Correlation of

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

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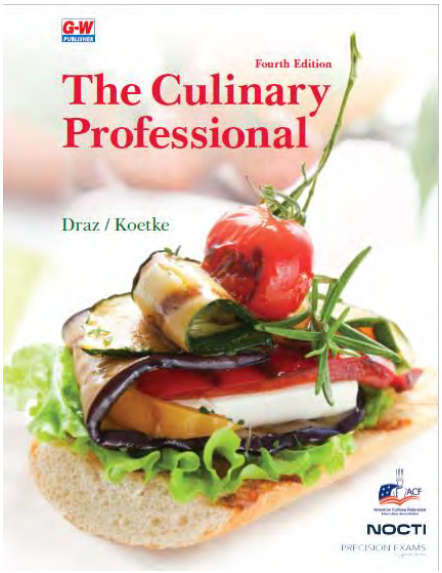
to

Precision Exams Culinary 3 (348)

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 3 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 differentiate knives and foodservice equipment function, proper use and care.	
Objective 1: Identify types of knives, understand their proper use and care, and demonstrate proper knife safety.	65–75
Indicator 1: Types of knives, including chef, boning, paring, serrated	67–68
Indicator 2: Proper hold, sharpening, wash and storage	68–75, 257–260, 264–267
Objective 2: 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

Standards / Objectives / Indicators	Textbook Pages
Objective 3: 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
Objective 4: Identify and demonstrate different knife cuts, including:	72, 260–262, 268–276, 400–401
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, fine julienne- 1/16 x 1/16 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
Indicator 7: Rondelle—also called coin cut	261
Indicator 8: Mince - to cut or chop into very small pieces	262, 273–274
Indicator 9: Chop - to cut into uniform size when shape is not important	257, 275
Objective 5: Identify the purpose of mise en place.	255–256
Indicator 1: Mise en place (to put in place): organizing equipment and preparing ingredients (measuring, doing knife cuts) before you begin cooking.	255–256
Standard 2: Students will connect workplace safety, food safety, and sanitation as applied to food production.	
Objective 1: Apply established safety rules and guidelines in a work environment.	41–61
Indicator 1: Identify prevention, protocol, and treatment for cuts.	46–48

Standards / Objectives / Indicators	Textbook Pages
Indicator 2: Identify prevention, protocol, and treatment for fires, chemical and heat related incidents.	48, 50–51, 55–59
Indicator 3: Identify prevention, protocol, and treatment for break, strains, and sprains.	48, 51
Objective 2: Identify health and hygiene requirements for food handling.	31–34
Indicator 1: Identify proper handwashing.	32
Indicator 2: Identify appropriate clothing and hair restraints.	33
Indicator 3: When tasting food, always use a clean spoon and use only once.	34
Indicator 4: Discuss appropriate use of gloves.	33
Indicator 5: Any activity involving eating, drinking, smoking/vaping, or chewing gum needs to occur in a designated area away from food preparation areas.	34
Objective 3: Identify the steps in the flow of food, including purchasing, receiving, storage, preparation, cooking, holding (hot/cold), cooling, reheating, and serving.	18–22, 36
Indicator 1: 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
Indicator 2: Discuss methods of purchasing, receiving, and storage.	24, 780–784
Indicator 3: Refrigerator and freezer temperatures (refrigerator: 41°F or lower; freezer: 0°F or lower).	21
Objective 4: Identify the factors contributing to foodborne contamination, illness, and prevention strategies.	3–16
Indicator 1: Discuss general concepts of foodborne illness.	4
Indicator 2: Three types of food contamination hazards.	5–16

Standards / Objectives / Indicators	Textbook Pages
Indicator 3: Identify the four types of pathogen contaminants.	5–12
Indicator 4: Foodborne illness symptoms that exclude a worker from handling food include the following: sore throat with fever, jaundice, diarrhea, vomiting, open and infected sores, and food handlers need to be symptom-free for 24 hours before handling food.	7–8, 34
Indicator 5: Discuss prevention strategies.	18–26
Indicator 6: Identify proper sanitation techniques used with tools, equipment, and surfaces.	24–31
Standard 3: Students will apply math concepts as they apply to controlling food costs, portion control, AP/EP, and menu costing.	
Objective 1: Identify factors in controlling food costs.	118, 154, 583, 780–789
Indicator 1: Monitor product through the flow of food to prevent loss.	780–789
Indicator 2: Employee training regarding food theft and waste.	783–784
Indicator 3: Forecasting sales.	785
Objective 2: Determine how portion control effects food costs.	118, 811
Indicator 1: Portion cost	785–788
Objective 3: Identify concepts of purchasing food to control expenses.	119–120, 780–789
Indicator 1: Purchasing prepared and processed food items increases product costs.	214, 544
Indicator 2: Purchasing raw increases labor costs.	241, 544,
Objective 4: Calculate menu pricing.	810–811
Indicator 1: Food Cost Percentage: the percentage of sales an operation spends on food products.	793–794
Standard 4: Students will demonstrate menu-planning principles.	

Standards / Objectives / Indicators	Textbook Pages
Objective 1: Evaluate nutrition principles and specialized dietary plans.	805–807, 815–839
Indicator 1: Food guidance programs as per the USDA.	824–832
Indicator 2: Special Dietary Needs	837–839
Objective 2: Compare menu types	799–801
Indicator 1: Types of menus	799–801
Standard 5: Students will explore marketing and identify the applications of marketing strategies.	
Objective 1: Define marketing	190, 808–810
Indicator 1: Marketing: the process of attracting and influencing potential customer.	190, 808–810
Standard 6: Students will integrate knowledge and skills as applied to preparation of eggs, milk, and milk products.	
Objective 1: Discuss the selection and preparation of eggs.	611–621
Indicator 1: First Grade or quality, this decreases with age.	611–614
Indicator 2: Size (is determined by weight per dozen)	614
Indicator 3: Purchase form	613
Indicator 4: Color—Shell color is determined by the breed of chicken that lays it. It is not an indicator of taste or nutrition.	611
Objective 2: Define and discuss milk and milk products.	601–611
Indicator 1: Processing prior to purchase.	602–604
Indicator 2: Milk is labeled and sold by fat content: skim, 1%, 2%, and whole (4%)	602
Indicator 3: Cream is also labeled and sold by fat content.	603

Standards / Objectives / Indicators	Textbook Pages
Indicator 4: Cultured dairy is made by adding specific bacterial cultures to fluid dairy products. The bacteria convert the milk sugar to lactic acid. The acid slows growth of undesirable microorganisms. The lactic acid gives these products tang, body and unique flavor.	605–606
Indicator 5: Butter is produced by agitating cream. Regular composition is 80% fat, 16% water, 2%–4% solids (protein, lactose, etc.)	604
Indicator 6: Cheese	606–610
Standard 7: Students will identify characteristics of produce including fruits, vegetables, and garnishes while applying preparation principles.	
Objective 1: Identify characteristics of produce (fruits and vegetables, appropriate selection of, storage and preparation methods).	370–403, 407–432, 434–443
Indicator 1: Selecting quality produce.	371–389. 408–433
Indicator 2: Proper storage of produce.	389, 432–433
Indicator 3: Enzymatic browning is the process of food turning brown from exposure to oxygen and/or cell damage.	398
Standard 8: Students will identify characteristics of grains, pasta, potatoes, and legumes and appropriate cooking methods.	
Objective 1: Identify the characteristics of and cooking methods for grains.	487–493, 499–504
Indicator 1: Characteristics.	487–493
Indicator 2: Storage.	495
Indicator 3: Cooking techniques.	499–504
Objective 2: Identify the ingredients, types, and cooking methods for pasta.	493–495, 505–508
Indicator 1: Ingredients	493–495, 505
Indicator 2: Types and uses	493–495
Indicator 3: Cooking pasta	507–508
Objective 3: Identify the characteristics of and cooking methods for potatoes.	483–487, 496–499
Indicator 1: Characteristics	483–487

Standards / Objectives / Indicators	Textbook Pages
Indicator 2: Russet, yellow, red, white, blue/purple, fingerling, petite, and sweet potato	484–485
Indicator 3: Cooking methods—potatoes are very versatile they make be cooked using almost any dry- or moist-heat method.	496–499
Indicator 4: Receiving, storage, and handling	486
Objective 4: Identify the types and storage of legumes.	426–430, 441–442
Indicator 1: Types of legumes—Beans, Lentils, Peanuts, Peas, Soybeans	426–430
Indicator 2: Storage	432–433
Standard 9: Students will identify sustainable practices in food service.	
Objective 1: Describe sustainable food practices.	152–158
Indicator 1: Local sourcing—seasonal menus, personal production, shopping locally	156–157
Indicator 2: Food production—organic, protecting marine resources, ecology, extending shelf life	154–158, 581
Objective 2: Investigate methods of resource management.	160–165
Indicator 1: Water Conservation—energy star appliances, maintain and repair immediately, low flow toilets and faucet aerators	164–165
Indicator 2: Energy Conservation—lighting, programmable thermostats, energy star rated appliances	160–164
Indicator 3: Supplies and Building Materials	159
Objective 3: Analyze waste management applications.	165–169
Indicator 1: Reduce—Monitoring purchasing, menu adjustments, portion size, packaging	166–167
Indicator 2: Reuse—repurposing food, food donations	168

Standards / Objectives / Indicators	Textbook Pages
Indicator 3: Recycle—environmental food packaging, biofuels, composting	168–169
Standard 10: Students will recognize various types of poultry, meat, and seafood and apply appropriate cooking techniques.	
Objective 1: Explain types, purchasing, preparation, and storage of poultry	532–536, 539–544, 548–564
Indicator 1: Types—poultry include turkey, chicken, duck, goose, pheasant, quail, and other birds	532–536
Indicator 2: Purchasing—mandatory inspection and voluntary grading	516–517
Indicator 3: Storage—41 degrees or lower on the lowest shelf in the refrigerator	23, 537
Indicator 3: Preparation—dry- or moist-cooking methods	548–564
Objective 2: Explain types, purchasing, preparation, and storage of meats.	512–532
Indicator 1: Types—beef, pork, veal, lamb	519–531
Indicator 2: Purchasing—mandatory inspection and voluntary grading	516–517
Indicator 3: Storage—41 degrees or lower, below ready-to-eat foods and above raw poultry	23, 537
Indicator 4: Preparation	548–564
Objective 3: Explain types, purchasing, preparation, and storage of seafood.	568–597
Indicator 1: Types	568–579
Indicator 2: Purchasing—slight sea smell, eyes clear and full, gills bright red, flesh firm, shells closed	574–575, 579–580
Indicator 3: Storage—41 degrees or lower, below ready-to-eat foods and above raw meat and poultry	590–591
Indicator 4: Preparation	23, 583–59
Standard 11: Students will explore and participate in bakery food production.	
Objective 1: Identify the functions and types of each ingredient used in bakery products.	668–674

Standards / Objectives / Indicators	Textbook Pages
Indicator 1: Flour	668–669
Indicator 2: Sugar	670–671
Indicator 3: Fats	671–672
Indicator 4: Leavening	672–673
Indicator 5: Salt	673
Indicator 6: Eggs	673
Indicator 7: Liquids	673
Indicator 8: Flavorings	674
Indicator 9: Chocolate	674–675
Objective 2: Identify the types, preparation, and storage methods of yeast breads.	693–699
Indicator 1: Types	693–694, 699
Indicator 2: Preparation methods	694–699
Indicator 3: Packaging and Storing	697
Objective 3: Identify the types, preparation, and storage methods of pies and pastries.	691–692, 709–718
Indicator 1: Types of doughs and fillings	709–718
Indicator 2: Preparation	709–718
Indicator 3: Storage	21, 783
Objective 4: Identify the preparation and storage methods of cakes and types and functions of icings.	719–727, 732–737
Indicator 1: Preparation methods for cakes	720–722
Indicator 2: Storage of cakes	21, 783
Indicator 3: Types of frosting/icings	725–727, 732–737
Indicator 4: Functions of frosting/icings	725