



Goodheart-Willcox Publisher

**Correlations to the
Mississippi Frameworks**

**Family & Consumer Sciences
Instructional Category:
Culinary & Related Foods Technology I**

Guide to Good Food © 2008

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| 1. Identify career and leadership opportunities in the foodservice industry. | | |
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| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. List examples of career opportunities in the foodservice industry to include communication writers, food stylist, marketers, research and development, food science, sales, dietitians, food production and food processing, accounting, entrepreneur, trainers, and grocery store and deli managers. | 132-138 | |
| b. Using the Internet, examine the occupational outlook and salaries for foodservice careers according to current and future trends. | | |
| c. State the difference between school and workplace environments. | | |
| d. Identify leadership opportunities available from student youth and industry organizations. | 131-132, 141 | |
| 2. Describe the importance of service to the foodservice industry. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. List the elements of excellent service to include anticipating the customer's needs. | 133 | |
| b. List the elements of excellent service from the standpoint of the customer. | 133 | |
| c. Discuss the importance of positive attitudes and work ethics. | | |
| d. List the qualities of successful foodservice employees. | 132-134 | |

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| e. Develop a list of workplace guidelines to include attendance, teamwork, promptness, positive attitude, dependability, asking questions, fairness and honesty. | | |
| 3. Outline a plan for an effective job search. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Write a cover letter. | 142-143 | |
| b. Identify a network of people who can provide information about job opportunities. (networking skills) | 141 | |
| c. Write an effective one-page resume. | | |
| d. Complete a college and job application form. | | |
| e. Describe how to develop a portfolio. | | |
| f. List the steps of an effective job interview. | 143 | |
| g. Outline the steps to resign a from a job. | 143-144 | |
| 1. Develop the skills necessary to provide professional customer service. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. State the importance of customer service. | 133 | |
| b. List the reasons and the ways to make a positive first impression. | | |

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| c. Describe a variety of customers that may have special needs. | | |
| d. Distinguish between effective and ineffective communication with customers by giving examples. | | |
| e. Explain how customer satisfaction directly affects a restaurant's success. | | |
| f. Create job standards for servers. | | |
| 2. Practice interpersonal skills. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Exhibit a positive attitude. | | |
| b. Practice teamwork. | | |
| c. Demonstrate effective verbal and non-verbal communication skills. | | |
| d. Apply conflict resolution skills to real-life situations. | | |
| 1. Practice proper hygiene, food handling, food storage, and prevention of food-borne illnesses as identified in ServSafe. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Practice professional hygiene that meets foodservice standards. | 115-127 | |
| b. Demonstrate the principles of the hazard analysis critical control points (HACCP). | 115 | |

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| c. Practice proper storage of dry, refrigerated, frozen foods, and non-food items. | 119-121 | |
| d. Explain how specific time and temperature guidelines can reduce growth of micro-organisms to include the use of thermometers and food, acidity, time, temperature, oxygen, and moisture (FAT-TOM). | 120-121 | |
| e. Identify food-borne illnesses, the way they are spread, foods involved, and methods of prevention. | 115-117 | |
| f. State procedures for cleaning and sanitizing equipment. | | |
| 2. Practice proper non-food storage, cleaning and sanitizing techniques, and pest control. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Distinguish between clean and sanitary. | 117-119 | |
| b. Demonstrate methods of manual and mechanical cleaning and sanitizing techniques. | | |
| c. Identify methods of prevention and control of rodents and pests. | | |
| 1. Demonstrate safe work habits to prevent injuries. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Define OSHA (Occupational Safety and Health Administration). | | |
| b. Describe the Hazard Communication Standard requirements for employers. | | |

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| c. Identify the location and purpose of Material Safety Data Sheets. | | |
| d. Identify electrical hazards that contribute to accidental fires and shocks. | 124-126 | |
| e. Classify different types of fires and fire extinguishers to include automatic sprinklers and hood systems. | | |
| f. Describe the ways to prevent both fire and chemical burns. | 124-125 | |
| g. List hazards that contribute to injury due to slips, trips, or falls. | 125-126 | |
| h. Outline proper procedures for cleaning spills on floors. | 125-126 | |
| i. Demonstrate the proper use of ladders. | | |
| j. Demonstrate proper lifting and carrying procedures to avoid injury. | | |
| k. Demonstrate correct and safe use of knives including handling, walking, passing, washing, and storage. | 124 | |
| l. Identify other hazards that can cause cuts. | 124 | |
| m. List ways to use protective clothing and equipment to prevent injuries. | | |
| 1. Apply basic mathematical functions to the foodservice industry. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Use basic math operations to add, subtract, multiply, and divide. | 239-242 | |
| b. Given a list of fractions, decimals, whole numbers, and percentages, add, subtract, multiply, and divide. | 239-242 | |
| 2. Apply basic mathematical functions to weights and measures. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |

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| a. Convert recipes from original yield to desired yield using conversion factors. | 239-242 | |
| b. Given a problem, approximate recipe yields. | 239-242 | |
| c. Examine the importance of controlling food waste as it relates to profit and loss. | | |
| d. Determine the cost of a meal for the class. | | |
| 1. Demonstrate basic food preparation skills. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Identify the components and functions of a standardized recipe. | 232-239 | |
| b. Weigh and measure ingredients with measuring devices by weight and volume. | 239-242 | |
| c. Recognize abbreviations. | 233 | |
| d. Calculate equivalent weights and measures. | 239-242 | |
| e. Convert a standardized recipe to increase and decrease yield. | 239-242 | |
| f. Demonstrate basic food preparation techniques. | 235-237 | |
| g. Apply mise en place through practice. | | |
| h. Discuss different types of knives and their uses. | 189-190 | |
| i. Describe common spices and herbs and their uses. | 363-365 | |
| j. Follow a standard recipe to produce a standard product. | 232-239 | |
| 1. Demonstrate the correct use of hand tools. | | |

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| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Identify basic kitchen hand tools. | 186-191 | |
| b. Demonstrate proper cleaning, sanitizing, and maintenance of hand tools. | | |
| c. Demonstrate measuring and portioning hand tools. | 186-191 | |
| d. Identify the types and sizes of pots and pans. | 193-194 | |
| 1. Develop well-balanced menus. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Identify the Recommended Dietary Allowances and the Food Guide Pyramid. | 61-65 | |
| b. Describe a healthy diet. | 60-69 | |
| c. Interpret information on a nutrition label. | 70-72 | |
| d. Identify recipes that preserve nutrients in quantity cooking. | | |
| e. Suggest ways to make recipes more healthful. | 69-75 | |
| f. Suggest healthful substitutes for high-fat ingredients. | 69-75 | |
| 1. Demonstrate breakfast food preparation. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |

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| a. Prepare basic breakfast food items. | 262-263 | |
| b. Prepare breakfast beverages. | 247-248 | |
| c. Evaluate prepared products. | | |
| 1. Demonstrate preparation of several types of sandwiches. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Give examples of different types of sandwiches including simple hot, open faced, hors d'oeuvres, grilled, deep-fried, and simple cold. | 245-246 | |
| b. Explain the roles of the three components of a sandwich: bread, spread, and filling. | 245-246 | |
| c. Prepare common sandwich spreads and fillings. | 245-246 | |
| 1. Prepare various types of salads. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Identify different types of salad greens used in salad preparation. | 357-360 | |
| b. Identify other types of salads. | 357 | |
| c. Identify the parts of a salad. | 359-360 | |
| d. Compare and contrast types of salads served at different points in the meal. | | |

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| e. Demonstrate appropriate methods to clean salad greens. | | |
| f. Store salads properly. | | |
| 1. Discuss the preparation of breads. | | |
| Objectives | Pupil Edition Page References | Teacher Edition Page References |
| a. Describe the function of common ingredients in baking. | 369-383 | |
| b. Identify yeast breads. | 380 | |
| c. Identify quick breads. | 373-375 | |