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Goodheart-Willcox Publisher Correlation of <i>The Culinary Professional</i> ©2014 to South Carolina Department of Education Hospitality and Tourism Course Introduction to Culinary Arts	
ACADEMIC STANDARD / INDICATOR	CORRELATING PAGES
B. CAREER OPPORTUNITIES	
<p>B1. Distinguish between individual occupations within the food service industry.</p> <p>What students should know:</p> <ol style="list-style-type: none">1. Labor market information2. Steps in finding a job3. Education versus experience4. Employability skills5. Successful completion of a job application6. Roles and responsibilities of foodservice employees7. Entrepreneurship8. 21st Century Skills9. SCANS Skills <p>What students should be able to do:</p> <ol style="list-style-type: none">1. Investigate training, experience, and education needed for various food service positions.2. Demonstrate employability skills for career success.3. Research roles and responsibilities of food service employees.4. Evaluate completed job applications.5. Interpret local, state, national and international labor market information.6. Develop a plan for finding a job.7. Explain advantages and disadvantages of entrepreneurship.8. Demonstrate 21st century skills.9. Assess personal soft skills.	5-6, 24-27, 43-48, 56-71, 75-88, 739-740
C. SANITATION AND SAFETY SKILLS	
<p>C1. Evaluate procedures to avoid food borne illnesses.</p> <p>What students should know:</p> <ol style="list-style-type: none">1. Microorganisms common in food spoilage and food borne illness2. Symptoms common to food borne illnesses3. Causes of direct and cross-contamination	97-111, 113-133

<p>4. Food preparation and storage procedures 5. Cleaning and sanitizing of foodservice equipment 6. Biological, chemical, and physical hazards</p> <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Categorize microorganisms related to food spoilage and food borne illnesses. 2. Describe symptoms common to food borne illnesses. 3. Explain procedures to prevent direct and cross-contamination. 4. Distinguish between acceptable and unacceptable procedures when preparing and storing potentially hazardous foods. 5. Demonstrate proper cleaning and sanitizing of foodservice equipment. 6. Differentiate biological, chemical, and physical hazards. 	
<p>C2. Analyze safe practices in food service facilities.</p> <p>What students should know:</p> <ol style="list-style-type: none"> 1. Workplace safety 2. Accidents and injuries 3. Emergency procedures 4. Fire extinguishers 5. Hazard Communication Program 6. Occupational Safety and Health Administration (OSHA) 7. The importance of a Material Safety Data Sheet (MSDS) <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Explain the importance of safety in a foodservice establishment. 2. Describe the common causes of typical accidents and injuries in the foodservice industry. 3. Demonstrate appropriate emergency procedures for kitchen and dining room injuries. 4. Describe different types and uses of fire extinguishers. 5. Analyze the elements of a restaurant's Hazard Communication Program. 6. Summarize OSHA guidelines. 7. Apply guidelines as outlined in an MSDS sheet. 	<p>108, 135-151</p>
<p>D. ESSENTIAL PERSONAL HYGIENE SKILLS</p>	
<p>D1. Analyze personal hygiene and how it affects food safety.</p>	<p>99-109, 118, 125-128, 136-137, 741</p>

<p>What students should know:</p> <ol style="list-style-type: none"> 1. Food contamination 2. Direct and cross contamination 3. Biological, chemical, and physical hazards 4. Personal behaviors 5. Grooming habits 6. Workplace attire <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Explain food contamination and give examples of how it occurs. 2. Identify sources of direct and cross contamination. 3. Distinguish between biological, chemical, and physical hazards. 4. Identify personal behaviors that can lead to food contamination. 5. Demonstrate appropriate grooming habits for the workplace. 6. Select appropriate attire for the workplace. 	
E. RECIPE SKILLS	
<p>E1. Demonstrate skills needed to evaluate, modify, and organize standardized recipes.</p>	235-247, 763-771
<p>What students should know:</p> <ol style="list-style-type: none"> 1. Terminology 2. Components of a standardized recipe 3. Importance of standardized recipe components 4. Formula for recipe conversions 5. Recipe evaluations 6. Menu development and costing <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Integrate recipe terminology in professional conversations. 2. Identify the components of a standardized recipe. 3. Explain the importance of the components of a standardized recipe. 4. Apply math skills to convert recipes. 5. Evaluate standardized recipes. 6. Develop and cost menus. 	
F. FOOD PRODUCTION TECHNIQUES	
<p>F1. Demonstrate food service preparation and presentation techniques.</p>	173-187, 189-199, 201-217, 219-233, 235-247, 249-261, 263-283, 319-341, 415-441, 455-471, 487-509, 523-531, 533-541, 543-557, 559-575, 577-589, 591-605, 607-619, 621-633
<p>What students should know:</p> <ol style="list-style-type: none"> 1. Weighing and measuring techniques 2. Ingredients, tools and equipment 	



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<ul style="list-style-type: none">3. Food production schedule4. Dry heat cooking methods5. Moist heat cooking methods6. Plating <p>What students should be able to do:</p> <ul style="list-style-type: none">1. Weigh and measure ingredients.2. Identify and assemble ingredients, tools, and equipment needed for selected recipes (mis en place).3. Develop food production schedules.4. Demonstrate dry heat methods of cooking.5. Demonstrate moist heat methods of cooking.6. Demonstrate plating techniques.	
G. CUSTOMER SERVICE	
<p>G1. Demonstrate skills necessary to provide professional customer service.</p> <p>What students should know:</p> <ul style="list-style-type: none">1. Internal and external customer service2. Communication skills3. Serving techniques4. Customer satisfaction strategies5. Industry standards for customer service6. Selling techniques7. Basic math skills <p>What students should be able to do:</p> <ul style="list-style-type: none">1. Differentiate between internal and external customer service.2. Explain the importance of effective communication skills.3. Resolve service related problems effectively.4. Identify serving techniques required to be successful in various segments of the food industry.5. Identify industry standards for quality customer service.6. Apply various selling techniques to increase sales.7. Calculate customer checks and server tips.	56-59, 66-67, 742-744, 748-753, 756-757

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ACADEMIC STANDARD / INDICATOR	CORRELATING PAGES
B. CUSTOMER SERVICE	
B1. Identify ways customer service affects the success of the food service business.	53-67, 72-73, 742-744, 748-753, 756-757
<p>What students should know:</p> <ol style="list-style-type: none">1. Verbal and nonverbal communication2. Effective and ineffective communications3. First impressions4. Importance of teamwork5. Internal and external customer service6. Industry standards for customer service7. Professionalism8. Stereotypes and prejudices9. Conflict resolution10. Positive attitudes11. Techniques to relieve stress12. Strategies to deal with customer complaints <p>What students should be able to do:</p> <ol style="list-style-type: none">1. Demonstrate effective verbal and nonverbal communication2. Distinguish between effective and ineffective communication3. List reasons for and ways to make a positive first impression4. Explain why teamwork is important.5. Differentiate between internal and external customer service6. Analyze industry standards for customer service.7. Demonstrate behaviors that exhibit standards of professionalism8. Explain how stereotypes and prejudices affect business9. Apply techniques to resolve conflicts.10. Demonstrate positive attitudes.11. Demonstrate practices to relieve stress in the workplace12. Apply strategies to deal with customer complaints	
C. WORKPLACE GUIDELINES	
C1. Demonstrate managerial skills.	56, 759-771
<p>What students should know:</p> <ol style="list-style-type: none">1. Qualities of an effective manager2. Worksite relationships3. Inventory procedures and record keeping	

<p>4. Food service forms 5. Cost control</p> <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Identify the qualities of an effective manager. 2. Develop worksite relationships to improve the working environment. 3. Apply inventory procedures including first in/first out concept, date marking, and specific record keeping. 4. Demonstrate the methods of accurately completing and following food service forms. 5. Outline methods of controlling costs of labor, production and food service facilities. 	
D. FOOD SERVICE TOOLS AND EQUIPMENT	
<p>D1. Demonstrate the appropriate use of kitchen tools and equipment.</p>	<p>120-125, 173-187, 189-199, 201-217, 219-233, 235-238</p>
<p>What students should know:</p> <ol style="list-style-type: none"> 1. Kitchen tools and equipment. 2. Care and of kitchen tools and equipment 3. Types and sizes of pots and pans 4. Standard and metric systems <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Demonstrate the correct use of basic kitchen hand 2. Demonstrate proper cleaning, sanitizing, and main 3. Identify the types and sizes of pots and pans. 4. Demonstrate proper weighing and measuring tech 	
E. FOOD SAFETY AND SANITATION PROCEDURES	
<p>E1. Identify biological, physical, and chemical hazards.</p>	<p>97-111, 113-119</p>
<p>What students should know:</p> <ol style="list-style-type: none"> 1. Biological, physical, and chemical hazards 2. Contamination 3. Microorganisms 4. Time and temperature guidelines 5. Chemicals 6. Hazardous foods 7. FAT-TOM <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Categorize biological, physical, and chemical hazar 2. Describe sources of direct contamination and cros 3. Categorize and describe microorganisms that caus 4. Explain how time and temperature guidelines can 5. Analyze procedures used with chemicals substanc 6. Identify potentially hazardous foods that are high 7. Explain and demonstrate FAT-TOM. 	

E2. Demonstrate food safety and sanitation practices.	113-133
<p>What students should know:</p> <ul style="list-style-type: none">1.Hazard Analysis Critical Control Points (HACCP)2.Industry certifications for food safety and sanitation3.Time and temperature control4.Importance of safety and sanitation practices5.Cross-contamination and direct contamination <p>What students should be able to do:</p> <ul style="list-style-type: none">1. Develop a flowchart using the HACCP plan.2. Describe industry certifications for food safety and sanitation3. Explain why time and temperature control is important4. Evaluate safety and sanitation practices.5. Identify methods to avoid cross and direct contamination	
F. WORKPLACE SAFETY	
F1. Implement safe behaviors in food service facilities.	108, 135-151
<p>What students should know:</p> <ul style="list-style-type: none">1. First Aid2. Hazard Communication Program (HAZCOM)3. Role of Occupational Safety and Health Administration4. Right to Know Law5. Fire Prevention6. Material Safety Data Sheets (MSDS)7. Safe and Sanitary Lab <p>What students should be able to do:</p> <ul style="list-style-type: none">1. Apply basic first aid skills.2. Explain the Hazard Communication Program.3. Explain the role of OSHA in the workplace.4. Explain the Right to know law.5. Implement fire prevention techniques.6. Read and explain Material Safety Data Sheets.7. Maintain a safe and sanitary lab.	
G. MENU MANAGEMENT	
G1. Explain factors that affect food and menu prices.	154-158, 793-801

<p>What students should know:</p> <ol style="list-style-type: none"> 1. Food, equipment, and supplies for specific menus 2. Truth-in-menu guidelines 3. Menu modification techniques 4. Menu layouts, themes, and design styles 5. Menu conversions 6. Nutritive value <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Identify food, equipment and supplies needed for a menu. 2. Create menu item descriptions following the truth-in-menu guidelines. 3. Plan and modify menus. 4. Develop a variety of menu layouts, themes, and design styles 5. Convert menus using computer based menu systems. 6. Evaluate menus for nutritive value. 	
H. NUTRITION	
H1. Analyze the roles of nutrients in the diet.	773-791
<p>What students should know:</p> <ol style="list-style-type: none"> 1. Role of nutrients in the diet 2. Nutrient deficiencies and excesses 3. Guidelines for healthy living 4. Recommended Dietary Allowances (RDA) 5. Food labels <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Categorize foods according to nutrient content. 2. Research diseases associated with nutrient deficiencies 3. Apply guidelines for healthy living when selecting foods 4. Explain the recommended dietary allowances for different age groups 5. Interpret information on food labels. 	
I. FOOD PRODUCTION TECHNIQUES	
I1. Demonstrate a variety of cooking methods.	285-295, 443-453, 523-531, 533-541
<p>What students should know:</p> <ol style="list-style-type: none"> 1. Dry heat methods of cooking 2. Moist heat methods of cooking <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Prepare foods using dry heat methods of cooking. 2. Prepare and demonstrate foods using moist heat methods. 	
J. CAREERS	
J1. Demonstrate skills needed to seek and keep employment.	64-66, 72-73, 75-93



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<p>What students should know:</p> <ol style="list-style-type: none">1. Personal goals2. Characteristics of successful food service employees3. Job search strategies4. Resume and cover letter development skills <p>What students should be able to do:</p> <ol style="list-style-type: none">1. Plan personal goals for careers.2. Compare personal and job related skills needed to obtain and retain a job.3. Summarize job search strategies needed to obtain a job.4. Develop a resume and cover letter that lists skills and competencies.	
J2. Investigate food service careers and entrepreneurship opportunities.	7-9, 14-15, 24-29, 64-66, 72-73, 75-76, 92-93
<p>What students should know:</p> <ol style="list-style-type: none">1. Careers in Foodservice2. Foodservice trends3. Education & Training requirements4. Entrepreneurship opportunities <p>What students should be able to do:</p> <ol style="list-style-type: none">1. Research careers in foodservice.2. Investigate foodservice trends.3. Compare education and training requirements.4. Identify entrepreneurship opportunities.	

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ACADEMIC STANDARD / INDICATOR	CORRELATING PAGES
B. CUSTOMER SERVICE	
B1. Demonstrate effective communication skills.	66-67, 73, 740-743, 749, 756-757
What students should know: <ol style="list-style-type: none"> 1. Verbal and nonverbal communication 2. Writing skills 3. Telephone Skills 4. Attracting and keeping customers 5. Selling techniques What students should be able to do: <ol style="list-style-type: none"> 1. Analyze verbal and nonverbal communication. 2. Demonstrate effective writing skills. 3. Model courteous and effective telephone skills. 4. Identify methods to attract and keep customers. 5. Demonstrate successful selling techniques. 	
B2. Demonstrate the duties of front of the house employees.	739-757
What students should know: <ol style="list-style-type: none"> 1. Front of the house employees and employers 2. Food & beverage orders 3. Service procedures 4. Customer satisfaction 5. Relationship to back of the house employees What students should be able to do: <ol style="list-style-type: none"> 1. Explain positions and the duties of front of the house 2. Demonstrate effective customer service skills when 3. Demonstrate different types of dining room service 4. Identify needs and wants of different types of customers (e.g., special dietary concerns, etc.) 5. Explain the relationship between front of the house 	
C. WORKPLACE GUIDELINES	
C1. Describe work attitudes and behaviors that lead to success.	24-27, 56-67, 72-73, 92-93

<p>What students should know:</p> <ol style="list-style-type: none"> 1. Personal qualities 2. Definition of success 3. Roles and duties 4. Multiple roles management 5. Ethical issues 6. Risk management and legal liability <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Set personal goals. 2. Develop a personal definition of success. 3. Identify the roles and duties of various food service employees/employers. 4. Demonstrate effective methods of managing multiple roles. 5. Explain ethical issues. 6. Analyze risk management and legal liability. 	
<p>C2. Analyze the importance of team work in the workplace.</p>	<p>43-51, 53-54, 66-67, 72-73, 84-85</p>
<p>What students should know:</p> <ol style="list-style-type: none"> 1. Effective teamwork skills 2. Interpersonal skills 3. Technical skills <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Critique teamwork skills to facilitate the workflow 2. Evaluate interpersonal skills for career success. 3. Demonstrate technical skills necessary for workp 	
<p>C3. Investigate managerial skills.</p>	<p>21-29, 62-64, 86-93, 759-771</p>
<p>What students should know:</p> <ol style="list-style-type: none"> 1. Management and leadership skills 2. Accounting 3. Risk Management and legal liability 4. Human Resources Policies 5. Staff Development 6. Marketing Plan 7. Inventory management <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Identify management and leadership skills. 2. Apply accounting principles in planning and foreca 3. Explain risk management and legal liability. 4. Describe the different aspects of human resources 5. Evaluate staff development experiences. 6. Evaluate a marketing plan. 7. Outline inventory and facility management respon 	

D. FOOD SERVICE TOOLS AND EQUIPMENT	
D1: Demonstrate the proper use of industry tools and equipment.	120-125, 173-187, 189-199, 201-217, 219-233, 235-238
<p>What students should know:</p> <ol style="list-style-type: none"> 1. Basic kitchen hand tools 2. Storage, preparation, cooking, holding, service and 3. Cleaning, sanitizing, and maintaining equipment 4. Cutting and mixing techniques <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Demonstrate the correct use of basic kitchen hand 2. Categorize equipment based on usage. 3. Demonstrate proper cleaning, sanitizing, and maintaining equipment. 4. Demonstrate how to cut and mix foods using stan 	
E. FOOD SAFETY AND SANITATION PROCEDURES	
E1: Demonstrate food safety and sanitation practices.	97-111, 113-133
<p>What students should know:</p> <ol style="list-style-type: none"> 1. The seven major steps of the Hazard Analysis Critical Control Point (HACCP) food safety system. 2. Minimize risk of food borne illnesses 3. Different types of potentially hazardous foods. 4. Time and temperature guidelines 5. Food safety and sanitation <p>What students should be able to do:</p> <ol style="list-style-type: none"> 1. Describe the seven major steps of the Hazard Analysis Critical Control Point (HACCP) food safety system. 2. Identify the critical control points during all food handling processes as a method for minimizing the risk of food borne illness. 3. Describe different types of potentially hazardous foods. 4. Explain how time and temperature guidelines can reduce the growth of microorganisms. 5. Pass a food safety and sanitation certification exam. 	
F. WORKPLACE SAFETY	
F1: Implement industry standard safety procedures.	108, 135-151
<p>What students should know:</p> <ol style="list-style-type: none"> 1. The importance of safety in foodservice. 2. The components of a restaurant's Hazard Commun 3. The Occupational Safety and Health Administratio 4. Material Safety Data Sheet (MSDS) 	

What students should be able to do: <ol style="list-style-type: none"> 1. Identify the responsibilities of foodservice establishment to customers and workers. 2. Analyze a restaurant's Hazard Communication Program. 3. Explain the requirements of OSHA's safety-related standards and regulations for the workplace. 4. Explain the purpose of the MSDS. 	
G. MENU MANAGEMENT	
G1. Create menus according to industry guidelines.	793-801
What students should know: <ol style="list-style-type: none"> 1. Menu terminology 2. Menu planning principles 3. Nutrition principles 4. Menu layouts, themes, and design styles 5. Industry guidelines What students should be able to do: <ol style="list-style-type: none"> 1. Define and apply menu terminology. 2. Apply menu planning principles to develop and manage menus. 3. Plan menus based on nutrition principles. 4. Develop a variety of menu layouts, themes, and design styles. 5. Compare industry guidelines. 	
G2. Analyze the performance of menus.	796-797, 800-801
What students should know: <ol style="list-style-type: none"> 1. Menu performance 2. Recipe conversion 3. Equipment and supplies 4. Measurement and food cost analysis and control What students should be able to do: <ol style="list-style-type: none"> 1. Evaluate the performance of menu items to analyze menu profitability. 2. Convert recipes/formulas based on menus and nutritional requirements. 3. Prepare requisitions for food, equipment, and supplies. 4. Apply principles of measurement and food cost analysis. 	
H. FOOD PRODUCTION TECHNIQUES	
H1. Apply business math skills in food production.	10, 103, 206, 235-247, 310, 763-771,
What students should know: <ol style="list-style-type: none"> 1. Basic math skills in food production 2. Calculate food cost percentages 3. Cost out recipes/formulas and menus What students should be able to do: <ol style="list-style-type: none"> 1. Apply mathematic skills to convert measures in standard units. 2. Apply basic skills to calculate food cost percentage. 3. Apply basic skills to cost out recipes/formulas and menus. 	



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H2. Demonstrate a variety of cooking methods.	285-295, 443-453, 523-531, 533-541
What students should know: <ol style="list-style-type: none">1. Dry heat methods of cooking.2. Moist heat methods of cooking3. Combination methods of cooking4. Professional plating techniques What students should be able to do: <ol style="list-style-type: none">1. Prepare foods using dry heat methods.2. Prepare foods using moist heat methods.3. Prepare foods using combination methods.4. Demonstrate professional plating techniques.	
I. CAREERS	
I1. Explore foodservice career opportunities.	7-9,14-15, 24-29, 64-66, 72-73, 75-76, 92-93
What students should know: <ol style="list-style-type: none">1. Job search skills2. Education and training3. Certification Opportunities4. Food Service Trends5. Professional Organizations What students should be able to do: <ol style="list-style-type: none">1. Compile a career search portfolio.2. Describe education and training opportunities available3. Identify certification opportunities.4. Summarize food service trends.5. Analyze the importance and benefits of foodservice	