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STANDARD		CORRELATING PAGES	
		The Culinary Professional	Nutrition & Wellness for Life
Standard 1: CONSISTENTLY DEMONSTRATE KITCHEN SAFETY PROCEDURES AND SANITATION TECHNIQUES			
1.1	Apply established safety rules and guidelines to maintain a safe working environment.	135–149	
1.1.1	Identify safety practices for using electric appliances.	124–125, 144–145, 215, 230–231, 651	
1.1.2	Explain how to extinguish a grease fire.	144–148	
1.1.3	Identify proper storage of cleaning chemicals.	107–108	
1.1.4	Explain prevention of: burns, cuts, fires, falls, electrical safety, and lifting techniques.	135–147	
1.2	Identify proper first-aid procedures for cuts, burns, and electrical shock.	137–144	
1.2.1	Identify ways to prevent poisoning and chemical contamination. (Mixing chlorine with any product containing ammonia will create toxic and deadly fumes.)	107–108	
1.2.2	Identify basic first aid for cuts and burns.	139–141	
1.2.3	Identify proper first-aid procedures for electrical shock	-----	
1.3	Identify health and hygiene requirements for food handling. *STEM (Science)	125–128	
1.3.1	Identify proper hand washing and when a double hand wash is required.	126–127	
1.3.2	Describe personal hygiene practices.	125–128	
1.3.3	Identify appropriate clothing and hair restraints.	125–128	
1.4	Identify and apply sanitation rules and guidelines. *STEM (Science)	113–129	
1.4.1	Identify proper dishwashing techniques.	119–124	
1.4.2	Discuss cleaning and sanitizing of work surfaces.	119–121	
1.4.3	Discuss cleaning chemicals and how to use them safely on food contact surfaces.	107–108, 120–121	
1.4.4	Discuss appropriate use of utensils and gloves to avoid bare-hand contact with ready-to-eat foods.	126–127	
1.4.5	Describe the correct procedures for storing dishes and utensils.	123, 180, 182	
1.4.6	Describe the correct procedures to handle trash and garbage.	129	

1.5	Identify methods that prevent food-borne illnesses and contamination.	98, 114–129	
1.5.1	Define the characteristics of a food-borne illness.	98–101	
1.5.2	Identify types of food-borne illness, their symptoms and common sources of contamination.	99–109	
1.5.3	Identify population groups that are most vulnerable to food-borne illness.		65
1.5.4	Identify how to prevent food-borne illness contamination through burns, cuts or other wounds.	126–127	
1.5.5	Define cross contamination and explain prevention techniques.	118	
1.5.6	Identify proper temperatures.	102–103, 114–118	
1.5.7	Explain how to correctly thaw foods.	114–115	
1.5.8	Define Temperature Controls for Safety (TCS).	99–100	
1.5.9	Identify potential hazardous foods and the dangers of leaving them at room temperature.	99–103	
Standard 2: APPLY THE SKILLS OF KITCHEN EQUIPMENT AND MANAGEMENT			
2.1	Identify types, use, and care of selected kitchen equipment.	173–185, 189–197, 201–215, 219–231, 647–653	
2.1.1	Identify various types of kitchen equipment.	173–185, 201–215, 219–231, 647–653	
2.1.2	Select appropriate equipment for specific product preparation.	173–185, 201–215, 219–231, 647–653	
2.1.3	Demonstrate the proper use and care of equipment.	173–185, 189–197, 201–215, 219–231, 647–653	
2.1.4	Demonstrate basic knife skills, including safety and proper handling.	189–197	
2.1.5	Employ standard safety procedures when using equipment.	182, 215, 224–225	
2.1.6	Identify the basic principles of cooking in a microwave.	224	414
2.2	Identify abbreviations, food-measurement terminology and demonstrate proper measuring techniques.	236–238	
2.2.1	Identify abbreviations.	237	
2.2.2	Identify measuring techniques and tools.	206–209, 238	
2.3	Integrate mathematic concepts through equivalents, recipe adjustments and conversions.	236–238, 244–245	
2.3.1	Compute equivalents.	236–237, 246	
2.3.2	Double and cut recipe size in half.	244–247	

2.3.3	Analyze, prepare and complete a recipe.	238–243, 246–247, 249–250, 260–261, 384–385	
2.4	Explain basic food-preparation terminology.	249–260, 288–293	
2.4.1	Define cooking terms.	288–293	
Standard 3: IDENTIFY THE SOURCES AND FUNCTIONS OF CARBOHYDRATES AND FIBER AND APPLY APPROPRIATE FOOD PREPARATION TECHNIQUES			
3.1	Identify carbohydrates, their sources and functions, and the importance of whole grains in the body.	775–776, 783	
3.1.1	Define simple carbohydrates (sugars), complex carbohydrates (starches), and fiber.	775	
3.1.2	Identify and calculate the caloric content of carbohydrates (4 calories per gram) and the functions and food sources for simple and complex carbohydrates.	775–776, 783	
3.1.3	Describe how complex carbohydrates break down into simple sugars in the digestion process.	775	
3.2	Identify fiber, its sources, and functions.	775–776	
3.2.1	Identify the functions and food sources of fiber.	775–776	
3.2.2	Identify cellulose/non-digestible fiber.	776	
3.2.3	Discuss the importance of liquids in the role of bowel function.	778	87–88, 141–142, 148–149
3.2.4	Discuss why the National Cancer Institute recommends 20–35 grams of daily fiber.		141–142, 148–149, 193
3.2.5	Identify foods high in natural fiber and how to increase the bulk in low-fiber foods.		133, 135, 141–142, 147–148
3.3	Apply food selection and preparation guidelines related to quick breads, rice, grains, and pasta.	455–483, 657–660	
3.3.1	Identify examples of quick breads: muffins, pancakes, waffles, biscuits, cornbread, and nut/fruit bread.	616, 657–660	
3.3.2	Identify basic mixing techniques for quick breads.	658–660	
3.3.3	Identify the role of each ingredient contained in quick breads: flour, liquid, leavening agents, fat, salt, and sugar.	638–647	
3.3.4	Identify types of rice (brown, instant, long grain and short grain), cooking methods for rice and the ratio of uncooked to cooked rice.	462–463, 475–480	
3.3.5	Identify cooking methods for pasta and the ratio of uncooked to cooked pasta	480–483	
Standard 4: IDENTIFY THE SOURCES AND FUNCTIONS OF PROTEINS AND LIPIDS (FATS AND OILS), AND APPLY APPROPRIATE FOOD PREPARATION TECHNIQUES			

4.1	Identify proteins (complete, incomplete, and complementary), their sources, and functions in the body.	774–775	
4.1.1	Identify and calculate the caloric content of protein (4 calories per gram) and its function in the body.	774	
4.1.2	Define amino acids, complete, incomplete, and complementary proteins.	774–775	
4.1.3	Identify food examples of complete, incomplete, and complementary proteins.	774	
4.2	Apply food selection and preparation guidelines related to egg products.	600–603, 607–613	
4.2.1	Identify functions of eggs: binder, thickener, coating, leavening agent and emulsifier.	391	489
4.2.2	Identify egg cooking temperatures and techniques/methods.	607–613	
4.2.3	Identify appropriate storage of eggs	603	
4.3	Apply food selections and preparation guidelines related to milk and milk products.	591–600	
4.3.1	Identify serving sizes and amounts for milk and dairy products.		108–111, 123
4.3.2	Discuss methods of cooking with milk. Define pasteurization, homogenization, and fortified milk.	591–597	482–485
4.3.3	Discuss raw (unpasteurized) milk and milk replacements and how they compare nutritionally.	783	108, 147–148, 236–237
4.3.4	Identify methods of lowering fat in recipes by using lower fat content milk or milk products.	786	
4.4	Identify lipids (fats and oils), their sources, functions, and related health concerns.	776–778	
4.4.1	Identify the functions of fats.	777	
4.4.2	Explain the role of cholesterol, including HDL and LDL factors. (High levels of LDL cholesterol is one factor related to heart disease and obesity.)	777–778	
4.4.3	Identify the differences between saturated, monounsaturated, polyunsaturated, and trans-fatty acids. Discuss the effect of each type of lipid on HDL and LDL levels.	776–778	154–167
4.4.4	Identify and calculate the caloric content of lipids (9 calories per gram) and methods of lowering lipid content of prepared foods.	776, 786–788	

**Standard 5:
IDENTIFY THE SOURCES AND FUNCTIONS OF SELECT VITAMINS, MINERALS, AND WATER, AND APPLY APPROPRIATE FOOD PREPARATION TECHNIQUES TO FOODS HIGH IN THESE NUTRIENTS**

5.1	Identify select vitamins, their food sources, functions, and deficiencies in the body.	778–779	
5.1.1	Identify select water-soluble vitamins (Vitamin C, Folate).	779	
5.1.2	Identify fat-soluble vitamins (Vitamins A, D, E, and K)	779	
5.2	Identify select minerals, their food sources, functions, and deficiencies in the body.	779	
5.2.1	Identify sources, functions, and deficiency of the macro mineral calcium, including the role of calcium in preventing osteoporosis.		235–240
5.2.2	Identify sources, functions, and deficiency of the trace mineral iron, including the role of iron in preventing anemia. Describe how to identify amounts of iron in foods using food labels	785	114–116, 248–251,
5.2.3	Identify sources, functions, and deficiencies of the electrolytes sodium and potassium, including their role in fluid balance. Describe how to identify amounts of sodium and potassium in foods using food labels.	785	114–116, 242–248
5.3	Identify the functions of water in the body.	778	
5.3.1	Identify the functions of water.	778	
5.3.2	Discuss why water is the most important of all the essential nutrients.	778	
5.3.3	Identify symptoms of dehydration and how to prevent it based on current daily recommendations.		266–269, 270–271
5.3.4	Discuss principles of hydration before, during, and after sports and fitness activities.		378–381
5.4	Apply food selection and preparation guidelines related to fruits and vegetables.	319–339, 343–355, 415–439, 443–451	
5.4.1	Identify the nutrients provided by fruits and vegetables. (Vitamins, Minerals, Fiber, Water.)	782–783	108–109
5.4.2	Identify how to preserve nutrients in the storage process of fruits and vegetables.	445–446, 458, 787	227–229, 257
5.4.3	Identify preparation methods to preserve the most nutrients for vegetables and/or fruits.	445–446, 787	
5.4.4	Identify how to select fresh, frozen, or canned fruits and vegetables.	338–339, 439	
5.4.5	Discuss farm-to-table process.	154–158, 786–787, 805	
5.4.6	Discuss how to prevent oxidation of fresh fruits.	349	
Standard 6: EXPLORE THE CURRENT DIETARY GUIDELINES AND CHOOSEMYPLATE.GOV			
6.1	Identify the six Dietary Guidelines and the key recommendations for each. The guidelines are listed below:	781–782	104–107

6.1.1	Eat nutrient dense foods.	782	105–106
6.1.2	Balance calories to manage weight.	782	105
6.1.3	Reduce sodium, fats and added sugars, refined grains and alcohol.	782	106
6.1.4	Increase vegetables, fruits, whole grains, milk, seafood (8 oz. of seafood per week), and use oils in place of solid fats.	782–783	107–109
6.1.5	Build healthy eating patterns that meet nutritional needs over time at an appropriate calorie level.	782–783	105, 109–110
6.1.6	Include physical exercise as part of healthy eating patterns. (Children and teens should be physically active for at least 60 minutes every day.)		107, 516–518
6.2	Demonstrate knowledge of MyPlate (see www.ChooseMyPlate.gov).	782–783, 790	
6.2.1	Identify the characteristics of MyPlate	782–783, 790	
6.3	Demonstrate knowledge of healthy eating patterns including MyPlate and Dietary Guidelines. (See ChooseMyPlate.gov)	781–783	104–113
6.3.1	Explain how all food groups are important to good health.		105–106
6.3.2	Identify the characteristics of healthy eating patterns.		107
6.3.3	Explain how people have different caloric needs depending on age, gender, and activity level.		109
6.3.4	Evaluate and analyze a personal dietary intake for one or more days according to the dietary guidelines and MyPlate.		121–124, 231