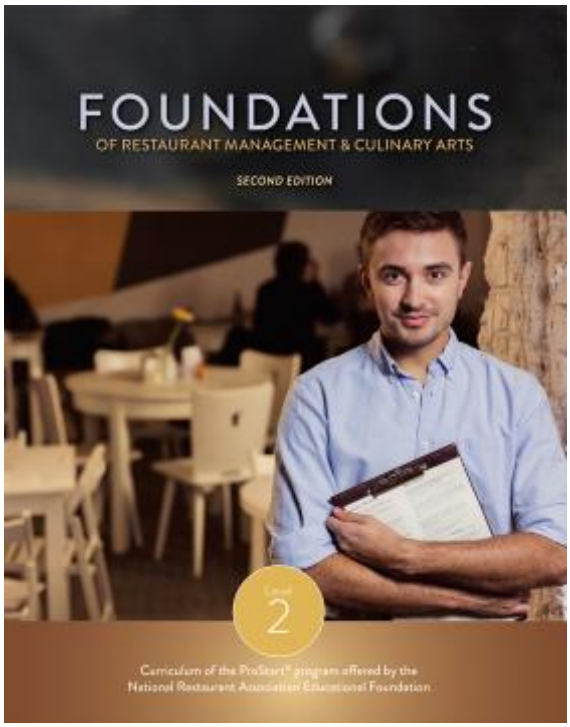
A Correlation of

Foundations of Restaurant Management & Culinary Arts, Second Edition

Levels 1 and 2 ©2018



To the Tennessee Standards for Culinary Arts Program of Study

INTRODUCTION

This document demonstrates how well the National Restaurant Association's ***Foundations of Restaurant Management & Culinary Arts,*** **Second Edition, Levels 1 & 2 © 2018** meet the objectives of the Tennessee Standards for the four courses that comprise the Tennessee Culinary Arts Program of Study. 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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Correlation of *Foundations of Restaurant Management & Culinary Arts,* Second Edition, Levels 1 & 2 © 2018 to the Tennessee Culinary Arts Program of Study Standards

Tennessee Hospitality and Tourism Cluster, Culinary Arts I Standards	***Foundations of Restaurant Management & Culinary Arts,* Second Edition, Levels 1 & 2 © 2018**
Safety and Sanitation	
1) Synthesize research from government publications such as Food and Drug Administration (FDA) Food Codes to identify the pathogens found in foods. Create an alphabetical index of pathogens, citing the research, which illustrates the required environmental factors for transmission, symptoms, and categories.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 104–109, 114 ***LEVEL 2*** **SE:** n/a
2) Summarize the requirements for proper disposal and storage of chemicals used in the commercial foodservice laboratory and adhere to laboratory work requirements throughout the course. Create or update an existing binder of Material Safety Data Sheets (MSDS) outlining how to work with chemicals and potential hazards. Develop a list of, and demonstrate, procedures to schedule when cleaning and sanitizing the commercial foodservice laboratory using the proper chemicals and disposal of waste; include the list in the student portfolio.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 109, 127–130, 130–134, 135, 165, 166–167 ***LEVEL 2*** **SE:** n/a
3) Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate general laboratory safety procedures including but not limited to prevention and control procedures of pest, insects, and rodents and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in course portfolio.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 122–126, 126–130, 130–135, 137 (activities 4, 5, & 6), 142–144, 146–147, 148–150, 151–154, 156 (all activities), 166–167, 176–177, 182 (knowledge check), 182–185, 204–205, 212–213 ***LEVEL 2*** **SE:** 52–53, 56, 59, 69, 103, 130, 184 (activity 5), 228–232, 234 (activity 3), 271–277, 390–391, 408–409, 503 (activity 6), 493
History & Influences on the Food Service Industry	
4) Articulate important historical events and milestones that influenced culinary practices from ancient times to the present. Create a timeline or other graphic to illustrate the major impacts of these culinary practices on the progression of various styles of cuisine, citing specific textual evidence from research.	***LEVEL 1*** **SE:** 14–20, 22 (activities 1, 3, & 6) ***LEVEL 2*** **SE:** n/a
5) Research the growth and development of the foodservice industry, focusing on the influence of significant contributors. Craft an explanatory text to outline significant contributions and the impact on the modern day industry. Examples of significant contributors include, but are not limited to: a. Maire-Antoine Careme b. Auguste Escoffier c. Catherine de Medici d. Fernand Point e. Alexis Soyer	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 14–20, 22 (activities 1, 2, 3, 5, & 6) ***LEVEL 2*** **SE:** n/a

6) Evaluate factors that influence the foodservice industry. Form a hypothesis about how specific factors may impact the foodservice industry. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. Influential factors may include: a. Economic climate b. Social changes c. Globalization of cuisines d. Green technologies e. Farm to Table	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 14–20, 22 (activities 1, 2, 3, 5, & 6) ***LEVEL 2*** **SE:** 259 (industry), 316–332
Foodservice Careers	
7) Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education and relevant certifications for a chosen occupation in the foodservice industry, review and revise throughout the program of study.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 28, 29–33, 37–38, 40 (activities 1, 4, 5, & 6), 117 (career readiness activity), 218 (career readiness activity) ***LEVEL 2*** **SE:** n/a
8) Create an organizational diagram of the kitchen workstations in the brigade system, labeling each workstation with its unique list of roles and responsibilities. Examine the licensing, certification, and credentialing requirements for each position. Craft an explanatory essay describing modern variations of the brigade system and how it enhances productivity.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 246–249 ***LEVEL 2*** **SE:** n/a
9) Conduct research to develop a persuasive essay on contemporary issues and challenges facing the foodservice industry. Synthesize multiple perspectives and advance an original argument to address the issues. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. Contemporary issues and challenges may include but are not limited to: a. Living wage b. Labor demands c. Customer demands d. Technology advances impacting labor needs	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a
10) Compare and contrast the qualities of effective and ineffective teams. Work collaboratively to correct and refine the actions of team members to ensure productivity. Throughout the course, demonstrate teamwork, problem solving, and decision making skills when working collaboratively.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 46–47, 53 (summary & Q1), 54 (activity 2), 70 (activity 6), 325 (activity 4), 396 (activity 4) ***LEVEL 2*** **SE:** 244 (industry), 245 (essential skills), 290–309 (entire chapter)

Nutrition and Health Overview	
11) Identify, analyze, and visually represent the macro- and micro- nutrients required in the human diet. Include the common food sources of those nutrients, their chemical properties, and function in the body, as well as the influence upon biological systems in reference to maintenance and growth. a. Macro nutrients include: carbohydrates, lipids, and proteins b. Micro nutrients include: minerals, vitamins, and water	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 340–348
12) Differentiate between food allergies and food intolerances, and describe the body's reaction to each. Research the eight (8) most common food allergens. Make recommendations for food substitutes and recipe modifications to avoid foods that may cause a reaction, citing specific reasoning and evidence to justify the recommendation.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 111–133, 114 ***LEVEL 2*** **SE:** n/a
Recipe Basics	
13) Examine the anatomy of a recipe identifying the key points and functions of each (name, yield, portion size, ingredients, quantity, and methods). Define common recipe terminology. Use the definitions to gain a proficient working understanding of terms and characteristics used in the standardized recipes.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 276–277 ***LEVEL 2*** **SE:** n/a
14) Compare and contrast the components of a standardized recipe with a home recipe, citing evidence from each recipe format to support comparisons. Using proper formulas, apply the correct conversation factor to increase and decrease the yield according to specifications noted in recipes.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 278–279, 293 (Q2 & activity 3), 294 (activity 1), 404–405, 411 (activity 3) ***LEVEL 2*** **SE:** 144 (activity 3), 223–224, 234 (case study follow-up), 284–285 (activity 3), 482 (activity 3)
15) Follow recipes precisely, including defining and utilizing specific culinary and measurement terms as needed. Discuss ways to reduce waste in food products.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 276–288, 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) ***LEVEL 2*** **SE:** 73–75, 86 (activity 2), 88–91, 114–117, 147–149, 186–189, 221, 235 (activity 4), 284–285 (activity 3), 401–403, 419–421, 439–441, 458–461, 482 (activity 3), 484–487, 505–507

Kitchen Equipment	
16) Identify, describe, and effectively demonstrate the use of hand tools and smallwares used in commercial food preparation. Using supporting evidence from a variety of equipment manuals and fact sheets, create an informational guide to differentiate the functions, cleaning procedures, storage, and examples of proper use of tools used in commercial foodservice.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 222–228 ***LEVEL 2*** **SE: :** 61–69, 80–82, 104, 109, 131–142, 154–158, 172–176, 180–182, 243–245, 252–270, 362–371, 392–395, 410–414, 433–435, 450–453, 467–473, 476, 480, 497–498
17) Examine various pieces of large equipment employed in commercial kitchens, including refrigeration units, holding units, grills and broilers, ranges and ovens. Explain the properties of design and their relationship to functionality for each piece of equipment examined. Determine the appropriate equipment needed for various tasks performed in the commercial kitchen, properly demonstrate safe use, and outline and practice proper cleaning procedures.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 202–216, 218 (activities 1, 2, 4, & 6) ***LEVEL 2*** **SE:** 394, 467–471, 476, 480, 494
18) Identify, and be able to select, the appropriate measuring tools (i.e. measuring cups, pitchers, spoons, scales, and thermometers) for a variety of ingredients. Execute proper measuring required for ingredients for recipes in lab settings.	***LEVEL 1*** **SE:** 227–228, 282–285, 292 (Q1) ***LEVEL 2*** **SE:** n/a
Preparation Techniques	
19) Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a howto graphic outlining the proper safety handling techniques when using knifes in the kitchen, citing evidence.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 234–240, 242 (activities 4 & 5) ***LEVEL 2*** **SE:** 104–105, 131, 133, 388, 432, 515
20) Categorize the different types of cuts by justifying how they should be used for a given recipe or presentation. Prepare a workstation for knife work. Practice and execute the three basic knife cuts (slice, stick, and dice) using the correct safety methods. Upload either a picture or video into the student portfolio documenting correct use.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 238–240, 242 (activity 5) ***LEVEL 2*** **SE:** 131, 133
Cooking Principles	
21) Using culinary resources, such as textbooks or industry magazines, compare and contrast dry, moist, and combination cooking methods in a class discussion. Create an informational artifact that describes each method, locate an example recipe for each, and demonstrate effective use of the technique in a laboratory setting. Examples may include: a. Blanching b. Baking c. Grilling d. Frying e. Poaching f. Boiling g. Broiling	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 380–392, 395 (knowledge check & summary), 396 (all activities) ***LEVEL 2*** **SE:** 399 (activity 6), 392–393, 397, 398 (knowledge check), 399 (activity 6), 410, 412, 414, 433–435

Kitchen Staples	
22) Create an index of basic seasonings, herbs, and spices used in professional kitchens. Research and cite evidence from digital text resources and culinary guides that describes the sources, varied forms, and uses in professional kitchens. Asses the cost of using fresh herbs or substituting dried herbs without affecting the quality of the final product. Provide an example of a recipe for which the substitution may be made successfully.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 252–258 ***LEVEL 2*** **SE:** n/a
23) Distinguish the differences in form and flavor between the variety of sweeteners (i.e. sugar, molasses, honey, brown sugar, maple syrup, corn syrup, and agave nectar) from a taste test/observation in the lab setting. Discuss common substitutions for sweeteners in recipes without compromising quality, citing culinary research.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 465 (nutrition)
24) Compare and contrast the different types of starches used in commercial kitchens and describe the physical properties of each: a. Flour (all-purpose, semolina, rice flour) b. Cornmeal c. Cornstarch d. Arrowroot e. Breadcrumbs (panko, dried, and fresh breadcrumbs) Create a chart that describes which starch is best suited for each function in the kitchen, citing an example dish.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 401 ***LEVEL 2*** **SE:** n/a
25) Research the roles of acids as ingredients in the kitchen using culinary journals and text. Form a hypothesis and design and conduct an experiment to identify the role of the acid ingredients in relations to food preparation techniques. Summarize experiment results into an argument making a claim about the impact of a selected acid ingredient on food composition. Compare results to findings in news media and note when findings support or contradict previous explanations or accounts. Acid ingredients may include but are not limited to vinegars, lemon juice, and lime juice.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 252, 303, 307, 311, 318, 321, 325 (activity 1), 388, 403 ***LEVEL 2*** **SE:** n/a
Garde Manger	
Salads	
26) Compare and contrast the different types of salads (i.e. simple, composed, and bound) and the role of the ingredients in each, citing evidence from culinary textbooks. Using print or digital resources, discuss the qualities of simple and emulsified dressings, citing examples of each. Evaluate a salad recipe, analyzing the choice of ingredients, and any proposed modifications, or substitute ingredients. Draft the recipe with modification and prepare the salad. Include the recipe and a photo of the salad in the student portfolio.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 304–308, 309–317, 318–319, 324 (summary & Q1), 325 (activity 6) ***LEVEL 2*** **SE:** n/a

Sandwiches	
27) Categorize the different types of sandwiches, discussing the roles of ingredients, assembly methods, and attributes. Create a recipe for a cold sandwich that reflects the local taste of your region and culinary trends. The recipe should reflect the use of local products, taste of consumers, and connections to the region. Craft an accompanying explanatory text discussing the use of the local products, connection to the region, and description of the sandwich.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 332–335, 340, 345 (last activity) ***LEVEL 2*** **SE:** n/a

Tennessee Hospitality and Tourism Cluster, Culinary Arts II Standards	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Levels 1 & 2 © 2018
Safety and Sanitation	
1) Summarize the different ways that cross-contamination can occur in the kitchen, citing sources from the U.S. Department of Health and Human Services or other federal guidelines. Write a script and create a video or public service announcement explaining how to prevent cross-contamination in the kitchen.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 112–114, 127–134, 142, 145 (knowledge check), 155 (summary), 157 (exam prep) ***LEVEL 2*** **SE:** 410 (safety)
2) Identify the steps for sanitizing food-contact surfaces in the kitchen, citing evidence from textbooks, regulations, or similar collections of best practices. Compare and contrast the different types of sanitizing (i.e., heat and chemical) and distinguish when each type should be used. In small groups, inspect the classroom kitchen using the Food Service Establishment Inspection Report from the Tennessee Department of Health.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 127–134, 135, 136 (Q2) ***LEVEL 2*** **SE:** 414 (safety)
3) Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate common laboratory safety procedures, including but not limited to prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in the student portfolio.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 122–125, 126–127, 127–134, 142, 143–145, 146–147, 148–149, 150, 151–153, 154, 156 (activities 1–6, especially activity 5), 157 (exam prep), 176–177, 202–203 ***LEVEL 2*** **SE:** 52–53, 56, 59, 69, 103, 130, 184 (activity 5), 228–232, 234 (activity 3), 271–277, 390–391, 408–409, 503 (activity 6), 493
Menu Planning	
4) Compare and contrast the main types of menus (market menu, a la carte, static menu, cycle menu, and table d'hote) and synthesize basic planning principles for a variety of different restaurant menus. Apply menu planning principles to create a menu for an assigned concept, following recommendations in state truth-in-menu guidelines, or in the Nutrition Labeling and Education Act (NLEA). Incorporate appropriate service style, cuisine, and atmosphere when crafting the menu. In small groups, review the menu of peers to strengthen their overall quality through revising and editing.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 26–41 (entire chapter)

5) Analyze the elements that affect food cost and labor cost in foodservice operations, citing examples from real companies. Demonstrate working knowledge of costing a recipe and predicting labor cost percentages. Craft an explanatory text illustrating the impact of such costs. Formulas include: a. Calculating Per Pound Unit Cost (Price per Case ÷ Number of pounds in case = Per Pound) b. Calculating Per Ounce Unit Cost (Price per Pound ÷ 16 ounces = Cost per Ounce) c. Calculating Per Piece Unit Cost (Cost ÷ Number of Pieces = Cost per Piece) d. Calculating Total Cost (Number of Units x Unit Price = Total Cost) e. Calculating Edible Portion (EP) Price (As Purchased [AP] Cost ÷ Yield Percentage = Edible Portion [EP] Price) f. Calculating Yield Percentage (Edible Portion [EP] ÷ As Purchased [AP] x 100 = Yield Percentage) g. Calculating Labor Cost (Labor Cost ÷ Food Sales = Labor Cost Percentage)	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 286–288, 289–291, 292 (knowledge check), 293 (activity 3) ***LEVEL 2*** **SE:** 196–215 (entire chapter), 218–237 (entire chapter), 240–249 (entire chapter)
6) Evaluate the different methods and formulas (going rate, prix fixe, markup, and food cost percentage) that foodservice operations use to calculate the price of dishes. Select the correct formulas to calculate the menu price for an assigned dish. Formulas include but are not limited to: a. Markup (Food Cost + Markup = Menu Price) b. Food Cost Percentage (Food Cost per Portion ÷ Standard Food Cost Percentage = Menu Price)	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 37–38, 40 (activity 3)
Presentation	
7) Research and describe the plating principles that guide platter and buffet presentation, including color, height, focal point, temperature, and proportion. Apply plating principles throughout the course to design attractive platter and plate presentations.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 510–521 (entire chapter)
8) From recipe research, create a list of commonly used edible garnishes. Create a cheat sheet of principles to remember when deciding which garnish should accompany a given dish. Examples of principles include dish temperature, functional appearance, and using garnishes sparingly.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 308, 311, 313, 314, 341, 367, 369 ***LEVEL 2*** **SE:** 512 (essential skills), 513–514
Purchasing, Receiving, and Inventory & Storage	
9) List the factors (i.e., environmental, economic, social, and/or government regulations) that influence food prices and quality, drawing on diverse resources and perspectives including recent news media. Research the purchasing methods (i.e., bids, purchase orders, requisition, and sales quotes) that foodservice operations use to order supplies. Craft an explanatory text outlining the pros and cons of each, analyzing how such methods are used to manage food costs.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 252–287 (entire chapter)

10) Summarize the requirements for proper receiving and storage of food products from the U.S. Department of Agriculture and other culinary resources. Develop a brief manual on proper procedures for receiving and storage of food products, including both raw and prepared foods, justifying recommendations specific to temperature and product rotation.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 143–144, 146–147, 148–150, 151, 154, 156 (activities 1, 5, & 6), 157 (exam prep), 202–203 ***LEVEL 2*** **SE:** 52–53, 56, 59, 69, 103, 130, 184 (activity 5), 228–232, 234 (activity 3), 271–277, 390–391, 408–409, 493, 503 (activity 6)
11) Investigate technology advances in foodservice management softwares, including inventory databases and employee time keeping systems. Create a basic inventory system for easy reference of par stock, recipes, ordering, and receiving of items; employ consistent documentation procedures using purchase orders and related templates.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 206, 210, 260–261, 277–280
12) Compare and contrast the size and shape of different cuts used in commercial kitchens. Practice performing different cuts using the correct steps corresponding to each. Cuts include but are not limited to: a. Brunosie b. Chiffonade c. Dice d. Julienne e. Mince f. Rondelle Either record a video or take a picture to demonstrate mastery of techniques to place in the student portfolio. Execute proper safety and cutting techniques when using knives in the lab.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 238–240, 242 (activity 5) ***LEVEL 2*** **SE:** 131, 133, 510, 515
13) Define the three classifications of cooking methods (combination, dry, and moist), citing an example of each. Discuss how heat is transferred by conduction, convection, and radiation, incorporating evidence from kitchen equipment manuals or textbooks. Compare the uses of these techniques in the kitchen laboratory to their explanations in texts.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 378–379. 380–387, 388–391, 391–392, 395 (knowledge check, summary, & Q2), 396 (activity 1), 397 (exam prep) ***LEVEL 2*** **SE:** 399 (activity 6), 392–393, 397, 398 (knowledge check), 410, 412, 414, 433–435
14) Select three pieces of a food (i.e., a piece of chicken, apple, or potato). Form a hypothesis regarding what happens when that food is overcooked or undercooked using a certain cooking method. Conduct an experiment to test the hypothesis. Report results in an explanatory text outlining the physical change in appearance, flavor, texture, weight, and moisture of the food.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a

Food Production	
For each of the following food types, prepare a "cheat sheet" to include as part of a food preparation index in the student portfolio. The index will address forms, preparation methods, classification and grading processes, receiving and storage practices, and a sample standardized recipe and photograph of the prepared dish. For each entry, draw on relevant culinary research and guidelines from regulatory agencies and organizations to support information included in the index.	
Fruits	
15) Research the classification of fruits and cite an example of a fruit from each classification commonly used in commercial foodservice, including those often mistaken as vegetables. Referring to research from the U.S. Department of Agriculture (USDA), categorize the grades that fruit may be purchased in, note its primary growing season, and explain the different forms available to consumers.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 95–99, 102
16) From recipes, summarize the steps to prepare and/or cook fruits when preparing dishes, displays, and garnishes. Draw on basic chemistry principles to explain the process of oxidation and the importance of acidulation when preparing certain fruit dishes. Select a fruit recipe and modify the recipe to incorporate fruits that are currently in season.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 106–110, 114–117
17) Write a research paper or conduct a research project on a current culinary topic or issue affecting the foodservice industry, using appropriate digital search resources and academic writing. Topics may include but are not limited to: a. Organic fruits versus nonorganic fruits b. Technologies for preserving fruits (canned, frozen, and dried) c. Buying local d. Traceability of produce (i.e., carbon footprint) e. Acidulating fruits	***LEVEL 1*** **SE:** 22 (activity 2) ***LEVEL 2*** **SE:** n/a
Vegetables	
18) Distinguish among the most commonly used vegetables in commercial foodservice. For each vegetable examined, describe its anatomy and use based on information gathered in culinary textbooks. Evaluate the quality factors when selecting vegetables, including growing seasons and regions, available forms of purchase, and vegetable gradings, citing relevant research from government authorities where appropriate. Compile a collection of standardized recipes that demonstrates the diverse cooking methods employed in foodservice settings.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 121–129
19) Summarize various moist-heat and dry-heat cooking methods from the collection of standardized recipes gathered in standard 18. Research the principles of vegetable cookery using culinary journals and magazines to identify the factors that affect the flavor, texture, color and retention of nutrients in cooked vegetables. Select the best cooking method for a chosen vegetable, justifying the selection based on the evidence.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 133–141

20) Form a hypothesis and design and conduct an experiment to determine the role of acid and alkaline solutions in a vegetable's color during the cooking process. Summarize experiment results into an argument making a claim about the impact of a selected solution ingredient on vegetable composition. Compare results to findings in news media and culinary journals, and note when findings support or contradict previous explanations or accounts.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a
Stocks, Soups & Sauces	
21) Research and summarize the roles of a variety of ingredients in the production of stocks (i.e., white stock, brown stock, broth/bouillon, vegetable stock, and fish stock). Compare the characteristics of the stocks, cooking times, and ingredients' contributions to the flavor profile. Create a list of steps to execute when making stocks and bases. Demonstrate the skill of making stock and evaluating the quality of the finished product by following the multistep procedure created above.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 352–359, 368, 370 (Q1 & Q2) ***LEVEL 2*** **SE:** n/a
22) Compare and contrast the types of soups (i.e., clear soups, thick soups, and specialty soups). Follow and continually modify soup recipes to create a variety of soups for a given menu. Justify with the advantages and disadvantages of serving different types of soups for certain menus.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 365–369 ***LEVEL 2*** **SE:** n/a
23) Synthesize the characteristics of the mother sauces and derivative sauces. Justify from culinary textbooks and other sources how to choose a thickening agent when preparing different sauces, citing evidence from recipes. Create a recipe for a sauce and prepare the sauce.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 359–365, 370 (activities 2, 5, & 6) ***LEVEL 2*** **SE:** n/a
Starches	
24) Synthesize from culinary research the different types of starches used in commercial kitchens, including but not limited to potatoes, grains, corn, rice, and wheat. Identify how the starch content determines botanical differences among starches and influences how cooks select them for dishes. Compile a collection of standardized recipes that demonstrates the diversity of starches in foodservice settings.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 152–176
25) Compare and contrast the differences in appearance, flavor, and texture of fresh pasta and dry pasta. Research a fresh pasta recipe from the Internet. Using the recipe, make modifications to create an original multistep recipe, demonstrating proper safety techniques throughout.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 176–181

Tennessee Hospitality and Tourism Cluster, Culinary Arts III Standards	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Levels 1 & 2 © 2018
Safety and Sanitation	
1) Analyze the concepts and principles of the Hazard Analysis and Critical Control Points (HACCP) program approach to food safety from the Food and Drug Administration (FDA) and U.S. Department of Agriculture (USDA) in relation to meats and seafood. Create an informational graphic to summarize the program's approach and demonstrate ability to follow procedures outlined within.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 154, 165–167 ***LEVEL 2*** **SE:** 424
2) Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate common laboratory safety procedures, including but not limited to prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in the student portfolio.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 122–125, 126–127, 127–134, 142, 143–145, 146–147, 148–149, 150, 151–153, 154, 156 (activities 1–6, especially activity 5), 157 (exam prep), 176–177, 202–203 ***LEVEL 2*** **SE:** 52–53, 56, 59, 69, 103, 130, 184 (activity 5), 228–232, 234 (activity 3), 271–277, 390–391, 408–409, 503 (activity 6), 493
Dining Room Service	
3) Drawing on examples from culinary blogs and websites, compare and contrast a range of service styles (i.e., buffet, American service, Russian service, and French service) used in modern-day dining rooms. Evaluate when each style would be appropriate for a given audience, setting, or event, and create a presentation to share findings with the class.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 446–447, 454 (knowledge check), 462 (activity 6 ***LEVEL 2*** **SE:** n/a
4) Demonstrate the ability to properly preset a dining area according to one of the commonly used place settings (i.e., American, a la carte, and banquet). Evaluate the different styles to fold napkins and select one style to demonstrate in a peer teaching environment.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 446–447, 454 (knowledge check), 462 (activities 4 & 6) ***LEVEL 2*** **SE:** n/a
Food Preparation	
For each of the following food types, prepare a "cheat sheet" to include as part of a food preparation index in the student portfolio. The index will address forms, preparation methods, classification and grading processes, receiving and storage practices, and a sample standardized recipe and photograph of the prepared dish. For each entry, draw on relevant culinary research and guidelines from regulatory agencies and organizations to support information included in the index.	

Dairy & Eggs	
5) Synthesize research from the National Dairy Council to determine the composition of milk. Summarize in a graphic the percentage of required butterfat content in various milk products and high butterfat dairy products. In the graphic, include a description of which product is best suited for different functions in the kitchen; outline guiding principles when cooking with milk, citing evidence from an example dish.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 48–50
6) Identify the three most common milk products (i.e., evaporated milk, sweetened condensed milk, and dried milk powder) used in the foodservice industry. Compare and contrast the different concentrations and compositions of each. Compile a collection of recipes in which each product (independently or in combination) may be used.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 49
7) Research the history and use of cultured dairy products from early civilizations to the present. Outline the processes used in culturing, noting the different types of bacteria that are added to the milk to create each product. Compare the taste, ingredients, and cost of different cultured dairy products, and explain these differences to a peer audience as would a foodservice professional.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 51–52
8) Compare and contrast the chemical properties of butter and margarine, citing evidence pertaining to molecular structure, nutritional facts, and nutritional claims. Justify why foodservice kitchens use clarified butter in place of butter substitutes. Demonstrate the multistep procedure for clarifying butter, noting temperature and time during each step.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 53–54
9) Research the cheese making process, describing how various stages of the process impact the flavor, shape, and color of cheese. Compare and contrast the roles of coagulants, bacteria, curds, and whey in different cheese types (i.e., fresh, soft, medium, firm, hard, blue, processed, and stretched cheese). Demonstrate the process of making cheese or yogurt product by following a multistep recipe.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 54–55
10) Referring to research from sources such as the American Egg Board or the Incredible Egg website, summarize the anatomy of eggs, and categorize the forms, grades, and sizes in which eggs may be purchased. Evaluate the storage procedures and principles, especially noting the temperature, time, and storage considerations concerning an egg's porous shell. Compile a collection of recipes highlighting the diverse role of eggs in commercial kitchens.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 146–147, 148–150 ***LEVEL 2*** **SE:** 56–58
Meats & Poultry	
11) Identify major species and breeds of livestock and poultry utilized for meat production. Describe the composition of the meat (i.e., muscle, connective tissues, fat, and bones) and its impact on the quality analysis of the meat, including, but not limited to, marbling. Write an informative text summarizing the effects of aging on the texture of meats and poultry.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 384–386

12) Analyze the United States Department of Agriculture (USDA) inspection and grading procedures for meat. Summarize how meats are graded, classified, and inspected. Examine how meat carcasses are cut into primal and subprimal cuts of meats, outlining the importance of uniform portioning.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 147 ***LEVEL 2*** **SE:** 384–388
13) Summarize how poultry is classified by bird type, size, and age in the foodservice industry. Craft an explanation supporting how the size of poultry items affects the portion control, tenderness, and cost of dishes. Calculate the price of a whole bird compared to the cost of purchasing individual pieces by fabricating a whole chicken.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 406–411
14) Compare and contrast the differences in mechanical and chemical tenderizers used in meat preparation. Discuss how the cut of meat influences the type of tenderizer and cooking method used when preparing. Research and develop a corresponding data table for the proper cooking methods of each cut.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 394–395
Bakeshop Basics	
15) Identify, describe, and effectively demonstrate the use of hand tools and smallwares used in the bakeshop area of the commercial kitchen. Using supporting evidence from a variety of equipment manuals and fact sheets, create an informational guide to differentiate the functions, cleaning procedures, storage, and examples of proper use of tools used in commercial foodservice.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 222–228 ***LEVEL 2*** **SE:** 467–471, 480
16) Compare and contrast the variety of mixing methods used in commercial kitchens. Demonstrate and practice these methods determined by the nature of the ingredient and desired product. Mixing methods include, but are not limited to: a. Beat b. Blend c. Creaming d. Cut in e. Fold f. Knead g. Whip Either record a video or take a picture to demonstrate mastery of techniques to place in the student portfolio. Execute proper mixing techniques when mixing ingredients in labs.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE: see chapters 13, 15, 17, & 19** 261 (whip, beat), 321 (blend), 322 (blend), 342 (stretch yeast dough), 407–409 (cut in, cream) ***LEVEL 2*** **SE:** 450, 467–471, 476–478, 480, 497–498

17) Summarize from recipes and other culinary resources the differences in baking ingredients used in commercial kitchens, and describe the physical properties of each: a. Flour (high-gluten, bread flour, all-purpose, pastry, cake, whole wheat, self-rising, rye flour) b. Sweeteners (granulated sugar, powdered sugar, brown sugar, molasses, honey, and corn syrup) c. Shortening d. Leavening agents (chemical and yeast) e. Chocolate (powder, butter, and coating) Create a chart that describes which ingredients are best suited for each function in the bakeshop, citing an example dish with claims from research that supports the rational provided.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 400–403, 405 (knowledge check) ***LEVEL 2*** **SE:** 448–449, 454, 465 (nutrition), 466–467, 490–492
Bakeshop Preparation	
Quick versus Yeast Breads	
18) Summarize the differences in yeast breads, quick breads, and traditional batters, noting the differences in leaveners, preparation/mixing methods, and baking methods. Create an outline of the scientific processes that occur in mixing, kneading, and proofing yeast breads.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 400–403, 405 (knowledge check), 407–409 ***LEVEL 2*** **SE:** 448–454
19) Compile a collection of recipes from multiple sources that illustrates the diversity of bread products in commercial kitchens. Demonstrate proper preparation methods to prepare one or more of the selected recipes.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 458–461
Cookies	
20) Summarize and practice the two main mixing methods (one-stage and creaming) of cookies from sample recipes, notating the multiple steps involved. Analyze the forming techniques of cookies (i.e., drop, rolled, spritz/pressed, sheet, icebox, and bar), and describe how each contributes to the overall appearance, flavor, and texture, citing evidence from culinary textbooks and research gathered in the kitchen laboratory.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a
21) Compile a collection of cookie recipes from multiple sources. Develop an original recipe, taking into consideration the ingredient proportions, flavor profile, and presentation of the final product. In small groups, review and revise the recipes of peers. Take a photograph of the prepared cookie and place in the student portfolio.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 411 (activity 1) ***LEVEL 2*** **SE:** 506
Pies and Tarts	
22) Differentiate the distinguishing qualities of pies and tarts. Research different piecrust recipes and the 3-2-1 dough method, making note of the multistep procedures and paying close attention to the ingredients, temperature and mixing methods, and rolling and forming steps. Evaluate a variety of pie crusts using different preparation methods.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 472–479

23) Summarize the different types and characteristics of pie fillings (i.e., fruit, liquid, cream, and chiffon fillings), citing examples from recipes and cookbooks. Synthesize information concerning the chemical changes that happen when certain thickening agents are used. Examples of thickeners include: a. Cornstarch in fruit pies b. Arrowroot in fruit pies c. Eggs in liquid fillings	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 496–498, 500–501
24) Choose a fruit tart recipe from an online collection approved by the instructor. Using the recipe, make modifications to create an original multistep fruit tart recipe that follows proper safety guidelines. Outline recommendations to select a fruit for garnishing. Support recommendations by explaining the process of oxidation and the importance of acidulation when using certain fruits.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 485
25) Evaluate through taste test/comparison the differences between in-house made and convenience bakeshop products for taste, price, and appearance. Using a vendor website or catalog, compare the cost of the convenience product to the in-house made products. In a presentation, make a final recommendation for which product would be appropriate for a given situation or event, citing considerations such as cost-effectiveness, flavor, presentation, and intended audience.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a

Tennessee Hospitality and Tourism Cluster, Culinary Arts IV Standards	*Foundations of Restaurant Management & Culinary Arts* Second Edition, Levels 1 & 2 © 2018
Safety and Sanitation	
1) Analyze the concepts and principles of the Hazard Analysis and Critical Control Points (HACCP) program approach to food safety from the Food and Drug Administration (FDA) and United States Department of Agriculture (USDA) in relation to meats and seafood. Demonstrate the concepts and principles in the foodservice setting to ensure food safety when working with meats and seafood.	***LEVEL 1*** **SE:** 154, 165–167 ***LEVEL 2*** **SE:** 424
2) Research the state laws and rules that govern foodservice businesses, including catering operations, from the Tennessee Department of Health (TDH). Demonstrate adherence to all applicable laws in the course of completing the capstone project.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 160–173 (entire chapter, including activity 6 on 172, and exam prep), 194 (activity 4) ***LEVEL 2*** **SE:** n/a
3) Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate common laboratory safety procedures, including but not limited to prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in the student portfolio.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 122–126, 126–130, 130–135, 137 (activities 4, 5, & 6), 142–144, 146–147, 148–150, 151–154, 156 (all activities), 166–167, 176–177, 182 (knowledge check), 182–185, 204–205, 212–213 ***LEVEL 2*** **SE:** 52–53, 56, 59, 69, 103, 130, 184 (activity 5), 228–232, 234 (activity 3), 271–277, 390–391, 408–409, 503 (activity 6), 493
Food Preparation	
For each of the following food types, prepare a "cheat sheet" to include as part of a food preparation index in the student portfolio. The index will address forms, preparation methods, classification and grading processes, receiving and storage practices, and a sample standardized recipe and photograph of the prepared dish. For each entry, draw on relevant culinary research and guidelines from regulatory agencies and organizations to support information included in the index.	
Fish & Shellfish	
4) Identify the major types of shellfish and finfish (saltwater and freshwater) used in commercial foodservice, citing research from government resources such as the United States Department of Agriculture (USDA) Food List or the United States Food and Drug Administration (FDA) approved list. Summarize guidelines from sources such as the United States Department of Agriculture (USDA) Food Fact sheets for assessing the quality and freshness of finfish and shellfish.	**Material relevant to addressing this standard may be found on the following page:** ***LEVEL 1*** **SE:** 147 ***LEVEL 2*** **SE:** 424–427
5) Analyze the National Oceanic and Atmospheric Administration (NOAA) inspection and grading procedures for finfish and shellfish. From the research, summarize how the products are graded, classified, and inspected. Examine	***LEVEL 1*** **SE:** n/a ***LEVEL 2***

the United States Food and Drug Administration's (FDA) list of approved acceptable market names and seek additional research to clarify unfamiliar products.	**SE:** 424–427
6) Create a diagram/graphic of the different fabrication forms that chefs may work with in a commercial kitchen. Summarize the various moist-heat and dry-heat cooking methods from a collection of seafood recipes. Research the principles of finfish and shellfish cookery using culinary journals and magazines. Select the best cooking method for certain finfish and shellfish, and be able to explain to a potential customer, client, or supervisor how the cooking method achieves the desired flavor profile, texture, and presentation.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 430–435
7) Create an entrée menu listing for a finfish or shellfish dish to be served in a restaurant. The entrée listing should reflect the use of local products and connections to a certain region. Craft an accompanying explanatory text discussing the use of the local products and connection to the region.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a
Bakeshop Preparation	
Cakes	
8) Categorize the different types of cakes by identifying their mixing methods (i.e., creaming and sponge), the functions of their ingredients, and the methods for preparing the pan for baking. Compile a collection of cake recipes into an index. Select one recipe to demonstrate the preparation method for a group, using proper culinary terminology to narrate and explain the procedure.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 464–465, 484, 486
9) Summarize from recipes and culinary textbooks the steps to follow when assembling a multilayer cake. Identify and use the kitchen tools needed to successfully practice the skill. Using resources ranging from baking blogs to industry magazines, investigate current trends in finishing and decorating cakes. Craft an essay presenting claims and counterclaims concerning the best method for assembling a multilayer cake.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a
Custards, Foams & Buttercreams	
10) Compare and contrast the different types of custards (stirred and baked) and foams (whipped cream, meringue, mousse, and Bavarian crème) commonly used in commercial foodservice. Discuss how the preparation methods affect the appearance, volume, and weight of foams. Compile a collection of recipes illustrating the diversity of custards and foams in the foodservice industry.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 114, 467, 468, 474, 496–498, 505
11) Research the two types of buttercream (American and French) and the multistep process for preparing each. In a taste test/observation, compare the taste, structure, and composition of each. Create and continually revise the recipes for different types of buttercream.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a

Desserts Sauces & Frozen Desserts	
12) Citing evidence from a variety of recipes and/or culinary textbooks, analyze the different types of dessert sauces (i.e., crème anglaise, chocolate, caramel, and fruit sauces) and the role of the ingredients used in each. Evaluate a range of dessert dishes that may benefit from the addition of various sauces. Demonstrate ability to prepare sauces from recipes, making modifications when needed. Evaluate the sauces for proper appearance, flavor, and texture.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 494–495, 496–498, 500–501, 507
13) Using print or digital resources, discuss the qualities of frozen desserts, citing examples of each. Evaluate a frozen dessert recipe, analyzing the choice of ingredients. Outline any proposed modifications, including substitute ingredients.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 499
Sustainability in the Kitchen	
14) Research the principles of green design, responsible design, and sustainable design in the commercial kitchen setting. Examine how a foodservice establishment has successfully implemented one of these principles, and discuss the impact it has had on the business.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 327–328
15) Research the importance of sustainable practices in the foodservice industry. Create a plan to reduce foodservice waste and to minimize the impact on the environment. The plan should focus especially on reducing water and conserving energy.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 322–332
Professionalism, Ethics, and 21st Century Skills	
16) Search for the resumes of professional chefs and foodservice professionals retrieved from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of foodservice professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a
17) Participate in a mock interview. Prior to the interview, prepare a paper that includes the following: tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Upon completion of the interview, write a thank you letter to the interviewer in a hand-written or email format.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 78–88, 92 (Q1), 93 (activities 1 & 4) ***LEVEL 2*** **SE:** 308 (activity 1)
Business Opportunities	
18) Compare and contrast types of business ownership models, including at minimum the following: sole proprietorships, partnerships, small businesses, cooperatives, limited liability corporations, and corporations. In a narrative referencing foodservice examples, explain the organizational structure of each model and describe its advantages and disadvantages to both owner and customer.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a

19) Investigate methods for reducing costs in the commercial kitchen, including but not limited to investments in energy-saving technologies, bulk purchasing strategies, and buying local. Using supporting graphic illustrations and calculations, develop a proposal for a mock client or manager, outlining how the business can save money while also adhering to its mission, without compromising the quality of food or service.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a
Capstone Project	
20) Evaluate which foodservice strategies are appropriate for certain events (i.e., banquets, receptions, lunches, etc.). Compare and contrast successful strategies used by event planning and catering companies, drawing on profiles of these companies and other evidence from industry magazines, blogs, news articles, or textbooks. As part of the class capstone project, investigate potential clients for a catering event, and collaboratively determine which client would be appropriate, given classroom constraints. Potential clients could include, for example, a local non-profit or community organization, a parent-teacher association, student government association, sports team, and more.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a
21) Collaboratively, develop a *professionalism* evaluation rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work: a. Attendance/punctuality b. Professional dress and behavior c. Positive attitude d. Collaboration e. Honesty f. Respect g. Responsibility h. Appropriate technology use Share the rubric with the client for evaluation purposes as part of the capstone project.	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 36, 44–47, 48–50, 52 (knowledge check Q3), 54 (activities 1, 4, & 6), 78–79, 80–81, 88 (Q3), 123, 168–170, 172 (activity 1), 176–177, 396 (activity 4), 424, 429–430, 431 (Q1 & Q2), 432 (activities 1 & 5), 470–471, 472–474, 476 (Q2 & Q3), 477 (Q1), 479 (exam prep) ***LEVEL 2*** **SE:** n/a
22) Research how event planning and catering companies submit proposals to potential clients, and compare and contrast sample proposals in a variety of formats. Determine the central components necessary for any foodservice-related proposal (e.g., a projected budget). Develop an original event proposal, as approved by the instructor. The proposal should include at minimum the following: a. Introduction b. Theme of event c. Timeline of planning d. Appropriate tablewares, linens, and decorations e. Menu f. Budget/cost analysis g. Professionalism evaluation rubric	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a

23) Present the event proposal to the client, asking for feedback and recommendations. Analyze the feedback and recommendations to justify any changes to the event proposal, citing evidence from the initial presentation. Submit the final event proposal for approval, documenting all changes made.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 40, 71, 184, 213, 334, 354, 399, 437, 482, 520
24) Using the final approved event proposal, execute the timeline to demonstrate teamwork, problem-solving, and decision-making skills. Work collaboratively to ensure that the needs and expectations of the client are met for the event. In a personal journal entry, document the capstone experience, drawing on the connections between the project and course content.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** 22, 40, 86, 112, 145, 184, 213, 234, 247, 308, 334, 35 376, 399, 416, 437, 452, 482, 503, 520
25) Compile and interpret the evaluation rubric and feedback from the client, reading the results closely to allow for critical analysis and reflection. Upon conclusion of the capstone project, craft a reflection paper discussing the experience and its impact on career growth. Use technology to create a class presentation showcasing highlights, challenges, and lessons learned from the capstone.	***LEVEL 1*** **SE:** n/a ***LEVEL 2*** **SE:** n/a
Portfolio	
26) Update the portfolio started in *Culinary Arts I* to demonstrate mastery of skills and knowledge acquired throughout the full *Culinary Arts* program of study and applied in the final course. The portfolio should reflect thoughtful assessment and evaluation of the progression of work, exhibiting personal and professional growth in the culinary field. **The following artifacts will reside in the student's portfolio:** ● Safety and Sanitation assignments ● Fish and shellfish artifacts ● Recipes ● Photos of food product ● Bakeshop artifacts ● Sustainability assignment ● Professionalism artifacts ● Capstone project artifacts	**Material relevant to addressing this standard may be found on the following pages:** ***LEVEL 1*** **SE:** 78, 80 ***LEVEL 2*** **SE:** n/a
tn.gov/education/article/cte-cluster-hospitality-tourism	