



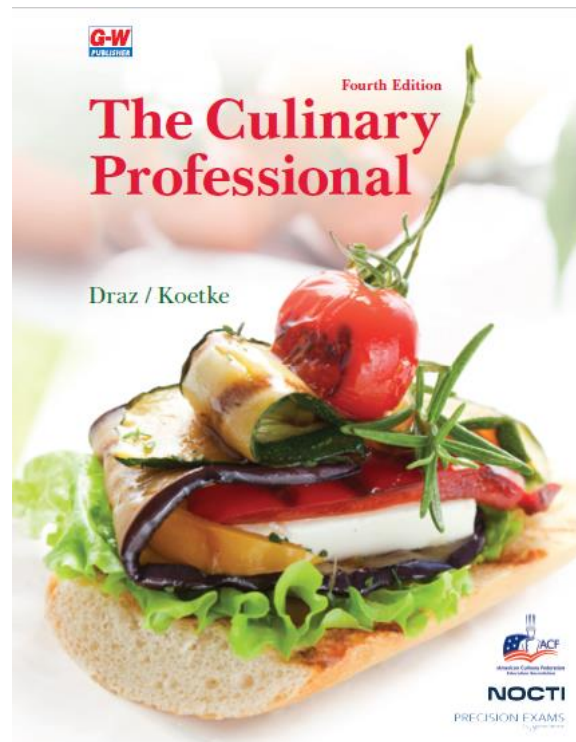
Correlation of The Culinary Professional, 4E

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NOCTI Job Ready Assessment Blueprint: Retail Commercial Baking NOCTI-ACF

The following chart correlates *The Culinary Professional* textbook to NOCTI's Job Ready Assessment Blueprint for Retail Commercial Baking NOCTI-ACF (4110). The chart lists each of the competencies and skills tested in the assessment and the page numbers where applicable information can be found in *The Culinary Professional* textbook.

The competencies and skills for the Retail Commercial Baking NOCTI-ACF assessment measure technical skills at the occupational level and include items that gauge factual and theoretical knowledge. Job Ready assessments typically offer both written and performance components, and can be used at the secondary and postsecondary levels.



| Competencies and Skills | G-W Content |
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| Sanitation and Safety | |
| Identify causes and prevention of kitchen | Textbook: 41-54 (Reading Review p. 44 #1, 2; |

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| accidents | Reading Review p. 45 #1, 2; Reading Review p. 54 #1-4; Test Prep #1-3; Core Skills #5, 10, 11; Critical Thinking #13, 14) |
| Demonstrate safe and sanitary procedures for operating and maintaining large equipment, hand tools, and smallwares | Textbook: 68-75 (Reading Review p. 74 #1-3; Reading Review p. 75 #1, 2); 89-90 (Reading Review p. 90 #1, 2; Core Skills #12); 94-107 (Reading Review p. 102 #4; Reading Review p. 105 #2; Reading Review p. 107 #1, 2; Core Skills #5, 6; Culinary Skills Lab); 679-684 (Reading Review p. 684 #1-3) |
| Exhibit familiarity with laws and rules pertaining to the food service industry, of regulatory agencies such as OSHA | Textbook: 41-43 (Reading Review p. 44 #1, 2; Test Prep #1; Core Skills #8); 188-189 (Reading Review p. 189 #1, 2; Core Skills #7); 249-251 (Reading Review p. 251 #1, 2; Test Prep #4) |
| Identify safe food handling processes | Textbook: 3-4, 18-24 (Reading Review p. 5 #1-3; Reading Review p. 22 #1-4; Reading Review p. 23 #1, 2; Reading Review p. 24 #1, 2; Test Prep #1, 2; Culinary Skills Lab) |
| Identify causes and signs of biological, physical, and chemical contamination | Textbook: 5-15 (Reading Review p. 13 #1-5; Reading Review p. 15 #1, 2; Test Prep #1) |
| Describe use, storage, and disposal of types of cleaners and sanitizers and their proper use | Textbook: 13-15, 24-31 (Reading Review p. 15 #1; Reading Review p. 26 #1, 2; Reading Review p. 31 #1-3; Test Prep #2; Core Skills #3, 7, 8; |
| Identify proper methods of waste disposal and recycling | Textbook: 35, (Reading Review p. 35 #1); 168-169 (Reading Review p. 170 #2, 3; Culinary Skills Lab) |
| Identify and describe microorganisms related to food spoilage and foodborne illness, including growth environments | Textbook: 5-13 (Reading Review p. 13 #1-5; Test Prep #1; Core Skills #6) |
| Business and Math Skills | |
| Perform basic mathematical operations pertaining to the food service industry (e.g., addition, subtraction, multiplication, division, conversions) | A Serving of Math features: p. 9 #1, 2; p. 72 #1, 2; p. 82 #1, 2; p. 113 #1, 2; p. 121 #1; p. 176 #1; p. 307 #1; p. 788 #1, 2; p. 789 #1, 2) |

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| Calculate preparation temperatures based on known variables (e.g., friction factor) | ----- |
| Weigh and measure accurately | Textbook: 111-114 (Reading Review p. 114 #1-4; Test Prep #1-2; Critical Thinking #16) |
| Identification, Classification, and Properties of Ingredients | |
| Identify, compare, and contrast ingredients and their sources | Textbook: 668-678 (Reading Review p. 679 #1-4; Test Prep #1; Core Skills #6, 7; Critical Thinking #13) |
| Explain the strengthening or weakening effect of ingredients in the production of doughs and batters | Textbook: 668-673 (Reading Review p. 679 #1, 2) |
| Select specific ingredients and/or substitutions appropriate to method and desired product outcome | Textbook: 668-678, 685-688 (Reading Review p. 679 #1-4; Test Prep #2; Core Skills #6, 7; Critical Thinking #13); 704, 709-710, 714, 719-720 (Reading Review p. 705 #1, 3; Reading Review p. 713 #1; Reading Review p. 715 #1; Reading Review p. 720 #1, 2, 3; Test Prep #3; Critical Thinking #12) |
| Identify and describe physical, chemical, and biological leaveners | Textbook: 672-673, 691, 694 (A Serving of Science #1; Reading Review p. 679 #3; Reading Review p. 695 #1); 720-721 (Reading Review p. 722 #2) |
| Identify and use herbs, spices, and flavor extracts | Textbook: 130-136 (Reading Review p. 137 #1, 2; Test Prep #1; Culinary Skills Lab); 676 (Core Skills #6) |
| Baking Preparation (Mise en Place) | |
| Demonstrate mise en place by planning assignment inventory of ingredients, equipment, and tools | Textbook: 255-257 (Reading Review p. 257 #1; Core Skills #6) |
| Break down assignments into tasks | Textbook: 223 (Core Skills #9) |
| Utilize convenience products if and when necessary, preparing a sequenced and prioritized timeline | Textbook: 679 (Reading Review p. 679 #1; Critical Thinking #12) |
| Demonstrate a variety of cooking methods: baking, frying, and steaming | Textbook: 286-293; 686-692, 697-699 (Core Skills #10, 11; Culinary Skills Lab) |

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| Display understanding of basic bakery production and planning principles, including the importance of planning to the overall operation of a baking facility | ----- |
| Basic Baking | |
| Read and prepare standardized recipes/formulas and menus | Textbook: 116–123 (Reading Review p. 119 #2; Reading Review p. 122 #1; Test Prep #3; Core Skills #10); (p. 747 #11); 799–811 (Reading Review p. 810 #2; Reading Review p. 811 #1, 2; Culinary Skills Lab) |
| Define terms related to baking methods, processes, and techniques | Textbook: 685–699 (Reading Review p. 686 #1; Reading Review p. 690 #3, 4; Reading Review p. 692 #2; Reading Review p. 695 #1, 2; Reading Review p. 696 #1; Test Prep #2, 4); 703–745 (Reading Review p. 706 #1; Reading Review p. 708 #1–3; Reading Review p. 715 #1–3; Reading Review p. 722 #1, 3; Reading Review p. 727 #1–3; Reading Review p. 731 #2, 3; Reading Review p. 737 #2; Reading Review p. 745 #1, 3; Test Prep #1–5) |
| Describe, compare, and contrast yeast and laminate dough types and related methods and processes | Textbook: 693–699 (Core Skills #10); 716–718 (Reading Review p. 718 #1) |
| Describe, compare, and contrast quick breads, including muffin and biscuit dough types and related methods and processes | Textbook: 685–692 (Reading Review p. 686 #1, 2; Reading Review p. 690 #1–4; Reading Review p. 692 #1, 2; Test Prep #2; Core Skills #11) |
| Describe, compare, and contrast pie dough types and related methods and processes | Textbook: 709–713 (Reading Review p. 713 #1–3; Test Prep #2; Critical Thinking #12) |
| Describe, compare, and contrast fruit pie filling methods | Textbook: 713–714 (Reading Review p. 714 #1, 2) |
| Describe, compare, and contrast creaming and two-stage methods as they relate to cakes, cookies, quick breads, brownies, and short dough | Textbook: 705–706, 720–722 (Reading Review p. 706 #1; Reading Review p. 722 #1; Core Skills #8; Culinary Skills Lab) |

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| Describe, compare, and contrast egg foam method as it relates to sponge, genoise, and angel food | Textbook: 720–722 (Reading Review p. 722 #2, 3; Culinary Skills Lab) |
| Describe, compare, and contrast frosting, icing, and glaze types and methods | Textbook: 715, 725–727, 732–734, 736–737 (Reading Review p. 715 #3; Reading Review p. 727 #1–3; Reading Review p. 737 #1, 2; Culinary Skills Lab) |
| Describe Pâte à Choux and products derived from it | Textbook: 691–692 (Reading Review p. 692 #2) |
| Describe, compare, and contrast custard types and related methods | Textbook: 728–731 (Reading Review p. 731 #1–3; |
| Describe proper gluten development in relationship to product outcomes | Textbook: 668–669, 671, 673, 685–687, 694–695, (Reading Review p. 679 #1; Core Skills #10); 704, 706, 711, 719–721 (Critical Thinking #11) |
| Relate cooking times and temperatures to methods, products, and ingredients | Textbook: 694, 696–697, 704, 710, 712, 724, 730, 733–734 (Reading Review p. 705 #4; Reading Review p. 731 #1) |
| Indicate order for adding ingredients given various methods | Textbook: 705–706, 711, 720–721 (Reading Review p. 706 #1; Core Skills #8) |
| Product Merchandising | |
| Determine methods of promoting baked goods, including seasonal merchandising strategies | ----- |
| Create menu item descriptions for bakery goods | Textbook: 802, 808–809 (Core Skills #14) |
| Demonstrate food presentation techniques | Textbook: 656–663 (Reading Review p. 660 #2; Reading Review p. 662 #2, 3; Test Prep #4, 5) |
| Discuss proper labeling requirements | Textbook: 830–832 (Reading Review p. 832 #1–3; Critical Thinking #13) |
| Purchasing, Receiving, Inventory, and Storage | |
| Describe proper techniques of receiving and storing fresh, frozen, refrigerated, and staple | Textbook: 21–22 , 23–24 (Reading Review p. 22 #4; Reading Review p. 24 #2); 389 (Core Skills #6); 432– |

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| goods | 433 (Reading Review p. 432 #1); 486–487, 495 (Reading Review p. 487 #2; Reading Review p. 495 #1); 614 (Reading Review p. 614 #4); 780–785 (Reading Review p. 789 #1–3) |
| Examine various inventory systems (e.g., FIFO) | Textbook: 781–782 (Critical Thinking #17) |
| Discuss ethical issues as they relate to purchasing | Textbook: 221, 781 (Core Skills #11) |
| Order food requisitions from appropriate/reliable sources | ----- |
| Nutrition | |
| Discuss various alternatives to increase the wholesomeness of baked goods | Textbook: 120 (Chef’s Notes); 711 (Nutrition Tidbit); 834–836 (Reading Review p. 836 #1) |
| Interpret food labels in terms of the portion size, ingredients, and nutritional value | Textbook: 830–832 (Reading Review p. 832 #1–3; Core Skills #10; Critical Thinking #13) |
| Discuss ways of preventing food allergies (e.g., gluten) | Textbook: 837–838 |
| Human Relations and Career Skills | |
| Demonstrate effective communication and interpersonal skills | Textbook: 229–233 (Reading Review p. 233 #1–3) |
| Identify career opportunities in the baking industry | Textbook: 207–209 (Reading Review p. 668 #1); 668 |
| Identify professional organizations and explain their purposes and benefits to the industry | Textbook: 234 |