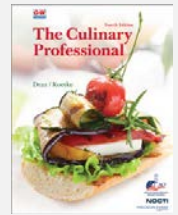
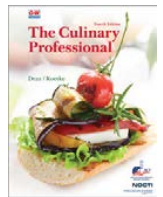


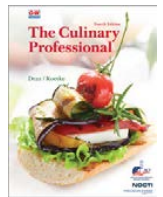
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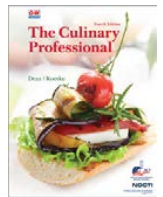
Standards	Correlating Text Pages
Program Learning Outcomes: Workplace Readiness Skills	
Personal Qualities and People Skills	
1. Positive Work Ethic: Comes to work every day on time, is willing to take direction, and is motivated to accomplish the task at hand	219-220, 219 (Figure 10.1: An Effective Manager)
2. Integrity: Abides by workplace policies and laws and demonstrates honesty and reliability	221 (Figure 10.3 Is it Ethical)?
3. Teamwork: Contributes to the success of the team, assists others, and requests help when needed	245, (Figure 10.23 Why is a positive attitude important)?
4. Self-Representation: Dresses appropriately and uses language and manners suitable for the workplace	220
5. Diversity Awareness: Works well with all customers and coworkers	220-221
6. Conflict Resolution: Negotiates diplomatic solutions to interpersonal and workplace issues	224-225
7. Creativity And Resourcefulness: Contributes new ideas and works with initiative	177-179, 177 (Industry Insight), 195 Culinary Skills Lab 1-4), 218-220, 225 (Nutrition Tidbit)
Professional Knowledge and Skills	
8. Speaking And Listening: Follows directions and communicates effectively with customers and fellow employees	229-230, 229 (Figure 10.10 Presentation guidelines)
9. Reading And Writing: Reads and interprets workplace documents and writes clearly	229-230, 229 (Figure 10.10 Presentation) guidelines, 230 (Figure 10.11 Writing a Procedure), 230 (Figure 10.12 Active Listening)



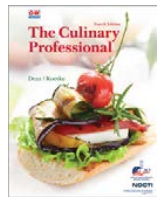
Standards	Correlating Text Pages
10. Critical Thinking and Problem Solving: Analyzes and resolves problems that arise in completing assigned tasks	230-231, 231 (Industry Insights)
11. Health And Safety: Follows safety guidelines and manages personal health	17-37, 18 (Sanitation and Safety), 22 (Sanitation and Safety), 41-61, 224
12. Organizations, Systems, and Climates: Identifies "big picture" issues and his or her role in fulfilling the mission of the workplace	218-220, 219 (Figure 10.1: An Effective Manager), 220 (Figure 10.2: Creative Interest)
13. Lifelong Learning: Continually acquires new industry-related information and improves professional skills	228
14. Job Acquisition and Advancement: Prepares to apply for a job and to seek promotion	235-243, 236 (Figure 10.17 Smart Goals), 237 (Figure 10.18 Career Steps in a Professional Kitchen), 238 (Figure 10.19 Writing a Resume), 240 (Figure 10.20 Sample Cover Message)
15. Time, Task, And Resource Management: Organizes and implements a productive plan of work	218-223, 219 (Figure 10.1: An Effective Manager), 220 (Figure 10.2: Creative Interest), 222 (Figure 10.4 Chef's Knowledge and Expertise)
16. Mathematics: Uses mathematical reasoning to accomplish tasks	222-223
17. Customer Service: Identifies and addresses the needs of all customers, providing helpful, courteous, and knowledgeable service	749-776, 750 (Figure 28.1 Front-of-the-House Positions), 751 (Figure 28.2 Service Procedures), 753 (Chef's Notes: Ethics and Absenteeism), 758 (Figure 28.8 Answering the Phone), 765 (Sanitation Safety)
Technology Knowledge and Skills	
18. Job-Specific Technologies: Selects and safely uses technological resources to accomplish work responsibilities in a productive manner	214
19. Information Technology: Uses computers, file management techniques, and software/programs effectively	222-223
20. Internet Use and Security: Uses the Internet appropriately for work	222-223



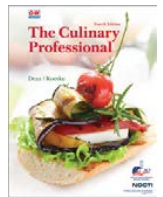
Standards	Correlating Text Pages
21 Telecommunications: Selects and uses appropriate devices, services, and applications	222-223
Standards	Correlating Text Pages
B. SAFETY AND SANITATION	
B1. Evaluate procedures to avoid food borne illnesses.	
1. Identify microorganisms that cause foodborne illnesses.	4, (Sanitation & Safety: Foodborne-Illness Estimates and Foodborne-Illness Outbreaks), 5-13, 7-8 (Figure 1.3 Common Foodborne Pathogens)
2. Describe symptoms related to food borne illnesses.	7-8 (Figure 1.3 Common Foodborne Pathogens)
3. Demonstrate proper cleaning and sanitizing of foodservice equipment.	8-10, 8 (A Serving of Science), 9 (Figure 1.4 Temperature Danger Zone, 11-15
4. Analyze environments that prevent direct and cross contamination.	4, 23-24, 24 (Figure 1.17 Cross Contamination)
5. Compare acceptable and unacceptable procedures when preparing and storing TCS foods	24-34, 26 (Figure 1.18 Using Cleaning and Sanitizing Products)
6. Anticipate biological, chemical, and physical hazards.	24-34, 26 (Figure 1.18 Using Cleaning and Sanitizing Products), 27 (Technique), 27 (Sanitation & Safety), 28-30 (Technique)
B2. Analyze safe practices in foodservice facilities.	
1. Describe the common causes of typical accidents and injuries in a foodservice facility.	41-54, 42 (Figure 2.1 Safety Data Sheets (SDS)), 44 (Figure 2.2 The Chef's Uniform), 47 (Sanitation and Safety)
2. Explain the role of OSHA in the workplace.	41
3. Demonstrate appropriate emergency procedures for foodservice facility injuries.	60, (Figure 2.19 Effective Emergency Readiness Plan)



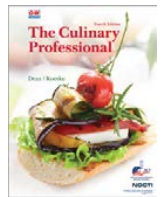
Standards	Correlating Text Pages
4. Examine the components of the MSDS Manual.	14
5. Assess the importance of safety in foodservice facilities.	17-37, 18 (Sanitation & Safety), 19 (Figure 1.11 Thawing), (Figure 1.12 Cooking), 20 (Figure 1.13 Hot Holding), (Figure 1.14 Cooling), 21 (Figure 1.15 Cold Storing), 28-30 (Technique)
6. Incorporate the use of safe practices in a foodservice facility.	17-37, 18 (Sanitation & Safety), 19 (Figure 1.11 Thawing), (Figure 1.12 Cooking), 20 (Figure 1.13 Hot Holding), (Figure 1.14 Cooling), 21 (Figure 1.15 Cold Storing), 28-30 (Technique)
C. PROFESSIONALISM	
C1. Investigate factors that lead to professional practices.	
1. Define professional practices.	20-223, 221 (Figure 10.3 Is it Ethical?), 222 (Figure 10.4 Chef's Knowledge and Expertise)
2. Explain the effect of stereotypes and prejudices on workplace productivity.	221
3. Demonstrate professional workplace appearance and hygiene practices.	220
4. Correlate workplace apparel requirements based on job description and/or location.	44-45, 44 (Figure 2.2 The Chef's Uniform), 45 (Figure 2.3 Footwear), 220
5. Discriminate between ethical and unethical practices.	221, 221 (Figure 10.3 Is it Ethical)?
6. Communicate the importance of volunteer and service projects.	219, 220-223
D. INTRODUCTION TO CULINARY BASICS	
D1. Examine the history and development of the foodservice industry.	
1. Identify the various segments of the foodservice industry	183-193 185 (A serving of History), 186 (Figure 8.12 Noncommercial Foodservice Settings), 191 (A serving of History)



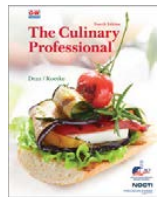
Standards	Correlating Text Pages
2. Summarize the sequence of events that influenced culinary history.	197-206, 198 (Figure 9.1 Ancient Greece), 199 (A Serving of History), 200 (Figure 9.2 Cooking of the Middle Ages), 201 (Cooking of the Renaissance), 205 (A Serving of History)
3. Explain the various types or segments of the foodservice industry.	183-193 185 (A serving of History), 186 (Figure 8.12 Noncommercial Foodservice Settings), 191 (A serving of History)
4. Compare and contrast commercial, non-commercial, and non-traditional foodservice establishments.	184-193, 186 (Figure 8.12 Noncommercial Foodservice Settings)
5. Critique the advantages and disadvantages of commercial, non-commercial, and non-traditional foodservice establishments.	184-193, 186 (Figure 8.12 Noncommercial Foodservice Settings)
6. Communicate a correlation between historic origins of culinary practices to current food service applications.	184-193, 197-206
E. DINING ROOM OPERATIONS	
E1. Examine customer service standards for a professional foodservice operation.	
1. Identify industry standards for quality customer service.	749-776, 750 (Figure 28.1 Front-of-the-House Positions), 751 (Figure 28.2 Service Procedures), 753 (Chef's Notes: Ethics and Absenteeism), 758 (Figure 28.8 Answering the Phone), 765 (Sanitation Safety)
2. Explain the importance of effective communication skills.	229-230, 229 (Figure 10.10 Presentation) guidelines, 230 (Figure 10.11 Writing a Procedure), 230 (Figure 10.12 Active Listening)
3. Relate effective communication to quality service.	229-230, 749-776
4. Connect quality customer service standards to increasing foodservice profit margins.	749-776
5. Critique professional customer service in comparison to poor quality service.	749-776
6. Develop a professional customer service plan for a dining service operation.	749-776



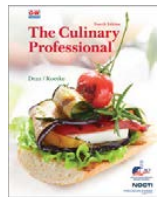
Standards	Correlating Text Pages
E2. Contrast the various styles of meal service offered in dining establishments.	
1. Describe various types of dining service.	755-756
2. Classify various types of foodservice operations.	183-193, 185 (A serving of History), 186 (Figure 8.12 Noncommercial Foodservice Settings), 191 (A serving of History)
3. Provide a description of each type of foodservice operation.	183-193, 185 (A serving of History), 186 (Figure 8.12 Noncommercial Foodservice Settings), 191 (A serving of History)
4. Examine menus that represent each type of dining service.	799-802, 800 (Figure 30.2 Market Menu), 801 (Figure 30.3 Table d'hote Menu), 802 (Industry Insights), 803 (Figure 30.4 Menus Reflect Restaurant Identity)
5. Justify menus for each type of dining service.	799-806, 800 (Figure 30.2 Market Menu), 801 (Figure 30.3 Table d'hote Menu), 802 (Industry Insights), 803 (Figure 30.4 Menus Reflect Restaurant Identity)
6. Create menus to correlate to types of service.	799-806, 800 (Figure 30.2 Market Menu), 801 (Figure 30.3 Table d'hote Menu), 802 (Industry Insights), 803 (Figure 30.4 Menus Reflect Restaurant Identity)
F. FOOD PRODUCTION TECHNIQUES	
F1. Explore a variety of basic cooking techniques in foodservice.	
1. Identify and model the proper use of knives.	65-75, 65 (Figure 3.1 Knives Construction and Selection), 66 (Figure 3.2 Tang), 67-68 (Knives and Their Uses), 71, 73, 74 (Technique)
2. Explain different parts of recipes.	65-67, 65-65 (Figure 3.1 Knives Construction and Selection), 66 (Figure 3.2 Tang)
3. Demonstrate appropriate Mise en Place practices.	255-257, 255 (Figure 11.1 Read the Recipe), 256 (Chef's Notes)
4. Distinguish between weighing and measuring of dry and wet ingredients.	115, (Figure 5.3 Tare Weight), Figure 5.4 Liquid Measurements)



Standards	Correlating Text Pages
5. Compare dry heat and moist heat cooking methods.	286-292, 286 (Figure 12.5 Dry-Heat Method Cooking Temperatures), 287-288, (Technique), 290 (Figure 12.6 Moist-Heat Method Cooking Temperatures)
6. Develop dishes based on dry heat and moist heat cooking methods.	286-292, 286 (Figure 12.5 Dry-Heat Method Cooking Temperatures), 287-288, (Technique), 290 (Figure 12.6 Moist-Heat Method Cooking Temperatures)
G. RECIPES AND MENUS	
G1. Examine the different parts of recipes and menus.	
1. Identify the components of a recipe.	117-119, 117 (Figure 5.6 The Value of Standardized Recipes)
2. Determine recipe conversion factor.	121-123, 122 (Figure 5.9 Changing Recipe Yields), 123 (Industry Insights)
3. Explain the importance of the components of a recipe	117-119, 117 (Figure 5.6 The Value of Standardized Recipes)
4. Correlate recipe cost to overall menu price.	780-790, 781 (Figure 29.1 Take Inventory), 782 (Figure 29.2 Verifying the Delivery), 784 (Figure 29.4 Security Plan an Important Part), (Figure 29.5 Issuing Control to allow requisition), 788 (A Serving of Math), 789 (A Serving of Math)
5. Justify menu price based on recipe cost.	780-790, 781 (Figure 29.1 Take Inventory), 782 (Figure 29.2 Verifying the Delivery), 784 (Figure 29.4 Security Plan an Important Part), (Figure 29.5 Issuing Control to allow requisition), 788 (A Serving of Math), 789 (A Serving of Math)
6. Compile different types of menus that are found in restaurants; static and cycle menus, a la carte, table d'hote, and prix fixe.	799-806, 800 (Figure 30.2 Market Menu), 801 (Figure 30.3 Table d'hote Menu), 802 (Industry Insights), 803 (Figure 30.4 Menus Reflect Restaurant Identity)
H. CULINARY MATH	
H1. Apply basic culinary math skills knowledge.	
1. Define basic operations involving fractions.	82 (A Serving of Math), 121 (A Serving of Math)
2. Explain U.S. and metric units of measure.	113 (A Serving of Math)



Standards	Correlating Text Pages
3. Demonstrate measuring techniques including both U.S. and metric measurements.	113 (A Serving of Math)
4. Calculate mathematical problems using current technology.	767 (A Serving of Math), 788 (A Serving of Math), 789 (A Serving of Math)
5. Create a list of equivalent measurements of various ingredients.	121-123, 122 (Figure 5.9 Changing Recipe Yields), 123 (Industry Insights)
6. Solve, apply, and demonstrate standard recipe conversions.	121-123, 122 (Figure 5.9 Changing Recipe Yields), 123 (Industry Insights)
I. NUTRITION	
I1. Assess the roles of nutrients in the diet.	
1. Identify basic nutrients.	815-822, 816 (Figure 31.1 What is a Complete Proteins?), 817 (Figure 31.2 Simple Carbohydrates), 819 (figure 31.4 Foods High in Saturated Fat), 821 (Figure 31.6 Vitamins and Their Functions), 822 Figure 31.7 Minerals and Their Functions)
2. Discuss guidelines for healthy living.	825-829, 825 (Figure 31.10 Dietary Guidelines), 826 (Figure 31.11 MyPlate.gov), 827 (Industry Insights),
3. Interpret information on food labels.	830-832, 831 (Figure 31.13 Understanding the Nutrition Facts Label), 832 (Figure 31.14 Figure Quick Guide to Percent Daily Value (%DV))
4. Examine dietary needs and restrictions.	837-839, 837 (Figure 31.19 Food Allergies and Intolerances) 838 (Figure 31.20 Types of Vegetarian Diets), 839 (Nutrition Tidbit)
5. Evaluate the nutritional value of different foods.	815-823, 816 Figure 31.1 What are Complete Proteins?) 817 (Figure 31.2 Simple Carbohydrates), 819 (Figure 31.4 Foods High in Saturated Fat), 821 (Figure 31.6 Vitamins and Their Functions), 822 (Figure 31.7 Minerals and Their Functions)
6. Compare the nutritional value of menus.	815-823, 816 Figure 31.1 What are Complete Proteins?) 817 (Figure 31.2 Simple Carbohydrates), 819 (Figure 31.4 Foods High in Saturated Fat), 821 (Figure 31.6 Vitamins and Their Functions), 822 (Figure 31.7 Minerals and Their Functions)



Standards	Correlating Text Pages
J. SUSTAINABILITY	
J1. Investigate recycling and conservation practices in the foodservice industry.	
1. Define recycling and conservation vocabulary.	160-167, 161 (Figure 7.5 Lighting), 163 (Figure 7.8 Equipment Selection), 164 (Figure 7.9 Energy Efficient Actions for Employees), 166 (Figure 7.12) Food Recovery Hierarchy, 167 (Figure 7.13 Composting Methods), 168 (Figure 7.14 Universal Recycling Symbols)
2. Discuss ideas to assist in recycling and conservation practices.	160-167, 161 (Figure 7.5 Lighting), 163 (Figure 7.8 Equipment Selection), 164 (Figure 7.9 Energy Efficient Actions for Employees), 166 (Figure 7.12) Food Recovery Hierarchy, 167 (Figure 7.13 Composting Methods), 168 (Figure 7.14 Universal Recycling Symbols)
3. Control waste disposal procedures.	165-170, 166 (Figure 7.12) Food Recovery Hierarchy, 167 (Figure 7.13 Composting Methods), 168 (Figure 7.14 Universal Recycling Symbols)
4. Outline a plan to limit carbon and digital footprint.	160-167, 161 (Figure 7.5 Lighting), 163 (Figure 7.8 Equipment Selection), 164 (Figure 7.9 Energy Efficient Actions for Employees), 166 (Figure 7.12) Food Recovery Hierarchy, 167 (Figure 7.13 Composting Methods), 168 (Figure 7.14 Universal Recycling Symbols)
5. Justify the benefits of recycling and conservation.	170
6. Develop a recycling and conservation plan.	160-167, 161 (Figure 7.5 Lighting), 163 (Figure 7.8 Equipment Selection), 164 (Figure 7.9 Energy Efficient Actions for Employees), 166 (Figure 7.12) Food Recovery Hierarchy, 167 (Figure 7.13 Composting Methods), 168 (Figure 7.14 Universal Recycling Symbols)