.*	
HT-RFB 9 Describe career opportunities and qualifications in the restaurant and food service industry.	HT-RFB 9.1: Identify steps needed to obtain a job in the restaurant and food service industry. *Sample Indicators:* • *Outline a plan for an effective job search.* • *Write a resume that lists skills and competencies.* • *Role play a job interview.* • *Explain follow-up steps for a job interview.* HT-RFB 9.2: Identify behaviors and personal habits needed to retain a job in the restaurant and food service industry. *Sample Indicators:* • *Develop a list of workplace rules and regulations.* • *Identify and give examples of positive work attitudes.* • *Make a list of qualities of successful food service employees.* HT-RFB 9.3: Examine career opportunities available in restaurants and food service operations. *Sample Indicators:* • *List the qualifications for various careers in the food service industry.* • *Describe major duties/tasks for each job option.* • *Identify careers related to family and consumer sciences in the field of culinary arts.*	**SE:** 2–3, 42–43, 190–191, 310–311, 378–379, 442–443

	HT-RFB 9.4: Differentiate career opportunities in restaurant and food service operations in the various industry sectors (e.g., independent vs. chain operations). *Sample Indicators:* • *List various types of food service operations.* • *List advantages/disadvantages of different sectors.*	
HT-RFB 10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.	HT-RFB 10.1: Interpret and use tables, charts and figures. • *No Sample Indicators.* HT-RFB 10.2: Understand verbal and nonverbal communications to provide a positive experience for guest. *Sample Indicators:* • *Recognize and respond to guests' needs and nonverbal cues.* • *Interpret verbal and nonverbal behaviors to enhance communications with coworkers and customers/guests.* • *Listen and understand others.* HT-RFB 10.3: Manage unexpected situations to ensure continuity of quality services. *Sample Indicators:* • *Identify the problem and possible solutions and decide on a course of action to resolve unexpected situations.* • *Provide feedback to management in order to enhance operations.* HT-RFB 10.4: Use basic academic skills to perform effectively in the workplace. *Sample Indicators:* • *Read and comprehend recipes, operational manuals, inventory control sheets, menus, correspondence, training manuals, etc.* • *Create inventory control sheets, recipes, menus, correspondence, employee evaluations, etc.* • *Calculate menu and recipe costs.*	**SE:** 10–23, 27, 32–33, 39, 40, 70, 84, 85, 86, 110–111, 142, 143, 171, 182, 183, 184, 211, 212, 234–235, 276, 319, 321, 387, 449, 481, 513

Common Career Technical Core Career Ready Practices (CRP)	***Foundations of Restaurant Management & Culinary Arts* Second Edition, Level 2 ©2018**
1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.	**SE:** 18–19, 184, 212, 322 (essential skills), 322–335

2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.	**SE:** 23, 41, 72, 87, 111, 113, 130, 142, 143, 146, 171, 182, 183, 185, 211, 212, 214–215, 232, 236–237, 249, 270, 271–277, 282, 286–287, 309, 335, 354, 377, 389, 400, 408, 414, 418, 427, 435, 438, 457, 471, 481, 483, 501, 504, 516, 519, 521
3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.	**SE:** 145, 349–352
4. Communicate clearly, effectively and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/ or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.	**SE:** 18–22, 85, 86, 111, 130, 143, 144, 183, 184, 212, 213, 247, 248, 263, 265–266, 270, 282, 298, 416–417, 454–456, 471, 502
5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.	**SE:** 145, 247–248, 252–253, 263–265, 316–335, 282 (essential skills), 398, 436, 455–456, 481
6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	**SE:** 86, 111, 143, 145, 184, 234, 247, 263, 482, 519, 520

7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.	**SE:** 12–13, 71, 86, 145, 184, 213, 248, 296–297, 503, 520
8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.	**SE:** 14-15, 22, 111, 183, 184, 212, 213, 234, 247, 263, 268–270, 284 (case study follow-up), 375 (case study follow-up), 415 (case study follow-up), 520
9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.	**SE:** 247–248, 263, 292–294
10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.	**SE:** 2–3, 42–43, 190–191, 290–292, 310–311, 378–379, 442–443
11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.	**SE:** 145, 211, 274–277, 297, 334 (chapter activities)

12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	**SE:** 86, 145, 184, 213, 247, 290–292, 298–305, 307, 308