

# Cooking Eggs

**Directions:** Work in teams to cook eggs. Complete the following steps.

1. In the charts that follow, write the cooking procedure for each type of egg listed.

Fried Eggs (sunny-side up)	
Step 1	
Step 2	
Step 3	
Step 4	

Fried Eggs (basted)	
Step 1	
Step 2	
Step 3	
Step 4	

Fried Eggs (over easy)	
Step 1	
Step 2	
Step 3	
Step 4	

(Continued on next page)

**Fried Eggs (over medium)**

Step 1	
Step 2	
Step 3	
Step 4	

**Fried Eggs (over hard)**

Step 1	
Step 2	
Step 3	
Step 4	

**Scrambled Eggs**

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	

**Poached Eggs**

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

*(Continued on next page)*

<b>Shirred Eggs</b>	
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	
Step 7	
Step 8	

<b>Eggs Simmered in the Shell</b>	
Step 1	
Step 2	
Step 3	
Step 4	

<b>American Omelets</b>	
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	
Step 7	

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2. Following the procedures listed in the charts on the previous pages, cook each type of egg as directed by your instructor. Use egg rings to cook at least two types of fried eggs.
3. Plate each type of cooked egg. Label the plate with your team name and type of egg.
4. Present plated samples of each type of cooked egg to your instructor for evaluation. Have your instructor complete the Performance Checklist.

**Performance ✓ Checklist**

Performance Standards
<b>Level 4</b> —Performs skill without supervision and adapts to problem situations.
<b>Level 3</b> —Performs skill satisfactorily without assistance or supervision.
<b>Level 2</b> —Performs skill satisfactorily, but requires assistance or supervision.
<b>Level 1</b> —Performs parts of skill satisfactorily, but requires considerable assistance or supervision.
<b>Level 0</b> —Cannot perform skill.

**Attempt (circle one):**    1    2    3    4

Comments: \_\_\_\_\_

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**Performance Level Achieved:** \_\_\_\_\_

- \_\_\_\_\_ 1. Follows safety and sanitation practices at all times during this job.
- \_\_\_\_\_ 2. Uses the correct grade of egg.
- \_\_\_\_\_ 3. The yolk of the sunny-side up egg is visible, highly mounded, and yellow.
- \_\_\_\_\_ 4. The yolk of the basted egg has a thin cover of white over it.
- \_\_\_\_\_ 5. The yolk of the egg cooked over easy is yellow and runny.
- \_\_\_\_\_ 6. The yolk of the egg cooked over medium is yellow and partly cooked.
- \_\_\_\_\_ 7. The yolk of the egg cooked over hard is yellow, fully cooked, and firm.
- \_\_\_\_\_ 8. The eggs cooked in the egg rings are uniform in shape.
- \_\_\_\_\_ 9. The scrambled eggs are properly coagulated and are not curdled.
- \_\_\_\_\_ 10. The poached egg is tender.
- \_\_\_\_\_ 11. The shirred egg is cooked properly and artistically garnished.
- \_\_\_\_\_ 12. Each type of simmered egg is cooked the proper length of time, producing desired results.
- \_\_\_\_\_ 13. The American omelet is light and puffy.
- \_\_\_\_\_ 14. Prepares all egg dishes to appropriate flavor, texture, doneness, and appearance.

**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Identifying Garnishing Tools

**Directions:** Identify each garnishing tool. Write the name below the photo. Then, in the space beside the photo, describe the technique used with each tool to prepare a decorative garnish.



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2. \_\_\_\_\_



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3. \_\_\_\_\_



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4. \_\_\_\_\_

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5. \_\_\_\_\_



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6. \_\_\_\_\_



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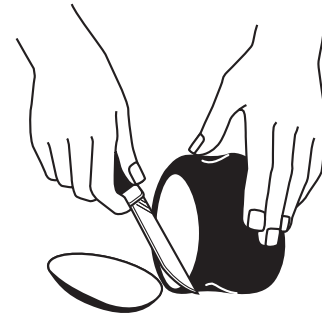
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7. \_\_\_\_\_

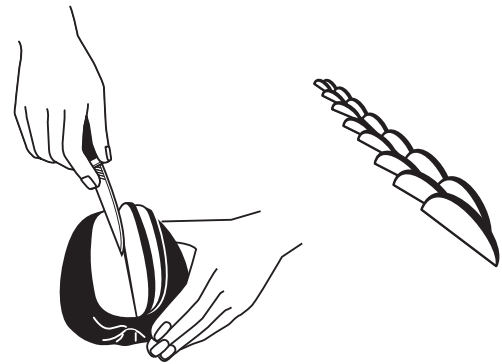
# Creating Apple Bird Garnishes

**Directions:** Create apple bird garnishes using the following directions. Once you have completed your garnishes, have your instructor complete the Performance Checklist.

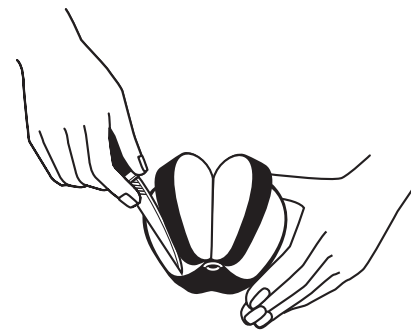
1. Gather a large, fresh apple, such as a Red or Golden Delicious apple, a cutting board, a paring knife, a bowl of water mixed with lemon juice, and two whole cloves.
2. Create a base for your apple bird by cutting about  $\frac{1}{3}$  of the apple off from the side of the apple. Save the small piece of apple to use for the head and neck of the bird.
3. Dip the cut portions of the apple into water and lemon juice to prevent browning.
4. With the stem end of the apple facing you, put the cut side of the apple down on a flat surface.
5. Using a paring knife, cut a small, “V-shaped” wedge from the top side of the apple. Set the wedge aside.
6. To cut a series of top feathers, continue cutting V-shaped wedges from the top of the apple, about  $\frac{1}{8}$ -in. thick, until you have a series of five to seven wedges. You may need to switch to a larger knife as the wedges get larger. Put the cut wedges into the bowl with water and lemon juice to prevent browning while you work.
7. To cut a series of side feathers, cut V-shaped wedges from both sides of the apple, repeating the directions followed in Step 6. Keep the wedges from each side of the apple together to form the wing feathers in Step 10. Be sure to place the wedges in the lemon juice, and dip the apple in the lemon juice, too.
8. Place the base of the apple on a flat surface.



**Step 2:** Creating a base.



**Step 6:** Cutting wedges for top feathers.



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9. To put together the top feathers, start with the largest wedge from the top of the apple. Put this wedge into the top wedge cut, about  $\frac{1}{3}$  of the way toward the back of the apple. Then, take the next smallest wedge and put it into the previous wedge, extending it as you did the first wedge. Repeat until you have placed all of the wedges for the top feathers. The top feathers should extend off the back of the bird.
10. To put together the wing feathers, repeat the procedure followed in Step 9.
11. Using the piece of apple saved from the base in Step 2, cut about a  $\frac{1}{4}$ -in. strip from the center of this piece of apple to make the head and neck of the bird. Insert the whole cloves on either side of the head to form the bird's eyes.
12. Insert the head and neck in the wedge toward the stem-end of the apple.
13. Pour some of the water and lemon juice over your bird once you have it put together.
14. Display your completed bird.



**Steps 9 and 10:** Placing the top and side feathers.



**Step 14:** Finished bird.

**Performance ✓ Checklist**

**Performance Standards**

**Level 4**—Performs skill without supervision and adapts to problem situations.

**Level 3**—Performs skill satisfactorily without assistance or supervision.

**Level 2**—Performs skill satisfactorily, but requires assistance or supervision.

**Level 1**—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

**Level 0**—Cannot perform skill.

**Attempt (circle one):** 1 2 3 4

**Comments:** \_\_\_\_\_

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**Performance Level Achieved:** \_\_\_\_\_

- \_\_\_ 1. Follows safety and sanitation practices at all times during this job.
- \_\_\_ 2. Follows the procedures for making garnishes accurately.
- \_\_\_ 3. Displays garnishes neatly and attractively.

**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Hot Appetizer Production

**Directions:** Working in teams, prepare a plated hot appetizer. Then, using each team's hot appetizer recipe, plan a hot appetizer buffet for 50 people.

## Part A

1. Select one of the following types of hot appetizers:

- Brochettes
- Filled pastry shells
- Meatballs
- Rumaki
- Stuffed potato skins
- Chicken wings

2. Choose a recipe for your type of appetizers that is made with affordable ingredients. Submit the recipe to your instructor for approval.

3. Use the formula that follows and convert the yield of the recipe to prepare four servings.

**Step 1**  $\text{desired yield} \div \text{existing yield} = \text{conversion factor}$

**Step 2**  $\text{existing quantity} \times \text{conversion factor} = \text{desired quantity}$

4. Select an appropriate garnish.

5. Choose a plate or tray that has an interesting shape or size. On a separate sheet of paper, draw the arrangement of the hot appetizer on the plate or tray with the selected garnish. Label the parts.

6. Gather all equipment, utensils, and ingredients. Prepare the converted recipe.

7. Present your team's appetizers and production procedures to the class.

8. Have your instructor complete the Performance Checklist on page 43.

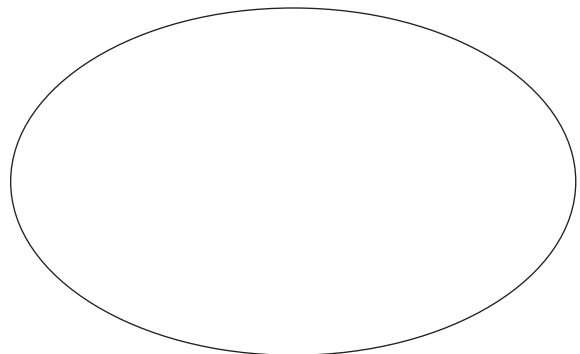
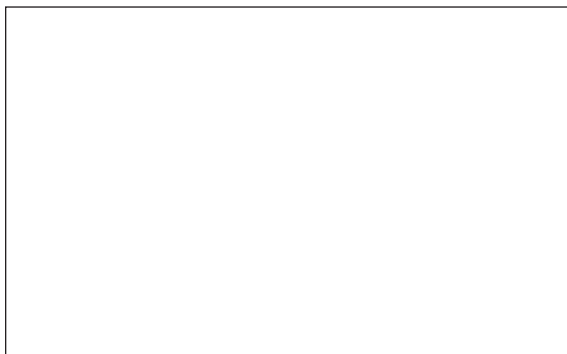
## Part B

1. Collect a copy of all the team recipes from Part A. Use them to plan a buffet for 50 people.

2. Convert the yield of each recipe to serve 50 people.

3. Draw the plate setup for each of the appetizers on the diagrams that follow. Label all parts.

4. On a separate sheet of paper, draw the table arrangement. Label all parts.



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**Performance ✓ Checklist**

**Performance Standards**

**Level 4**—Performs skill without supervision and adapts to problem situations.

**Level 3**—Performs skill satisfactorily without assistance or supervision.

**Level 2**—Performs skill satisfactorily, but requires assistance or supervision.

**Level 1**—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

**Level 0**—Cannot perform skill.

**Attempt (circle one):**    1    2    3    4

Comments: \_\_\_\_\_  
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**Performance Level Achieved:** \_\_\_\_\_

- \_\_\_\_\_ 1. Performs mise en place correctly. Team members are prepared.
- \_\_\_\_\_ 2. Accurately converts the recipes to serve 50 people.
- \_\_\_\_\_ 3. Outlines production procedures correctly.
- \_\_\_\_\_ 4. Prepares hot appetizers to proper flavor, temperature, and appearance.

**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Soup Production

**Directions:** Working in teams, prepare and garnish a soup. Complete the following steps.

## Part A

1. Select one of the following types of soups to prepare: vegetable, purée, cream, bisque, cooked cold, uncooked cold, chowder, or international. Choose an approved recipe.
2. Review the recipe. Convert the yield to make 2 quarts of soup. Use this conversion formula:  
**Step 1**  $\text{desired yield} \div \text{existing yield} = \text{conversion factor}$   
**Step 2**  $\text{existing quantity} \times \text{conversion factor} = \text{desired quantity}$
3. Gather all equipment, utensils, and ingredients. Follow the converted recipe to prepare two quarts of soup.
4. Select and use an appropriate garnish. The type of garnish will depend on the soup.
5. Develop a production schedule and ingredient list for your soup on a separate sheet of paper. Obtain your instructor's approval before starting soup preparation. Include the following information on your production schedule:
  - Name and type of soup.
  - List of soup ingredients.
  - Thickening agent or method.
  - Production schedule and tasks.
  - Serving temperature of soup.
6. Prepare your soup.
7. Rate the quality of your soup for proper flavor, consistency, and appearance using the following rating scale (check one):  
\_\_\_ 1 = Poor    \_\_\_ 2 = Fair    \_\_\_ 3 = Good    \_\_\_ 4 = Great
8. Have your instructor sample your soup and complete the Performance Checklist on page 45.

## Part B

1. Cool your leftover soup using an approved method.
2. Store the soup properly.
3. Have your instructor inspect your soup and complete the Performance Checklist on page 45.

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**Performance ✓ Checklist**

**Performance Standards**

**Level 4**—Performs skill without supervision and adapts to problem situations.

**Level 3**—Performs skill satisfactorily without assistance or supervision.

**Level 2**—Performs skill satisfactorily, but requires assistance or supervision.

**Level 1**—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

**Level 0**—Cannot perform skill.

**Attempt (circle one):** 1 2 3 4

Comments: \_\_\_\_\_  
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**Performance Level Achieved:** \_\_\_\_\_

- \_\_\_ 1. Performs mise en place correctly. Team members are prepared.
- \_\_\_ 2. Accurately adjusts the recipe to make two quarts.
- \_\_\_ 3. Observes the correct proportion of liquid to ingredients.
- \_\_\_ 4. The soup possesses good consistency.
- \_\_\_ 5. The ingredients are tender and hold their shape.
- \_\_\_ 6. The soup is not cloudy, pasty, off flavor, salty, fatty, overcooked, or watery.
- \_\_\_ 7. The soup is flavorful and served at the proper temperature.
- \_\_\_ 8. The soup is attractively garnished and is served neatly in the bowl.
- \_\_\_ 9. The soup is cooled correctly, following any safety and sanitation procedures.
- \_\_\_ 10. The soup is stored correctly, following any safety and sanitation procedures.

**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Cutting and Cooking Fish

**Directions:** In teams, demonstrate how to cut and cook different market forms of fish by completing the steps below.

1. Practice cutting drawn or dressed fish into fillets, steaks, and butterflied portions as directed by your instructor.
2. Choose a cooking method, recipe, and garnish for your fish.
3. Complete the Job Plan Sheet on page 47. Submit it to your instructor for approval.
4. Cook your fish following your recipe and approved Job Plan Sheet.
5. Plate, garnish, and serve your fish to another team and your instructor.
6. Have your instructor complete the Performance Checklist below.

## Performance ✓ Checklist

### Performance Standards

**Level 4**—Performs skill without supervision and adapts to problem situations.

**Level 3**—Performs skill satisfactorily without assistance or supervision.

**Level 2**—Performs skill satisfactorily, but requires assistance or supervision.

**Level 1**—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

**Level 0**—Cannot perform skill.

**Attempt (circle one):** 1 2 3 4

Comments: \_\_\_\_\_

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**Performance Level Achieved:** \_\_\_\_\_

- \_\_\_\_\_ 1. Cuts fish into fillets.
- \_\_\_\_\_ 2. Cuts fish into steaks.
- \_\_\_\_\_ 3. Cuts fish into butterflied portions.
- \_\_\_\_\_ 4. Follows knife safety rules at all times.
- \_\_\_\_\_ 5. Cooks fish to 145°F (63°C) for 15 seconds.
- \_\_\_\_\_ 6. Prepares fish to proper flavor and appearance.
- \_\_\_\_\_ 7. Plates, garnishes, and serves fish appropriately.
- \_\_\_\_\_ 8. Stores fish safely and according to HACCP procedures.

**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Job Plan Sheet**

Recipe: \_\_\_\_\_

Yield: \_\_\_\_\_

Portion size: \_\_\_\_\_

Ingredient: \_\_\_\_\_

Amount: \_\_\_\_\_

Ingredient: \_\_\_\_\_

Amount: \_\_\_\_\_

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Use: \_\_\_\_\_

Equipment: \_\_\_\_\_

Use: \_\_\_\_\_

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List each preparation step and start and stop times below.

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# Cooking Fish or Shellfish

**Directions:** Work in teams to cook and garnish fish or shellfish in a variety of ways. Complete the following steps.

1. **Select a fish or shellfish to cook.**
2. **Choose an appropriate cooking technique.**
3. **Select a recipe.** Choose an appropriate recipe for the seafood selected.
4. **Complete the Job Plan Sheet on page 49.** Gather all equipment, utensils, and ingredients. Select seasonings and the garnish. Submit your recipe and Job Plan Sheet for approval.
5. **Prepare your seafood dish.** Follow your approved Job Plan Sheet.
6. **Plate and garnish your seafood dish.** Have your instructor evaluate your work and complete the Performance Checklist below.

## Performance ✓ Checklist

Performance Standards
<b>Level 4</b> —Performs skill without supervision and adapts to problem situations.
<b>Level 3</b> —Performs skill satisfactorily without assistance or supervision.
<b>Level 2</b> —Performs skill satisfactorily, but requires assistance or supervision.
<b>Level 1</b> —Performs parts of skill satisfactorily, but requires considerable assistance or supervision.
<b>Level 0</b> —Cannot perform skill.

**Attempt (circle one):**    1    2    3    4

Comments: \_\_\_\_\_  
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**Performance Level Achieved:** \_\_\_\_\_

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| <p>_____ 1. Performs mise en place correctly. Team-members are prepared.</p> <p>_____ 2. Plans job fully and professionally.</p> <p>_____ 3. Selects and uses an appropriate garnish.</p> <p>_____ 4. Seafood market form is easy to recognize.</p> <p>_____ 5. Seafood is the appropriate color with opaque flesh.</p> <p>_____ 6. Seafood is tender.</p> <p>_____ 7. Broiled, grilled, sautéed, or pan-fried fish is slightly browned and crispy with juicy and tender interior.</p> | <p>_____ 8. Deep-fried fish with batter is rich golden brown with juicy and tender interior.</p> <p>_____ 9. Poached or steamed fish or shellfish is tender.</p> <p>_____ 10. Seafood is cooked to an internal temperature of 145°F (63°C) for 15 seconds.</p> <p>_____ 11. Seafood is neat and attractively plated.</p> <p>_____ 12. Follows safety and sanitation procedures at all times.</p> |
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**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Job Plan Sheet**

Recipe: \_\_\_\_\_

Yield: \_\_\_\_\_

Portion size: \_\_\_\_\_

Ingredient:                      Amount:

Ingredient:                      Amount:

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Equipment:                      Use:

Equipment:                      Use:

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List each preparation step and start and stop times below.

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**Directions:** Work in teams to cook and garnish poultry. Complete the steps that follow.

1. Select a type of poultry to cook.
2. Choose a dry heat cooking technique.
3. Select a recipe with 8 ingredients or fewer.
4. Complete the Job Plan Sheet on page 51. Make a list of all the necessary ingredients. Select the seasonings and the garnish. Submit your recipe and Job Plan Sheet for approval.
5. Perform *mise en place*. Gather all the equipment, utensils, and ingredients.
6. Prepare your poultry dish. Follow your Job Plan Sheet.
7. Plate and garnish your poultry dish. Have your instructor evaluate your work and complete the Performance Checklist below.

### Performance ✓ Checklist

#### Performance Standards

**Level 4**—Performs skill without supervision and adapts to problem situations.

**Level 3**—Performs skill satisfactorily without assistance or supervision.

**Level 2**—Performs skill satisfactorily, but requires assistance or supervision.

**Level 1**—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

**Level 0**—Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: \_\_\_\_\_

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Performance Level Achieved: \_\_\_\_\_

- \_\_\_\_\_ 1. Performs *mise en place* correctly.
- \_\_\_\_\_ 2. Plans job fully and professionally.
- \_\_\_\_\_ 3. Follows safety and sanitation procedures at all times.
- \_\_\_\_\_ 4. Prepares poultry to proper flavor, texture, doneness, internal temperature, and appearance.
- \_\_\_\_\_ 5. Presents poultry neatly and attractively.
- \_\_\_\_\_ 6. Selects and uses an appropriate garnish.

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Continued on next page)

**Job Plan Sheet**

Recipe: \_\_\_\_\_

Yield: \_\_\_\_\_

Portion size: \_\_\_\_\_

Ingredient:                      Amount:

Ingredient:                      Amount:

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Equipment:                      Use:

Equipment:                      Use:

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List each preparation step below.

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# Maillard Reactions and Cooking Meat

**Directions:** Working in teams, observe how the Maillard Reactions affect the cooking of various meats. The Maillard Reactions are a series of complex reactions between certain sugars and proteins. See page 607 in your textbook for more information. Complete the following steps.

- Choose three of the following meat items or use three items as directed by your instructor. List your selections in the chart below.
  - Ground beef pattie
  - Cubed veal steak
  - Pork chop
  - Lamb for stewing
  - Sirloin tips
  - Ham slice
- Place a small amount of oil in a shallow pan.
- Heat the pan until you see ripples in the oil.
- Add one meat item to the pan. Note your start time, and mark it on the chart below.
- Cook the meat item until it browns, observing the browning process. Cook steaks and chops to a minimum internal temperature of 145°F (63°C) for 15 seconds. Cook ground meats to a minimum internal temperature of 155°F (68°C) for 15 seconds.
- Repeat Steps 4 and 5 using a clean pan and a different meat item. Complete the chart.

Production Schedule			
Meat Item	Level of Browning	Start Time	Stop Time
A.			
B.			
C.			

- Evaluate each meat item to determine how cooking affected the finished product. What happened to the color of each meat item? What was the crust like? Describe the texture of the meat item. How did the aroma change? Describe the flavor. Record your observations in the charts on page 52.
- Contrast each of the meat items. How did the Maillard Reactions differ for each meat? How could this information impact customer orders?

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**Product Assessment: Meat Item A**

<b>Color</b>	
<b>Crust</b>	
<b>Texture</b>	
<b>Aroma</b>	
<b>Flavor</b>	

**Product Assessment: Meat Item B**

<b>Color</b>	
<b>Crust</b>	
<b>Texture</b>	
<b>Aroma</b>	
<b>Flavor</b>	

**Product Assessment: Meat Item C**

<b>Color</b>	
<b>Crust</b>	
<b>Texture</b>	
<b>Aroma</b>	
<b>Flavor</b>	

# Cooking Pasta

**Directions:** Working in teams, prepare a pasta entrée for a party of five. Control portion sizes. Complete the following steps.

1. **Select a pasta recipe.**
2. **Complete the Job Plan Sheet on page 55.** Submit it to your instructor for approval.
3. **Perform mise en place.** Gather the equipment, utensils, and ingredients. Follow the recipe and your approved Job Plan Sheet to prepare the pasta dish.
4. **Cook the pasta.** Plate and garnish the dish. Then present it to your instructor for evaluation. Have your instructor complete the Performance Checklist below.

## Performance ✓ Checklist

### Performance Standards

**Level 4**—Performs skill without supervision and adapts to problem situations.

**Level 3**—Performs skill satisfactorily without assistance or supervision.

**Level 2**—Performs skill satisfactorily, but requires assistance or supervision.

**Level 1**—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

**Level 0**—Cannot perform skill.

Attempt (circle one):    1    2    3    4

Comments: \_\_\_\_\_

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Performance Level Achieved: \_\_\_\_\_

- \_\_\_\_\_ 1. Demonstrates safety and sanitation during preparation and cooking.
- \_\_\_\_\_ 2. Plans job professionally and completely.
- \_\_\_\_\_ 3. Executes cooking technique appropriately.
- \_\_\_\_\_ 4. Follows HACCP procedures at all times.
- \_\_\_\_\_ 5. Prepares pasta to proper flavor, texture, doneness, and appearance.

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Continued on next page)

**Job Plan Sheet**

Recipe: \_\_\_\_\_

Yield: \_\_\_\_\_

Portion size: \_\_\_\_\_

Ingredient:                      Amount:

Ingredient:                      Amount:

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Equipment:                      Use:

Equipment:                      Use:

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List each preparation step below.

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# Cooking Rice and Grains

**Directions:** Working in teams, plan and prepare one rice dish or one grain dish. Complete the following steps.

1. **Select a rice or a grain recipe to prepare.**
2. **Review the recipe.** Convert the amount of ingredients so that each rice or grain dish will serve four.
3. **Complete the Job Plan Sheet on page 57.** Submit it to your instructor for approval.
4. **Perform mise en place.** Gather the equipment, utensils, and ingredients you will need, including any seasonings or garnishes.
5. **Prepare and cook the rice or grain dish.** Follow your approved Job Plan Sheet.
6. **Present your completed dish to your instructor for evaluation.** Have your instructor complete the Performance Checklist below.

## Performance ✓ Checklist

### Performance Standards

**Level 4**—Performs skill without supervision and adapts to problem situations.

**Level 3**—Performs skill satisfactorily without assistance or supervision.

**Level 2**—Performs skill satisfactorily, but requires assistance or supervision.

**Level 1**—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

**Level 0**—Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: \_\_\_\_\_

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Performance Level Achieved: \_\_\_\_\_

- \_\_\_\_\_ 1. Demonstrates safety and sanitation practices during preparation and cooking.
- \_\_\_\_\_ 2. Plans job professionally and completely.
- \_\_\_\_\_ 3. Executes cooking technique appropriately.
- \_\_\_\_\_ 4. Cooks rice or grain to the appropriate degree of doneness. Holds at 135°F (57°C) or above if necessary.
- \_\_\_\_\_ 5. Follows HACCP procedures at all times.
- \_\_\_\_\_ 6. Prepares rice or grain to proper flavor, texture, tenderness, and appearance.

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Continued on next page)

**Job Plan Sheet**

Recipe: \_\_\_\_\_

Yield: \_\_\_\_\_

Portion size: \_\_\_\_\_

Ingredient:                      Amount:

Ingredient:                      Amount:

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Equipment:                      Use:

Equipment:                      Use:

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List each preparation step below.

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# Cooking Fruit

**Directions:** Working in teams, practice cooking fruit using dry and moist cooking methods.

## Dry Cooking

1. Select a dry cooking method for fruit: broiling, grilling, baking, sautéing, or deep-frying.
2. Find a fruit recipe that uses the cooking method you selected.
3. Prepare the Job Plan Sheet on page 58. Be sure all supplies are on hand before beginning.
4. Prepare and cook the fruit recipe, following your Job Plan Sheet.
5. Plate and garnish the finished product.
6. Have your instructor evaluate your finished product and complete the Performance Checklist.

## Moist Cooking

1. Select a moist cooking method for fruit: poaching or simmering.
2. Find a fruit recipe that uses the cooking method you selected.
3. Prepare the Job Plan Sheet on page 58. Be sure all supplies are on hand before beginning.
4. Prepare and cook the fruit recipe, following your Job Plan Sheet.
5. Plate and garnish the finished product.
6. Have your instructor evaluate your finished product and complete the Performance Checklist.

## Performance ✓ Checklist

**Performance Standards**

**Level 4**—Performs skill without supervision and adapts to problem situations.

**Level 3**—Performs skill satisfactorily without assistance or supervision.

**Level 2**—Performs skill satisfactorily, but requires assistance or supervision.

**Level 1**—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

**Level 0**—Cannot perform skill.

**Attempt (circle one):**    1    2    3    4

Comments: \_\_\_\_\_  
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**Performance Level Achieved:** \_\_\_\_\_

- \_\_\_\_\_ 1. Follows safety and sanitation practices at all times during this job.
- \_\_\_\_\_ 2. Selects and executes cooking methods correctly.
- \_\_\_\_\_ 3. Correctly prepares and follows the Job Plan Sheet during preparation and cooking.
- \_\_\_\_\_ 4. The fruit is cooked to the appropriate degree of doneness.

- \_\_\_\_\_ 5. The fruit retains its shape and has even, natural color.
- \_\_\_\_\_ 6. The fruit's texture is moist, tender, and juicy.
- \_\_\_\_\_ 7. The fruit has a delicate flavor and is aromatic.
- \_\_\_\_\_ 8. The fruit is appropriately plated and artistically garnished.

**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*(Continued on next page)*

**Job Plan Sheet**

Recipe: \_\_\_\_\_

Yield: \_\_\_\_\_

Portion size: \_\_\_\_\_

Ingredient:                      Amount:

Ingredient:                      Amount:

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Equipment:                      Use:

Equipment:                      Use:

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List each preparation step below.

Dry cooking: \_\_\_\_\_

Moist cooking: \_\_\_\_\_

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# Vegetable Cookery

**Directions:** Working in teams, cook vegetables using the appropriate techniques. Complete the following steps.

1. Use your textbook and print or Internet resources to review the rules for cooking red, white, yellow, and green vegetables. On a separate sheet of paper, write a summary about your findings. Attach it to this activity sheet.
2. Obtain vegetables from your instructor. Select the appropriate cooking method(s) for each type of vegetable.
3. Complete the Job Plan Sheet on page 61 and submit it for instructor approval.
4. Prepare the vegetables according to your approved Job Plan Sheet.
5. Plate and garnish the vegetables appropriately.
6. Have your instructor evaluate your finished product and complete the Performance Checklist.

## Performance ✓ Checklist

### Performance Standards

**Level 4**—Performs skill without supervision and adapts to problem situations.

**Level 3**—Performs skill satisfactorily without assistance or supervision.

**Level 2**—Performs skill satisfactorily, but requires assistance or supervision.

**Level 1**—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

**Level 0**—Cannot perform skill.

- \_\_\_\_\_ 1. Follows safety and sanitation practices at all times during this job.
- \_\_\_\_\_ 2. Selects and executes the cooking methods correctly.
- \_\_\_\_\_ 3. Completes the Job Plan Sheet correctly and professionally.
- \_\_\_\_\_ 4. Cooks vegetables to the appropriate degree of doneness following HACCP guidelines.
- \_\_\_\_\_ 5. Cooks vegetables to retain their shape and even, natural color.
- \_\_\_\_\_ 6. Cooks vegetables to proper texture—moist, tender, and juicy.
- \_\_\_\_\_ 7. Prepares vegetables to proper flavor appropriate to type of vegetable.
- \_\_\_\_\_ 8. Plates and garnishes the vegetables artistically.

**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Continued on next page)

**Job Plan Sheet**

Recipe: \_\_\_\_\_

Yield: \_\_\_\_\_

Portion size: \_\_\_\_\_

Ingredient:                      Amount:

Ingredient:                      Amount:

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Equipment:                      Use:

Equipment:                      Use:

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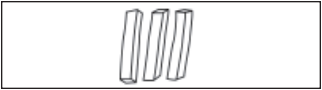




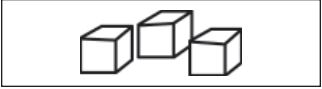
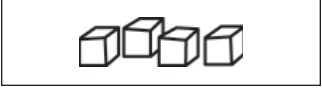
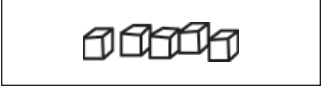


List each preparation step below.

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# Vegetable Cuts

**Directions:** Use the following steps to complete this activity:

1. In the chart below, list the name of each cut and the correct size measurement for each of the cuts.
2. Using carrots or potatoes, practice making each of the cuts listed. Refer to page 654 in your text as a guide.
3. Check the size of your final cuts to be sure they are correct.
4. Once you are comfortable making each of the cuts correctly, demonstrate the cuts as selected and directed by your instructor.

	A. _____
	B. _____
	C. _____
	D. _____
	E. _____
	F. _____
	G. _____
	H. _____
	I. _____
	J. _____