

Goodheart-Willcox Publisher Correlation of Nutrition & Wellness for Life ©2019 and The Culinary Professional ©2017 to Precision Exams Food and Nutrition II (343)			
STANDARD		CORRELATING PAGES	
		Nutrition & Wellness for Life	The Culinary Professional
Standard 1: REVIEW AND APPLY THE SKILLS OF KITCHEN MANAGEMENT, SAFETY, AND SANITATION			
1.1	Identify food safety and sanitation rules and guidelines to maintain a safe working environment.	50–75	135–149
1.1.1	Define foodborne illness. <ul style="list-style-type: none"> • General symptoms 	52–56	
1.1.2	Review causes of unsafe food. <ul style="list-style-type: none"> • Physical • Chemical • Biological 	52–56	
1.1.3	Review methods of prevention for foodborne illnesses. <ul style="list-style-type: none"> • Personal hygiene • Storage of food • Food preparation • Apply established safety rules and guidelines to maintain a safe working environment 	58–64, 68–72	114–130, 135–149
1.2	Discuss and apply basic food preparation principles.	419–420, 428–432, 464–507	
1.2.1	Mise en place	466	
1.2.2	Measuring	467–469	
1.2.3	Equipment	419–420, 470–473, 495, 500	
1.2.4	Principles of food preparation management. <ul style="list-style-type: none"> • Plan • Organize the kitchen • Cooking terms 	428–432, 472–507	
Standard 2: EXPLORE CHANGING NUTRITIONAL NEEDS THROUGH THE LIFE SPAN AND HEALTH CONCERNS RELATED TO DIET			
2.1	Identify the changing nutritional needs across the life span.	324–361	
2.1.1	Child (12 months to 11 years)	338–350	
2.1.2	Adolescence (12 to 20 years)	350–353	
2.1.3	Adult (21 to 60 years)	353–358	
2.1.4	Older Adults (60 years+)	358–359	

2.2	Exploring common dietary needs related to health and lifestyle.	9–11, 22–23, 110–113, 137, 141–143, 146–149, 156–158, 164–174, 208, 219, 238–240, 250–255, 280–297, 301–303, 330, 332, 352–358, 362–407, 425–427, 522–523	
2.2.1	<p>Athletic nutritional needs</p> <ul style="list-style-type: none"> • Training • Pre-event/exercise • Hydration • During an event/exercise • Recovery 	362–407	
2.2.2	<p>Diet-related health concerns</p> <ul style="list-style-type: none"> • Diabetes • Heart disease • Anemia • Colon cancer • Osteoporosis • Obesity 	9–11, 22–23, 110–113, 137, 141–143, 146–149, 156–158, 164–174, 208, 219, 238–240, 250–255, 280–297, 301–303, 330, 332, 352–358, 390–395, 425, 522–523	
<p>Standard 3: EXPLORE THE PURPOSES OF PLANNING MEALS: PROVIDE GOOD NUTRITION, CONTROL COST, AND PRESENT A COMPLETE DINING EXPERIENCE</p>			
3.1	Discuss planning meals to provide good nutrition.	114–120, 422–437	
3.1.1	<p>Identify the components of a food label to determine nutritional content</p> <ul style="list-style-type: none"> • The nutrition facts panel on a food package lists the calories, nutrients, number of servings, and portion size of food. • Ingredients are listed from the largest to the smallest amount by weight. • % Daily Value on the nutrition facts label indicates the nutrients in one serving of food in relationship to a 2,000-calorie diet. 	114–120	

	<ul style="list-style-type: none"> Serving size nutrition information is given per serving. Make sure to note the number of servings in a package before consuming it. 		
3.2	Discuss the factors in controlling costs/budget when meal planning.	438–463	
3.2.1	A budget is a plan for managing money.	444	
3.2.2	Plan menus.	427–428	
3.2.3	<p>Apply shopping strategies.</p> <ul style="list-style-type: none"> Create a categorized shopping list. Plan the menu based on what is on sale at the local grocery store. Fruits and vegetables that are “in season” usually are less expensive and have better quality. Do not shop when hungry or tired. Shop alone. Take advantage of technology. Coupon use. Avoid Impulse buys. Check package date to assure freshness and avoid waste. Calculate unit pricing/cost per serving. Comparison-shopping means matching prices and characteristics of similar items to determine which offers the best value. Explore the use of convenience foods in relation to time and money. 	445–459	
3.3	Present a complete dining experience.	422–424	739–755
3.3.1	<p>Plating and presentation</p> <ul style="list-style-type: none"> Elements of plating Identify and demonstrate proper table setting Identify and demonstrate correct dining etiquette 	422–424	744–753
Standard 4:			
EXPLORE PREPARATION PRINCIPLES OF YEAST BREADS			
4.1	Identify types of yeast dough.	57, 481	677–680
4.1.1	Lean dough	57, 481	677–680
4.1.2	Rich/enriched dough		680
4.2	Identify ingredients in baked goods.		638–647
4.2.1	Types of flour	39, 108, 141–142, 421, 477–481	638
4.2.2	<p>Review common ingredients in baked goods</p> <ul style="list-style-type: none"> Leavening agent 	57, 481	640–641
4.3	Identify the science principles of yeast breads.	57	635, 640–641

4.3.1	Kneading	57, 412, 473, 481	
4.3.2	Fermentation	57, 453	
4.3.3	Proofing		679–680
4.3.4	Oven spring		641, 680–681, 704
4.4	Review the nutrients found in bread.	78, 108, 130–133, 141, 212, 214, 217, 250, 267	
Standard 5: IDENTIFY COMMONLY USED MEAT AND POULTRY AND APPROPRIATE PREPARATION TECHNIQUES.			
5.1	Identify and discuss different types of meat and poultry.	492–500	
5.1.1	Meat <ul style="list-style-type: none"> • Pork • Beef • Veal • Lamb • Poultry 	492–500	
5.2	Discuss inspection and grading of meat and poultry.	495, 498	
5.2.1	All meat and poultry sold in the United States must be inspected for safety and wholesomeness.	495, 498	
5.2.2	The USDA also grades meats and poultry. Grading is classifying products according to quality.	495, 498	
5.3	Identify appropriate preparation techniques.	495, 499–500	
5.3.1	Cooking methods for less tender cuts (Braising, Stewing)	500	
5.3.2	Cooking methods for tender cuts (Broil, Grill, Roast, Sauté, Fry)	499–500	
5.3.3	Identify proper internal cooking temperatures of meat, poultry and seafood.	495–496	
Standard 6: IDENTIFY THE PURPOSE OF AND EXPLORE PREPARATION TECHNIQUES OF SALADS			
6.1	Identify the purpose of salads.		299–302
6.1.1	Appetizer salad is a small, light salad served before the main course.		299–300
6.1.2	Accompaniment/side salad is served with and complements the main course.		299–300
6.1.3	Main dish salad is a large salad that includes protein and is substantial and satisfying.		300
6.1.4	Dessert salad is served after the main course.		301
6.2	Identify salad preparation and serving techniques.	504–505	300–302, 307–315

6.2.1	Preparing greens	504–505	307–308
6.2.2	Ingredients should be well drained and cut into bite-size pieces		307–308
6.2.3	Plating and Serving		300–302, 314
6.3	Identify classifications of salad dressings.		308–314
6.3.1	Vinaigrette is made with oil and vinegar, usually in a 3:1 ratio.		308–310
6.3.2	Mayonnaise-based dressing uses mayonnaise and ingredients to add flavor.	157, 489	308–311
Standard 7: EXPLORE AND PREPARE SOUPS AND SAUCES			
7.1	Identify terminology used in making soups and sauces.		386–413
7.2	Identify the five Mother Sauces.		391–398
7.3	Identify and prepare the two basic types of soup.	315	403–408
7.3.1	Thick soup		407–408
7.3.2	Stock-based soup		403–407
7.4	Identify proper storage of soups.	58–60	115–117
7.4.1	Divide soup into smaller portions in shallow containers. Refrigerate immediately.	58–59	115–117
7.4.2	Soup can also be cooled by placing the soup into an ice bath, stirring often, and then placing it in the refrigerator when it has cooled to room temperature.		115–117
Standard 8: DEMONSTRATE FOOD PREPARATION TECHNIQUES OF PIES			
8.1	Distinguish types of pies (pie shell, single, double).		687–691
8.2	Identify main ingredients and their functions.	481	687–689
8.3	Identify proper storage of pies.	----	----
Standard 9: EXPLORE CAREER OPTIONS AND EMPLOYMENT SKILLS REQUIRED IN THE FOOD AND HOSPITALITY INDUSTRIES			
9.1	Identify career opportunities and educational requirements.	18, 41, 54, 90, 103, 132, 158, 184, 204, 254, 271, 288, 300, 327, 376, 402, 417, 447, 467, 526, 546, 577, 592, 614–616, 620–622	
9.1.1	Compare and contrast a career versus a job in the food and hospitality industries.	614	