

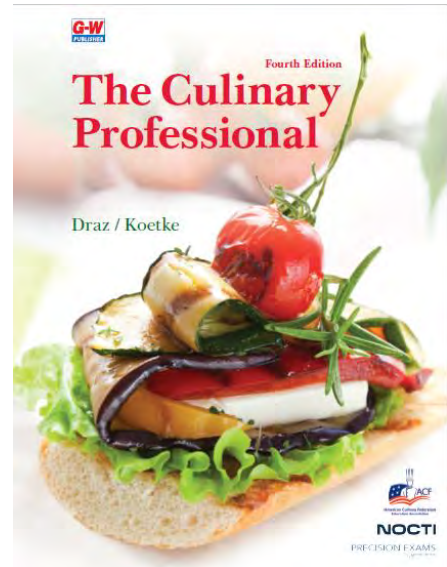


**Correlation of**  
***The Culinary Professional, 4<sup>th</sup> Edition*, Draz and Koetke**  
**(Goodheart-Willcox Publisher ©2023)**  
 to  
**Precision Exams Culinary 2 (345)**

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 2 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
<b>Standard 1: Students will differentiate knives and food service equipment function, proper use and care.</b>	
<b>Objective 1:</b> Identify types of knives, understand their proper use and care, and demonstrate proper knife safety.	65–75
<b>Indicator 1:</b> Types of knives, including chef, boning, paring, serrate.	67–68
<b>Indicator 2:</b> Proper hold, sharpening, washing, and storage	68–75, 257–260, 264–267
<b>Objective 2:</b> Identify common smallware food preparation equipment, and how it is to be safely used and cleaned. (i.e. knives, mandoline, piping tools, Parisian scoop, scales).	75–77, 80–90
<b>Objective 3:</b> Identify common food preparation and service equipment and how it is to be safely used and cleaned. (e.g., convection oven, conventional oven, commercial dishwasher/sanitizer, ice machine, stand mixer, deep fat fryer, proofer, steam table, hotel pans, sheet pans, chafing dishes).	81–82, 95–107, 663, 679–684
<b>Objective 4:</b> Identify and demonstrate different knife cuts, including:	72, 260–262, 268–276, 400–401
<b>Indicator 1:</b> Batonnet—1/4 x 1/4 x 2-3 inch	261

**Correlation of *The Culinary Professional* to Precision Exams Culinary I —page 2**

<b>Standards / Objectives / Indicators</b>	<b>Textbook Pages</b>
<b>Indicator 2:</b> Julienne— 1/8 x 1/8 x 1-2-inch, fine julienne- 1/16 x 1/16 x 1-2 inch	261
<b>Indicator 3:</b> Brunoise—1/8 x 1/8 x 1/8 inch	262
<b>Indicator 4:</b> 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
<b>Indicator 5:</b> Chiffonade—stack leaves, roll and slice into thin shreds	275
<b>Indicator 6:</b> Diagonal—cut on a 45-degree angle	72, 400–401
<b>Indicator 7:</b> Rondelle—also called coin cut	261
<b>Indicator 8:</b> Mince - to cut or chop into very small pieces	262, 273–274
<b>Indicator 9:</b> Chop - to cut into uniform size when shape is not important	257, 275
<b>Objective 5:</b> Identify the purpose of mise en place.	255–256
<b>Indicator 1:</b> Mise en place (to put in place): organizing equipment and preparing ingredients (measuring, doing knife cuts) before you begin cooking.	255–256
<b>Standard 2: Students will connect workplace safety, food safety, and sanitation as applied to food production.</b>	
<b>Objective 1:</b> Apply established safety rules and guidelines in a work environment.	41–61
<b>Indicator 1:</b> Identify prevention, protocol and treatment for cuts.	46–48
<b>Indicator 2:</b> Identify prevention, protocol, and treatment for fires, and heat related incidents.	48, 50–51, 55–59
<b>Indicator 3:</b> Identify prevention, protocol and treatment for breaks, strains, and sprains.	48, 51
<b>Objective 2:</b> Identify health and hygiene requirements for food handling.	31–34
<b>Indicator 1:</b> Identify proper hand washing.	32
<b>Indicator 2:</b> Identify appropriate clothing and hair restraints.	33
<b>Indicator 3:</b> When tasting food, always use a clean spoon and use only once.	34
<b>Indicator 4:</b> Discuss appropriate use of gloves.	33
<b>Indicator 5:</b> Any activity involving eating, drinking, smoking/vaping, or chewing gum needs to occur in a designated area away from food preparation areas.	34

**Correlation of *The Culinary Professional* to Precision Exams Culinary I —page 3**

<b>Standards / Objectives / Indicators</b>	<b>Textbook Pages</b>
<b>Objective 3:</b> Identify the steps in the flow of food, including purchasing, receiving, storage, preparation, cooking, holding (hot/cold), cooling, reheating, and serving.	18–22, 36
<b>Indicator 1:</b> Explain the purpose of the Hazard Analysis Critical Control Point (HACCP) system (i.e., to ensure keeping food safe through a system of identifying and monitoring critical control points).	36
<b>Indicator 2:</b> Discuss methods of purchasing, receiving, and storage.	24, 780–784
<b>Indicator 3:</b> Refrigerator and freezer temperatures (refrigerator: 41°F or lower; freezer: 0°F or lower).	21
<b>Objective 4:</b> Identify the factors contributing to food-borne contamination, illness, and prevention strategies.	3–16
<b>Indicator 1:</b> Discuss general concepts of foodborne illness.	4
<b>Indicator 2:</b> Three types of food contamination hazards.	5–16
<b>Indicator 3:</b> Identify the four types of pathogen contaminants.	5–12
<b>Indicator 4:</b> Foodborne illness symptoms that exclude a worker from handling food.	7–8, 34
<b>Indicator 5:</b> Discuss prevention strategies.	18–26
<b>Indicator 6:</b> Identify proper sanitation techniques used with tools, equipment, and surfaces.	24–31
<b>Standard 3: Students will explore the foodservice and hospitality industry; history, trends, and supply chains.</b>	
<b>Objective 1:</b> Identify various food service industry segments such as quick service, family dining, fine dining, catering, and institutional/noncommercial food service.	183–186
<b>Indicator 1:</b> Noncommercial: healthcare, education, private establishments, military, charity, and corrections	186
<b>Indicator 2:</b> Commercial: restaurants, caterers, lodging, travel, concessions, and retail	184–186
<b>Indicator 3:</b> Identify various types of businesses including restaurants, quick service, full service and others	184–186
<b>Objective 2:</b> Identify and discuss history and influential chefs in the foodservice industry.	191, 197–206
<b>Indicator 1:</b> Explain the history of foodservice.	197–206

Standards / Objectives / Indicators	Textbook Pages
<b>Indicator 2:</b> Identify the role of influential chefs.	191–206
<b>Indicator 3:</b> Identify Julia Child.	205-206
<b>Objective 3:</b> Identify current trends and their influence on the foodservice industry.	177–181
<b>Indicator 1:</b> Explore cultural influences on the food service industry such as religion, health limitations, geographical, and age.	843–848
<b>Objective 4:</b> Differentiate the components of the food supply chain in regards to the food service industry.	11, 36, 154–158, 389–390, 432, 581–582, 783, 845
<b>Indicator 1:</b> Agriculture	155, 158, 324, 389, 432, 516–517, 568, 581–582, 845, 389, 432
<b>Indicator 2:</b> Processing	11, 390, 433, 517, 518, 830, 834
<b>Indicator 3:</b> Distributor	11, 154, 156, 324, 390, 432, 518, 783
<b>Indicator 4:</b> Retailer	154, 157, 389–390
<b>Indicator 4:</b> Consumer	154, 157, 568, 582, 845
<b>Standard 4: Students will compare and contrast various cooking techniques and how seasonings and flavorings create and enhance the natural flavors of food while practicing food presentation.</b>	
<b>Objective 1:</b> Review the various cooking techniques and how they affect food.	281–293
<b>Indicator 1:</b> Dry cooking applies heat directly as with flame or indirectly by surrounding food with heated air or fat. These techniques include: bake, grill, broil, roast, sauté/stir-fry, panyfry, deep-fry.	286–289
<b>Indicator 2:</b> Moist-cooking techniques apply heat to food by submerging it directly in hot liquid or steam. These cooking methods include: poach, simmer, boil, steam, and blanch.	290–292
<b>Indicator 3:</b> Combination (uses both dry- and moist-cooking methods): braise and stew.	292–293
<b>Objective 2:</b> Discuss the enhancement and creation of flavor when preparing food.	127–149, 294–302
<b>Indicator 1:</b> Flavor can be defined as the sensory properties of food these are perceived with; taste, aroma, temperature, appearance (including color and arrangement), texture.	127–149, 294–302
<b>Objective 3:</b> Elements of plating and food presentation.	650–663
<b>Indicator 1:</b> Avoid placing food on the rim or overfilling the plate, allowing for negative space.	660–661
<b>Indicator 2:</b> Avoid the use of nonedibles on the plate.	660

Standards / Objectives / Indicators	Textbook Pages
<b>Indicator 3:</b> Odd numbers are more pleasing than even numbers.	661
<b>Indicator 4:</b> Choose a variety of colors, texture, heights, size, and shapes in meals.	659–660
<b>Indicator 5:</b> Consider food temperature.	660
<b>Standard 5: Students will utilize basic culinary math concepts.</b>	
<b>Objective 1:</b> Practice proper measuring techniques using appropriate tools.	83–86, 111–115
<b>Indicator 1:</b> Volume and weight are the two standard methods of measuring food. Weight is the most accurate.	111–114
<b>Indicator 2:</b> Weight measuring tools include balance/baker scales, spring scale, and digital scale.	84
<b>Objective 2:</b> Identify measurement equivalents and apply by adjusting recipe yield.	111–113, 121–123
<b>Indicator 1:</b> Identify measurement equivalents used in food preparation.	111–112, 871
<b>Objective 3:</b> Define a standardized recipe and identify components of a standardized recipe.	116–119
<b>Indicator 1:</b> Standardized recipe—A recipe that produces the same results and yield every time when the exact procedures are followed.	116–117
<b>Indicator 2:</b> Identify the importance/benefits of standardized recipes to a successful foodservice operation.	116–118, 785–786
<b>Objective 4:</b> Correctly convert recipe yields.	121–122
<b>Indicator 1:</b> Formula for recipe conversion	121–122
<b>Objective 5:</b> Calculate the difference between AP/EP to determine amounts needed for recipe production.	787–789
<b>Indicator 1:</b> Define as purchased (AP), edible portion (EP), and percent yield.	787–789
<b>Standard 6: Students will demonstrate the production of various stocks, soups, and sauces.</b>	
<b>Objective 1:</b> Identify various types of stocks.	447–457
<b>Indicator 1:</b> Mirepoix is a mix of coarsely chopped vegetables (onion, carrots, celery)	272, 449
<b>Indicator 2:</b> To develop flavor, each needs to simmer for a minimum amount of time (do not boil).	448
<b>Objective 2:</b> Compare soup types, including their ingredients and preparation methods.	472–477

**Correlation of *The Culinary Professional* to Precision Exams Culinary I —page 6**

<b>Standards / Objectives / Indicators</b>	<b>Textbook Pages</b>
<b>Indicator 1:</b> Clear/stock (broth, consommé, clear vegetable and noodle soups such as chicken noodle).	473–474
<b>Indicator 2:</b> Thick (creamed, pureed, bisque, chowder).	475–476
<b>Indicator 3:</b> Unusual/regional (gazpacho, gumbo, borscht, and many more).	477
<b>Objective 3:</b> List potential thickeners for soups.	459–462, 475–476
<b>Indicator 1:</b> Roux: equal parts fat and flour heated into a paste.	460
<b>Indicator 2:</b> Slurry: cornstarch and liquid.	461
<b>Indicator 3:</b> Starchy foods: ex. potatoes and pasta	475–476
<b>Indicator 4:</b> Beurre manie: equal parts flour and butter kneaded to make a paste	462
<b>Objective 4:</b> Sauces	458–471
<b>Indicator 1:</b> Béchamel	464
<b>Indicator 2:</b> Velouté	465
<b>Indicator 3:</b> Espagnole	466
<b>Indicator 4:</b> Tomato	466–467
<b>Indicator 4:</b> Hollandaise	468–469
<b>Standard 7: Students will explore salads, appetizers, and sandwiches.</b>	
<b>Objective 1:</b> Students will define and explore garde manger.	306–326, 341–347, 630–647
<b>Indicator 1:</b> Garde manger is cold dishes including salad, appetizers, hors d’oeuvres, and canapés	630–631
<b>Objective 2:</b> Students will recognize terminology and preparation methods of salads and dressings.	306–326
<b>Indicator 1:</b> Basic types/uses of salads	317–320
<b>Indicator 2:</b> Salad greens	321–323
<b>Indicator 3:</b> Salad dressings	306–313
<b>Objective 3:</b> Identify and compose appetizers and hors d’oeuvres.	331–337, 341–347
<b>Indicator 1:</b> Appetizers are served as the first course of a meal used to stimulate the appetite.	341–342
<b>Indicator 2:</b> Hors d’oeuvres are small bites served prior to a meal or at a separate event. Typically a finger food.	341–342
<b>Indicator 3:</b> Examples	342–347

**Correlation of *The Culinary Professional* to Precision Exams Culinary I —page 7**

<b>Standards / Objectives / Indicators</b>	<b>Textbook Pages</b>
<b>Objective 4:</b> Recognize the components and different types of sandwiches.	331–337
<b>Indicator 1:</b> Three components of a sandwich.	333–337
<b>Indicator 2:</b> Types of sandwiches	331–332
<b>Indicator 3:</b> Sandwich preparation	338–340
<b>Standard 8: Students will explore the career opportunities and employability skills needed in the foodservice and hospitality industry.</b>	
<b>Objective 1:</b> Differentiate between front (service) and back (production) of the house.	749–750
<b>Objective 2:</b> Identify service jobs and duties.	750, 761–768
<b>Indicator 1:</b> Host/hostess: greets and seats customers and takes reservations	750, 761
<b>Indicator 2:</b> Server: meets customer needs	750, 762–768
<b>Indicator 3:</b> Bus person: clears and resets table covers and assists the server	750, 762–768
<b>Indicator 4:</b> Cashier: responsible for processing payment	749, 768
<b>Indicator 5:</b> Dining room manager or maître d’hotel: oversees all service of food and resolves problems	749–750
<b>Indicator 6:</b> Sales representative	212, 775
<b>Objective 3:</b> Identify production jobs and duties.	207–211
<b>Indicator 1:</b> Executive chef	210–211
<b>Indicator 2:</b> Sous chef	208–209
<b>Indicator 3:</b> Station/line cooks	208–209
<b>Indicator 4:</b> Pastry, garde manger	208–209
<b>Indicator 5:</b> Dishwasher	211–212
<b>Objective 4:</b> Identify management duties.	218–223, 229–233, 245
<b>Indicator 1:</b> Communication	229–230
<b>Indicator 2:</b> Time management	223
<b>Indicator 3:</b> Resource management	219
<b>Indicator 4:</b> Collaboration	245
<b>Indicator 5:</b> Motivation	232–233
<b>Indicator 6:</b> Critical thinking/problem solving	230–231
<b>Objective 5:</b> Investigate employability skills.	220–223, 244–245
<b>Indicator 1:</b> Positive attitude	222
<b>Indicator 2:</b> Personal appearance	220, 242

**Correlation of *The Culinary Professional* to Precision Exams Culinary I —page 8**

<b>Standards / Objectives / Indicators</b>	<b>Textbook Pages</b>
<b>Indicator 3:</b> Communication skills (verbal and nonverbal)	229–230
<b>Indicator 4:</b> Ethical behavior	221
<b>Indicator 5:</b> Collaboration	245
<b>Indicator 6:</b> Critical thinking	230–231
<b>Objective 6:</b> Investigate the various steps necessary to gaining employment.	235–243
<b>Indicator 1:</b> Explore various tools used to apply for and obtain a job	239–240
<b>Indicator 2:</b> Job applications	241
<b>Indicator 3:</b> Job portfolio	239
<b>Indicator 4:</b> Résumé	239–239
<b>Indicator 5:</b> Letter of request or cover letter	240
<b>Indicator 6:</b> Job interview	241–243
<b>Standard 9: Students will investigate the concepts of customer service and dining room management.</b>	
<b>Objective 1:</b> Discuss the importance of customer service.	175, 749–750
<b>Indicator 1:</b> Customer service is critical to an establishment’s success.	175, 749–750
<b>Indicator 2:</b> Understand guest needs.	754–755, 761
<b>Objective 2:</b> Explain the order of food and beverage service.	761–768
<b>Indicator 1:</b> Greet customers	761
<b>Indicator 2:</b> Take the beverage order	762
<b>Indicator 3:</b> Sell the menu and take food order	762–764
<b>Indicator 4:</b> Serve the order	765–766
<b>Indicator 5:</b> Processing payment	766–768
<b>Objective 3:</b> Categorize the main types of dining environments and service styles.	183–186, 755–756
<b>Indicator 1:</b> Environment	183–186
<b>Indicator 2:</b> Service style	755–756
<b>Objective 4:</b> Compare and contrast the various pieces of dining equipment and use.	759–760
<b>Indicator 1:</b> Dining and service equipment	759, 765–766
<b>Indicator 2:</b> Table setting	760
<b>Standard 10: Students will explore and participate in bakery food production.</b>	
<b>Objective 1:</b> Identify the functions and types of each ingredient used in bakery products	668–674



**Correlation of *The Culinary Professional* to Precision Exams Culinary I —page 9**

<b>Standards / Objectives / Indicators</b>	<b>Textbook Pages</b>
<b>Indicator 1:</b> Flour	668–669
<b>Indicator 2:</b> Sugar	670–671
<b>Indicator 3:</b> Fats	671–672
<b>Indicator 4:</b> Leavening	672–673
<b>Indicator 5:</b> Salt	673
<b>Indicator 6:</b> Eggs	673
<b>Indicator 7:</b> Liquids	673
<b>Indicator 8:</b> Flavorings	674
<b>Objective 2:</b> Identify the types and mixing methods of various bakery products, including cookies and quick breads.	685–699, 703–708, 709–745
<b>Indicator 1:</b> Cookies	703–708
<b>Indicator 2:</b> Quick breads	685–692