Correlation of

***The Culinary Professional, 4th Edition,* Draz and Koetke**

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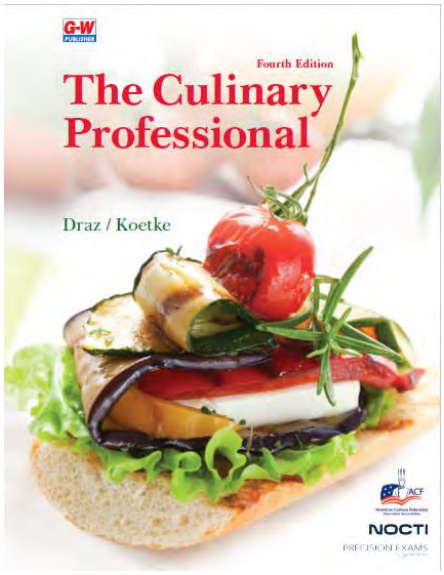
to

Precision Exams Culinary I (343)

Goodheart-Willcox is pleased to partner with Precision Exams by correlating *The Culinary Professional* to their Culinary standards. Precision Exams standards and Career Skills Exams were created in concert with industry and subject matter experts to match real-world job skills and marketplace demands. Students that pass the exam and performance portion of the exam can earn a Career Skills Certification.



The correlation chart below lists the Standards, Objectives, and Indicators for the Culinary I exam in the left column. Corresponding content from *The Culinary Professional* that can be used by a student to help achieve the standard, objective, or indicator is listed in the right column.

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Standards / Objectives / Indicators	Textbook Pages
Standard 1: Students will consistently demonstrate workplace safety, food safety, and sanitation techniques.	
Objective 1: Apply established safety rules and guidelines in a work environment.	40-61
Indicator 1: Identify prevention, protocol and treatment for cuts.	33, 46–47, 70-75, 256–275
Indicator 2: Identify prevention, protocol, and treatment for fires, chemical and heat related incidents.	33, 41-61, 99, 476
Indicator 3: Identify prevention, protocol, and treatment for break, strains, and sprains.	41–48, 59
Objective 2: Identify health and hygiene requirements for food handling.	31–34, 47, 752
Indicator 1: Identify proper hand washing.	31–32, 39, 47
Indicator 2: Identify appropriate clothing and hair restraints.	33, 44–45, 63, 750, 752
Indicator 3: When tasting foods, always use a clean spoon and use only once.	34
Indicator 4: Discuss appropriate use of gloves.	30, 31, 33, 45, 47, 264, 327, 423, 838

Standards / Objectives / Indicators	Textbook Pages
Objective 3: Recognize food-borne illness and prevention.	2-39
Indicator 1: Identify the ways food becomes unsafe.	4–16, 34, 59
Indicator 2: Define food-borne illness.	4–13, 38–39
Indicator 3: Controlling time and temperature	5–13, 18–23, 36, 85, 92, 103–105, 352, 807
Indicator 4: Identify the ways to safely thaw TCS foods.	19, 165, 587
Indicator 5: Identify correct cooling of TCS foods.	20–22
Indicator 6: Preventing cross contact and cross contamination.	16, 23–24, 53, 323, 392, 613, 837
Indicator 7: Equipment Storage: Store serviceware and food containers upside down on a clean, sanitized surface, and store utensils with handles up.	29, 89
Indicator 8: Food Preparation: clean and sanitize work area and equipment, wash hands between task, never- place cooked food on a plate which has previously held raw meat, poultry or seafood.	24–37, 537
Standard 2: Students will explore career opportunities and employment skills required in the food service industry.	
Objective 1: Identify career opportunities and educational requirements.	181–187, 234–253
Indicator 1: Career paths	181–187, 234
Indicator 2: Education opportunities	226–228
Objective 2: Investigate and apply professional work behavior and employability skills.	218–225
Indicator 1: Communication	219–220, 229–230
Indicator 2: Collaboration	219–221, 245
Indicator 3: Creativity	220
Indicator 4: Critical Thinking	219, 230–231
Indicator 5: Citizenship	221–222, 244
Indicator 6: Character	220–223, 244
Standard 3: Students will identify knives and food service equipment; function, proper use and care.	
Objective 1: Identify types of knives, understand their proper use and care, and demonstrate proper knife safety.	64–75, 257–260
Indicator 1: Types of knives, including chef, boning, paring, serrated	67–68

Standards / Objectives / Indicators	Textbook Pages
Indicator 2: Correct holding technique, sharpening, washing and storing	70–75, 257–260
Objective 2: Identify common small-ware food preparation equipment and how it is to be safely used and cleaned. (i.e. peeler, micro plane (zester), whisks, spatula, tongs, bench scraper, stock pot, sauce pan, sauté pan)	75–83, 87–89
Objective 3: Identify common food preparation and service equipment and how it is to be safely used and cleaned. (e.g., scales, immersion blender, food processor, microwave, sheet pan, speed rack, hotel pan)	78–107, 475–476
Objective 4: Identify and demonstrate different knife cuts, including:	260–263
Indicator 1: Batonnet—1/4 x 1/4 x 2-3 inch	261
Indicator 2: Julienne—1/8 x 1/8 x 1-2-inch	261
Indicator 3: Brunoise—1/8 x 1/8 x 1/8 inch	262
Indicator 4: Dice, small—1/4 x 1/4 x 1/4 inch; medium—1/2 x 1/2 x 1/2 inch; large—3/4 x 3/4 x 3/4 inch	261
Indicator 5: Chiffonade—stack leaves, roll and slice into thin shreds	275
Indicator 6: Diagonal—cut on a 45-degree angle	72, 400–401
Objective 5: Identify the process of mise en place.	255–257
Indicator 1: Mise en place (to put in place): organizing equipment and preparing ingredients (measuring, doing knife cuts) before you begin cooking.	255–257
Standard 4: Students will apply basic culinary math concepts and use in standardized recipes.	
Objective 1: Utilize measuring techniques and tools.	111–115
Indicator 1: Measurements are either by volume or by weight.	111–115
Objective 2: Identify measurement equivalents and apply by adjusting recipe yield.	111–114, 121–122
Indicator 1: Measurement Abbreviations.	111–112
Indicator 2: Equivalents.	111–113
Objective 3: Define and identify components of a standardized recipe.	116–119
Indicator 1: Standardized recipe - specifically describes the exact, measurable amount of ingredients and the method of preparation needed to consistently produce a high-quality product.	117–118

Standards / Objectives / Indicators	Textbook Pages
Indicator 2: Components of a standardized recipe.	118–119
Objective 4: Convert recipe yields.	121–122
Indicator 1: Converting total yield: two-step method	121–122
Standard 5: Students will compare and contrast cooking techniques as applied to food preparation.	
Objective 1: Moist heat cooking methods.	290–292
Indicator 1: Boil: Cooking in liquid at boiling point. (Not oil)	291
Indicator 2: Blanch: Partially cooking by boiling and immediately cooling.	395, 438
Indicator 3: Simmer: Cooking in liquid just below the boiling point.	291
Indicator 4: Poach: Cooking in a flavorful liquid in a temperature just below simmering.	290
Indicator 5: Steam: Cooking food in closed environment with steam.	292
Objective 2: Dry heat cooking methods.	286–289
Indicator 1: Bake/Roast: Cook with dry heat in a closed environment, usually in an oven.	289
Indicator 2: Broil: To cook food directly under heat source.	289
Indicator 3: Grill: To cook food directly above heat source.	289
Indicator 4: Sauté/Stir Fry: Quickly cooking an item in a small amount of hot fat or oil, over moderate heat.	286
Indicator 5: Pan Fry: Cooking in a moderate amount of hot fat or oil.	286
Indicator 6: Deep Fat Fry: Completely submerge food in hot fat or oil.	287–288
Objective 3: Combination cooking methods.	292–293
Indicator 1: Braise: Sear food. Add some liquid and cover pan to create a moist cooking environment.	292–293
Indicator 2: Stew: Small pieces of food are seared then covered completely with a liquid and simmered.	293
Standard 6: Students will explore and prepare stocks and sauces.	
Objective 1: Vocabulary used in making soups and sauces.	272, 447–457, 458–470
Indicator 1: Mirepoix: 50% onion, 25% carrots, 25% celery	272

Standards / Objectives / Indicators	Textbook Pages
Indicator 2: Roux: equal parts fat and flour	460–461
Indicator 3: Stock: flavored liquid made from simmering bone and/or vegetables in water.	447–457
Indicator 4: Aromatics: mirepoix, herbs, and spices.	449–450
Objective 2: Apply concepts of making a stock.	447–457
Indicator 1: Start with cold water; never boil; never add salt.	452–453, 455
Indicator 2: Meat based stock includes bones, aromatics, and water.	447–450
Indicator 3: Vegetable based stocks include vegetables, aromatics, and water.	456
Indicator 4: Simmering time is based on type of stock.	448
Indicator 5: Skim stock often to remove impurities.	452, 455
Indicator 6: Strain stock, cool correctly, and remove fat after cooling.	452-453,455
Objective 3: Identify the five Mother Sauces.	463–468
Indicator 1: Béchamel is a white sauce made from milk or cream and thickened with a roux.	464–465
Indicator 2: Velouté is made from veal, chicken, or fish stock and a white or blond roux.	465
Indicator 3: Espagnole, often referred to as brown sauce, uses a brown stock (such as beef) as a base and is thickened with a brown roux.	466
Indicator 4: Tomato is made with sautéed aromatic vegetables and a tomato product.	466–467
Indicator 5: Hollandaise is made by whisking egg yolks with clarified butter and an acid such as lemon juice.	468–469
Standard 7: Students will explore preparation principles of breads.	
Objective 1: Types of breads.	485–486, 693–694
Indicator 1: Quick and Yeast	685–692, 693–699
Indicator 2: Compare and contrast quick breads and yeast breads including ingredients, preparation methods, texture/crumb and appearance.	685–701
Objective 2: Types of yeast dough.	693–694, 699
Indicator 1: Lean Dough: Lean dough contains small amounts of sugar and fat, if any.	694–695

Standards / Objectives / Indicators	Textbook Pages
Indicator 2: Rich Dough may have fat, dairy, eggs, or sugar added.	699
Objective 3: Identify ingredients in baked goods.	668–678
Indicator 1: Function of each ingredient.	668–676
Objective 4: Principles of yeast dough production.	694–698
Indicator 1: 1. Kneading is combining liquid and flour combine to form gluten. As the dough is kneaded the gluten strands line up creating a structure trapping carbon dioxide, allowing the dough to rise.	694–695
Indicator 2: Fermentation is the process of breaking down sugar to create carbon dioxide and alcohol, which causes the dough to rise.	695
Indicator 3: Proofing is the final rising of the dough prior to baking.	696
Indicator 4: Oven spring is the expansion of carbon dioxide when put into a preheated oven.	698