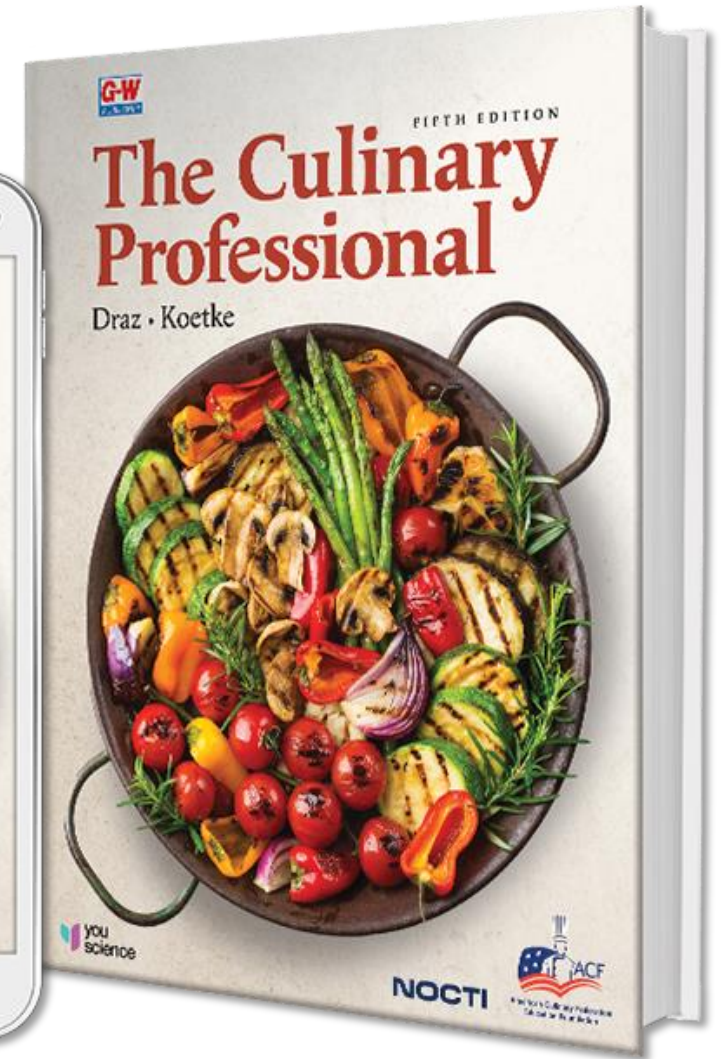
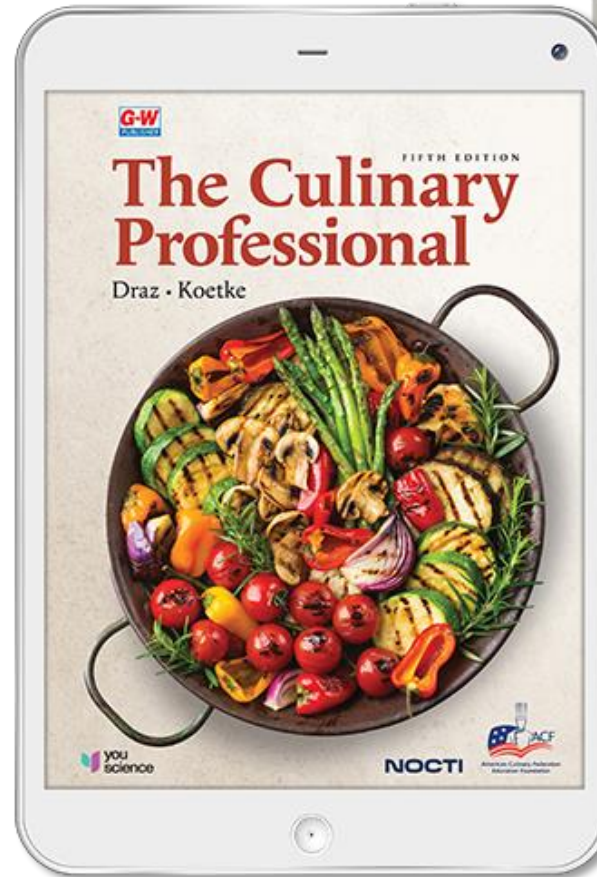


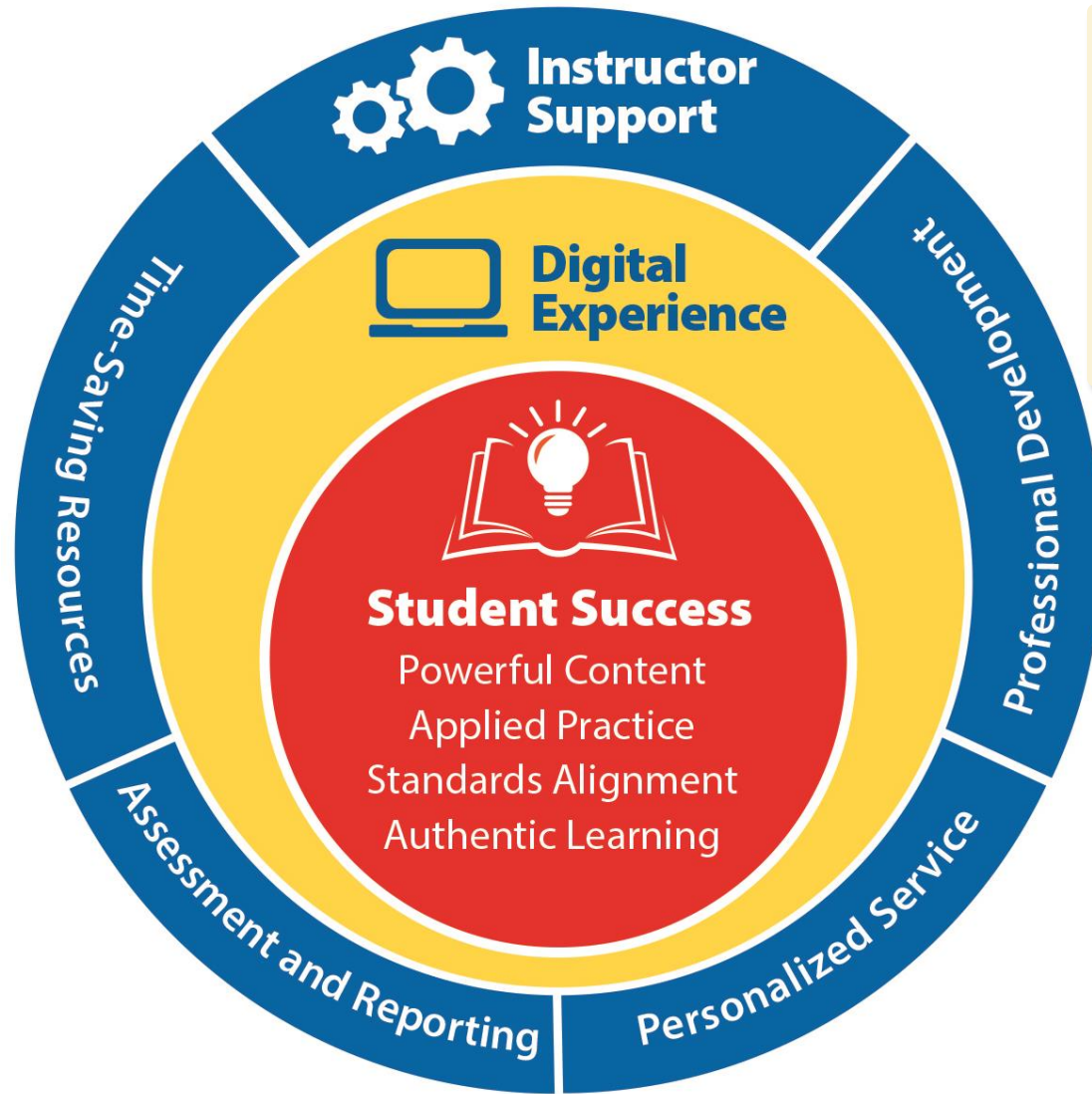
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The Culinary Professional



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The G-W Experience: Student Success Is At the Heart of What We Do



The Culinary Professional Lesson Plan

- Other assessment:

Lesson 6.1: Basic Seasonings, Herbs, and Spices

Learning Outcomes

After studying this lesson, students will be able to

- **6.1-1 describe** the basic seasonings used in professional kitchens and describe their uses in professional cookery.
- **6.1-2 recognize** the sources, various forms, and uses of herbs and spices in professional kitchens.
- **6.1-3 differentiate** marinades from rubs.

Key Terms

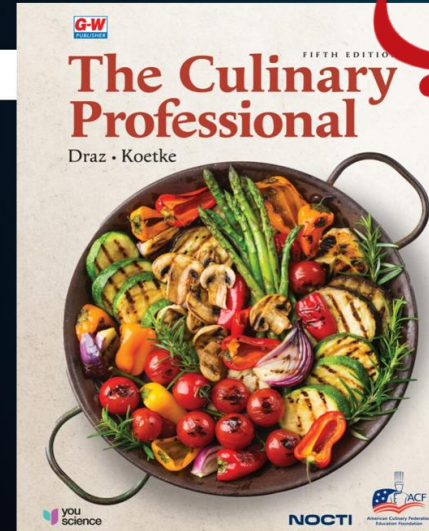
Key terms are listed at the beginning of the lesson or in the Glossary at the end of the text:

- **accentuate.** Enhance.
- **artisanal.** Created through use of traditional methods.
- **herbs.** The green, leafy parts of aromatic plants that are used to flavor foods.
- **marinade.** A liquid that is infused with different flavors to impart flavor before cooking.
- **permeate.** Spread throughout.
- **pungency.** Sharp flavor.
- **rub.** A combination of seasonings that is made to season and impart color and flavor.
- **spices.** The woody parts of plants, including roots, bark, and seeds, used to flavor foods.

Teaching Suggestions

Engage

- Introduce the lesson:
 - ✓ **What will we be learning?** You will learn about the various seasonings used in professional cookery.
 - ✓ **Why is this important?** Recognizing the various seasonings and ingredients to enhance your cooking.
 - ✓ **How will you know when you have learned?** You will be able to identify herbs, and spices and select the appropriate ones for a recipe.
- Begin with the Essential Question on page 100.
- Assign the *Reading Prep* activity on page 100. Have students locate one or more alternatives that they learn about the various kitchen staples and their alternatives. Have them consider whether the alternatives seem reasonable.
- Review the safety rules that students will be using throughout the year.



Presentations for PowerPoint

The Culinary Professional

Lesson Plans, Assessments, and Answer Keys



G-W Assessment

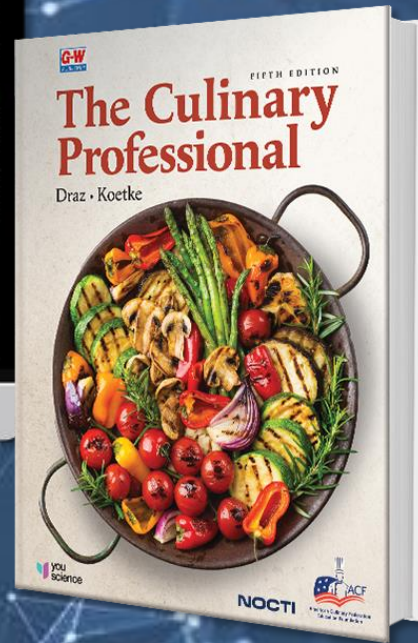
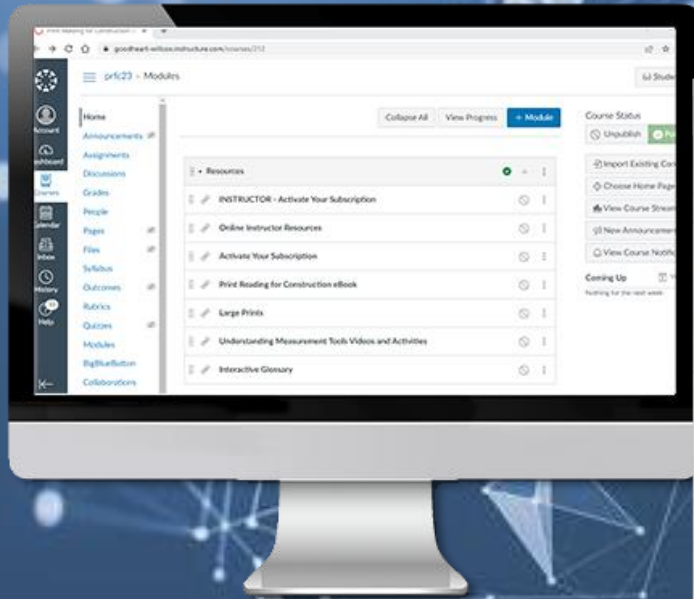
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4: E-Flash Cards

Term (1 of 5)

banquet chef

Select to flip

4: E-Flash Cards

Definition (1 of 5)

Oversees a staff of cooks that prepares meals for large groups.

Previous Remove Next

Digital Companion

Dicing Onions (2:04)

Citrus Cocktail [Print this page](#)

Category: Fruit	Equipment: Zester, paring knife, bowl, spoon	No. Servings: 10	Serving Size: 8 oz. (225g)
Scale portions to <input type="text" value="10"/>	View measurement units by <input type="text" value="U.S."/>	Yield: 4.75 lb. (2.1 kg)	

Ingredients

- 4 ea. grapefruit
- 6 ea. oranges
- 10 fl. oz. grenadine
- 10 ea. mint sprigs

Nutrition Information

Calories	196
Fat (g)	0
Protein (g)	2
Carbohydrate (g)	50
Cholesterol (mg)	0
Sodium (mg)	12

Method

- Remove enough zest from the grapefruit and oranges to make 1/2 cup (125 mL) julienne of each.
- Prepare the fruit in suprêmes. Squeeze extra juice from the pith of the fruit.
- Combine the grapefruit and oranges. Divide the fruit in even 10 chilled, stemmed glasses.
- Drizzle each glass with 1 fl. oz. (30 mL) grenadine and garnish with julienne zest and mint sprig.
- **Refrigerate at or below 41°F (5°C) until service.

180 Recipes!

activities 10: Food Recovery Hierarchy Animation Video

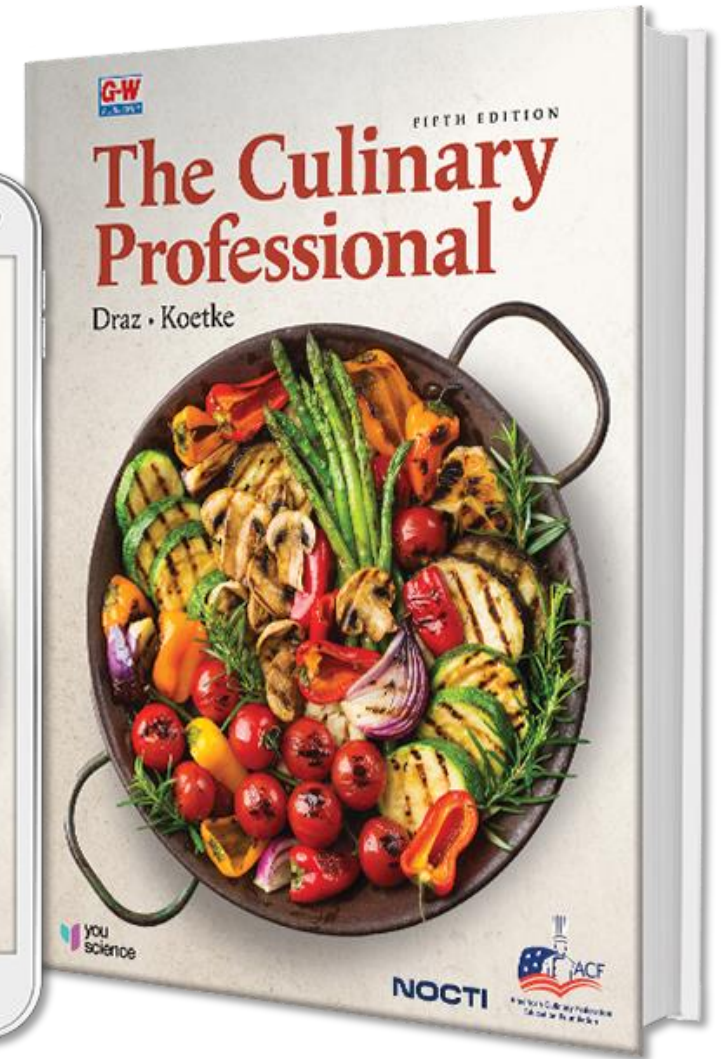
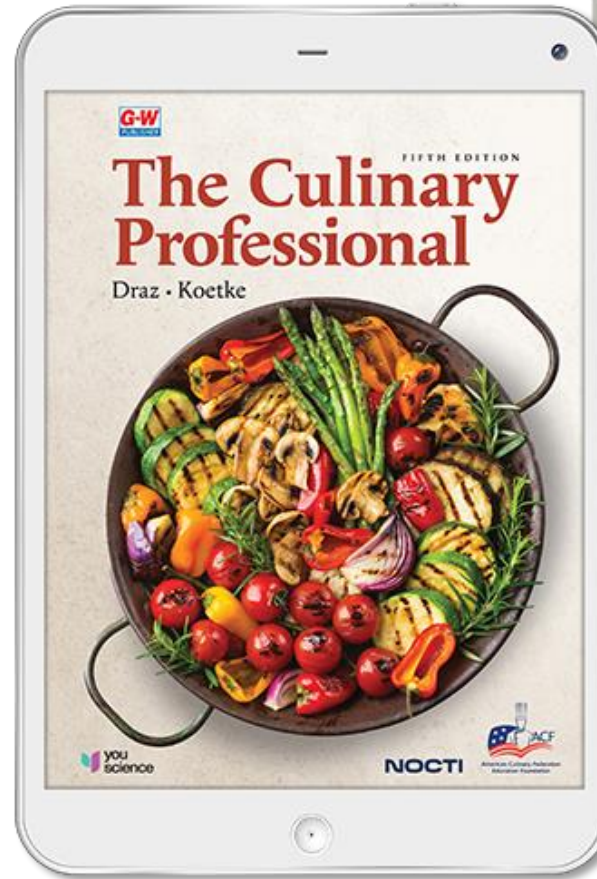
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Chapter 1 Keeping Food Safe



Sanitation & Safety



Foodborne-Illness Outbreaks

Food poisoning outbreaks can be local, regional, national, or even international. Outbreaks can affect large numbers of people. Any outbreak, no matter what the size, has just one source. A few examples of outbreaks follow:

- In 2023, an outbreak of salmonella infection, traced to cantaloupes, caused 407 illnesses, 158 hospitalizations and 6 deaths.
- In 2022, there were 413 reported cases of illness from norovirus related to contaminated oysters.
- In 2003, a fast-food restaurant was linked to a hepatitis A outbreak that left 555 sick and resulted in three deaths. The restaurant is no longer in business.
- In 1993, a multistate outbreak of *E. coli* occurred when a fast-food chain served undercooked hamburgers. Over 500 people became ill and four died as a result.

Common Food Allergens



Milk

milk, cheese, ice cream, butter, baked goods



Eggs

baked goods, breakfast foods, mayonnaise, pasta



Peanuts

peanut butter, cold-pressed peanut oil, candy



Tree nuts

almonds, Brazil nuts, cashews, hazelnuts, marzipan, pecans, pesto, pistachios, nut milks



Wheat

baked goods, bread, flour, pasta, bulgur, semolina, spelt, wheat germ, soy sauce



Soy

soymilk, tofu, soy sauce, edamame, cold-pressed soybean oil, textured vegetable protein (TVP)



Sesame

sesame seeds, tahini, sesame oil, halvah



Fish

fin fish such as salmon, tuna, trout, fish sauce, Worcestershire sauce



Crustacean shellfish

shrimp, crab, lobster, clams, mussels, oysters. Some individuals can react to the steam of shellfish being cooked.

*not a complete list of examples

What's New to the Edition



NOCTI

you science

Lesson 6.1

Basic Seasonings, Herbs, and Spices

Learning Outcomes

After studying this lesson, you will be able to

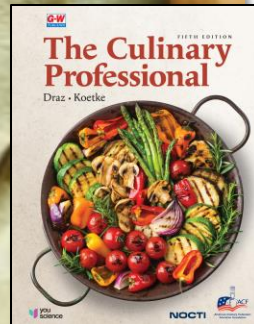
- 6.1-1** describe the basic seasonings used in professional kitchens and their uses in professional cookery.
- 6.1-2** recognize the sources, various forms, and uses of herbs and spices in professional kitchens.
- 6.1-3** differentiate marinades from rubs.

Key Terms

accentuate
artisanal
herbs

marinade
permeate
pungency

rub
spices



Essential Question

What makes a food a kitchen staple?

Reading Prep

In preparation for reading the chapter, locate one or more reliable references for food ingredient substitutions. As you learn about the various kitchen staples, consult the substitution references for possible alternatives. Do the alternatives seem reasonable?



Chapter-Opening Materials



Sanitation & Safety

Knife Safety for Beginners

A word of caution is in order before beginning your first knife lesson. You have probably seen chefs wielding knives with lightning speed. This is one of the hallmarks of a seasoned chef. Such knife skills are not learned casually or quickly. Speed should never be the first goal when learning to use a knife. Going too fast can lead to a lack of knife control followed by injuries. The first step is to master the basic technique. Once the proper technique is learned, the second goal is accuracy and consistency. With time and practice, your speed will increase naturally.



The Knife Grip

Learning to use the chef's knife begins with the correct knife grip. The dominant hand grips the chef's knife. (Right-handed cooks hold the knife in their right hand. Left-handed cooks hold it in their left hand.) Gripping the chef's knife is a two-step process.

1. Grasp the portion of the knife blade next to the end of the handle with the thumb and index finger.



Draz Koetke/Goodheart-Willcox/Publisher

2. Wrap remaining fingers comfortably around the handle.



Placing the thumb and forefinger on top of the blade provides maximum control. Gripping the knife in any other way is not recommended (Figure 11.2).

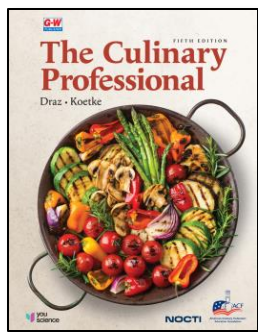


A Draz Koetke/Shutterstock.com



B Draz Koetke/Shutterstock.com

Figure 11.2 Placing either the (A) thumb or (B) index finger on top of the blade is an improper grip and is less safe.



Ingredients Contribute to the Overall Flavor Balance



Crunch of the lettuce

Complexity and acidity of the pickle

Intensity of the raw onion

Umami from the cheese

Tangy sweetness of the ketchup

Meaty texture and flavor of the burger

Sponginess of the bun

Use the PASS Technique to Operate a Fire Extinguisher

Pull the pin at the top of the fire extinguisher. The pin keeps the fire extinguisher from accidentally discharging.

Aim at the base of the flames. Do not aim at the flames, but rather their source.

Squeeze the handle.

Sweep back and forth so the entire base of the fire is covered repeatedly. Continue to spray until the fire is out.



Visual Elements Reinforce Content

TECHNIQUE Dicing Onions

- 1 Place the peeled onion half cut side down on the cutting board.
- 2 Place your guiding hand on top of the onion half with the root end of the onion facing away from the knife. If the root end is facing the knife, the onion will fall apart during dicing.



Step 2

- 3 Position the guiding hand as needed for slicing. Slice the onion lengthwise by drawing the knife backward instead of in the usual forward motion. The slice should begin just short of the root end of the onion so that the root end remains intact.



Step 3

- 4 Continue slicing until the onion has been evenly sliced except for the small area on the root end of the onion.
- 5 Reposition the guiding hand so that it is placed on top of the onion either as shown or with the palm of the hand resting on top of the onion.

Be sure that the fingertips are up and away from the blade. The knife blade will be parallel to the cutting board to make the next slices. Drawing the knife backward, cut slices that are parallel to the cutting board. These slices begin at the stem end and stop before cutting through the root end.



Step 4

- 6 Reposition the guiding hand on the onion. Slice the onion crosswise, perpendicular to the previous cuts and beginning at the stem end. As the onion becomes difficult to hold safely, lay it down on the cutting board. Cut this small piece of onion into a dice by slicing and then cutting across the slices.



Step 6

- 7 By changing the width of the cuts in steps 3, 4, and 5, you can adjust the size of the finished dice.

Photos: Dierz Koetke/Goodheart-Willcox Publisher

TECHNIQUE Cutting with the Chef's Knife

- 1 Position the guiding hand on one or several smaller objects. Be sure that the thumb and little finger are holding the object(s) securely and are behind the other fingers. Be sure that the front fingers are curved. The position of these fingers determines the location of the cut.
- 2 Place the flat side of the chef's knife against the middle joint of the front fingers of the guiding hand. The knife blade should be resting on the object(s).
- 3 Gently glide the chef's knife in the proper forward and down motion until the entire blade of the chef's knife is resting on the cutting board. The object(s) should be completely cut.
- 4 Lift the back end of the knife so the tip remains pointing down. Slide the guiding hand back to the location of the next cut. Verify the position of the guiding hand and begin again at step one.



Step 1



Step 2



Step 3


Photos: Dierz Koetke/Goodheart-Willcox Publisher

Visual Elements Reinforce Content











Common Salad Greens

Salad greens come in a variety of shapes, colors, textures, and flavors. Chefs must be familiar with the various greens when planning menus and purchasing.

Salad Greens	
Identification	Description
	Arugula (Rocket) Arugula is a dark green, lobed leaf that is known for its pungent, peppery flavor. It is also called rocket and makes a nice addition to other milder greens.
	Belgian Endive (Witloof Chicory) Belgian endive has a tightly packed, elongated shape that is approximately five inches long. Leaves are approximately five inches long. Leaves of endive has a bitter flavor with a slight sweetness and is used as a garnish or filled and served as a cold appetizer.
	Bibb Lettuce (Limestone Lettuce) Bibb lettuce is a variety that was developed in the 1920s. It has a texture similar to Boston lettuce but forms a more compact head and small enough that one head is often served as a side.
	Boston Lettuce (Butterhead) The soft green leaves of this lettuce form a large, rounded head. The leaves have a delicate texture and a slightly bitter taste. Boston lettuce popular as a salad base as well as a garnish.
	Curly Endive (Frisée or Curly Chicory) Curly endive has crisp ribs that create narrow, pointed leaves. The leaves are deep green with a pale yellow center. It is prized for its large percentage of light-colored ribs and is often served as part of a mixture to provide contrast.

Types of Cookware

In addition to the material used, the size and shape of the cookware is an important consideration. Chefs must be familiar with the many different pots and pans and their intended uses.

Cookware			
Identification	Description	Identification	Description
	Braising Pan A braising pan, or <i>braisière</i> , is a high-sided square or rectangular pan with a tight-fitting lid. It is designed for cooking items first on the stovetop and then covered in the oven.		Cast-Iron Skillet A cast-iron skillet is a frying pan made of heavy cast iron. Some chefs call it a "Griswold." It is excellent for pan-frying.
	Double Boiler A double boiler is a set of two nesting pots. The lower pot is used to heat water, which warms or cooks the ingredients in the top pot. Double boilers are used to cook ingredients that require indirect or gentle heat.		Roasting Pan A roasting pan is a large rectangular metal pan with 2- to 5-inch (5 to 12 cm) sides used for roasting and baking.
	Rondeau A <i>rondeau</i> (rah-DOH) is a wide pan with 6- to 8-inch (15 to 21 cm) sides and two looped handles. It can accommodate a large amount of product and is especially useful for braising.		Saucepan A saucepan is smaller than a saucepot. It has a single, long handle. A saucepan may have either straight sides or flared sides.
	Saucepot A saucepot is like a stockpot but not as wide or tall. This straight-sided pot may come with one long handle or two looped handles. Saucepots are used for a wide variety of cooking tasks.		Sauteuse A <i>sauteuse</i> (saw-TOOZ) is a sauté pan with sloped or rounded sides. Its shape makes it easy to toss or flip products when sautéing.

Visual Elements Reinforce Content

Nutrition Tidbit

Omega-3's in Fish

Scientists are continually learning more about the health benefits of consuming omega-3 fatty acids. High levels of this fatty acid appear to lower the risk of heart disease and stroke. Current recommendations suggest eating two or more servings of fish per week. Some fish contain more omega-3 fatty acids than others. Salmon, tuna, and herring are high in these beneficial fatty acids. In general, saltwater fish are better



Sanitation & Safety

Handling Chiles

The hot taste of chile peppers is really a chemical irritation caused by capsaicin. When cutting chile peppers and exposing the capsaicin, gloves should be worn. Some people can handle even the most intense chiles bare-handed, while others are irritated by even mild peppers. Whatever your tolerance is, wash your hands well after working with chiles and never rub your eyes.



Chef's Notes

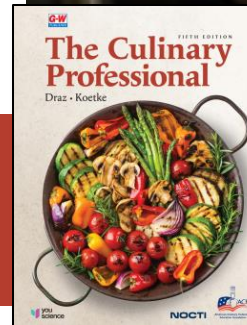


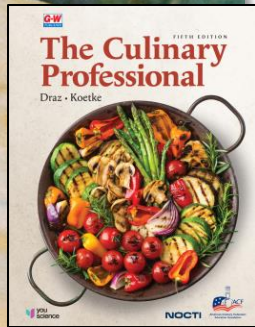
Epicurius

The Greek philosopher, Epicurius (ehp ih KUHR ee us) (341–270 BCE), believed that there was no God and no afterlife. As a result, he believed that mankind's duty was to maximize pleasure. His philosophy, Epicureanism, has become associated with those in search of fine food. To that end, gourmets are sometimes referred to as Epicureans.



Features Enhance Chapter Content and Extend Learning





A Serving of Science

Suspensions, Emulsions, and Foams

The consistency of a food is largely the result of reducing the ability of water molecules to move freely in a food product. Chefs employ this strategy to thicken foods and create appealing mouthfeel. When food particles, oil droplets, or even air bubbles are introduced into a food, they restrict the water molecules' freedom. The water molecules are unable to flow very far before they bump into an obstacle (food particle, oil droplet, or bubble) and are slowed down.

When food particles are used to change a preparation's consistency, it is called a *suspension*. For instance, when cooked tomatoes are pureed to make sauce for spaghetti, this is an example of a suspension. When oil is the substance added, the thickened product is called an *emulsion*. An emulsion has a natural inclination to separate out to its

This can be prevented by either rapid mixing or the addition of another ingredient called an *emulsifier*. Emulsifiers act to hold the emulsion together. A vinaigrette is a very visual example of an emulsion—you can see the science in action. Introduce gas bubbles to cream and a much-beloved *foam*—whipped cream—is created. Edible foams in food preparations can be created by adding air, steam, carbon dioxide, and even nitrous oxide.



✓ Know and Apply

1. List three additions that can be used to change the consistency of a food.
2. Differentiate between suspensions, emulsions, and foams.

A Serving of History

A Brief History of Restaurants

Taverns, an early form of restaurants, began to appear during the Middle Ages (476 BCE–1453 CE). Taverns served a daily meal, or "ordinary," for a reasonable price to their patrons. *Traiteurs* (cookshops) also began to show up during this time. These were places where prepared foods, particularly cooked meats, could be purchased for carryout.

In 1765, the first dining establishment to be called a restaurant was opened in Paris. The owner's name was Boulanger. The word *restaurant* was coined from the restorative properties that Boulanger claimed his soups had. This first restaurant became immensely popular and was soon widely copied.

In the eighteenth and nineteenth centuries, Europe saw the rise in popularity of *cafés* (coffeehouses). These businesses sold the popular

new drink imported from the Americas. In the British Isles, tearooms were similarly popular. These *cafés* and tearooms soon expanded their menus to include food and then full meals.

By the end of the 1800s, restaurants had become fully established. The practice of dining out was fashionable for all social classes.



✓ Research

Use reliable print or online sources to learn about eating establishments of ancient Rome or China's Song dynasty. What types of food and beverages were served? Who were their customers? Write a brief summary of your findings.

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Industry Insights

Culinary Competition

Some people are motivated by competition. For chefs who wish to test their abilities against other professionals, there are many opportunities for culinary competition. For most chefs, the reason for competing is not for the awards but for the learning experience. Culinary competitions are a good way to keep skills honed. Competitions also showcase culinary innovations and promote professionalism.

Many professional competitions are sanctioned by the American Culinary Federation (ACF). The ACF standardizes rules, judging criteria, and the qualification of judges in keeping with internationally recognized standards. Culinary competitions may be staged for individual competitors or for teams of chefs.



Eric Futran/Chef Shots



Industry Insights

Use Reliable Information for Decision-Making

Before accepting and using new information to make decisions at school and at work, it is important to determine the reliability and validity of research sources. To determine the reliability of print or internet research sources, ask the following questions:

- **Information.** Is the information what you need? What is the date of the information (Is it current)? Can you document the accuracy of the information from other reliable sources (educational institutions, professional and trade organizations, government)? Is the information from a popular source (magazine, newspaper, internet) or scholarly source (academic institution, trade journal, professional organization journal)? Is the information researched well? Are assumptions and conclusions supported with evidence? Is the information authoritative? Does the information carry endorsements from an educational institution or professional organization?
- **Author.** Who is the author and what are his/her credentials (degree, work experience, previous

writings)? What are the author's qualifications and affiliations? What is the author's intent for the research (inform, instruct, persuade, entertain, sell)?

- **Bias/Objectivity.** Does the research address other points of view? Is any important information omitted? Is the writing style emotional or does it promote a certain viewpoint? Is the article or publication sponsored or endorsed by a political entity or special interest group? Is the author's bias obvious?
- **Publisher.** Is the publisher known as an educational, commercial, or trade publisher of quality or scholarly materials? What can you find out about the publisher from its website? What instructions does the publisher give potential authors for submitting book proposals and manuscript?
- **Quality.** Is the information presented in a logical sequence or structure? Can you clearly identify key points? Do the key points support a main idea? Is the text easy to read and does it flow well? Does the text use good grammar and correct spelling and punctuation?



Features Enhance Chapter Content and Extend Learning

Chef Glossary

Accounting Terminology

Cost of Sales. Expenses directly related to the sale of food and beverages, sometimes called *cost of goods sold (COGS)*.

Controllable Cost. Expense that can be managed or changed to meet the short-term needs of business; also called a *variable cost*.

Expense. A cost incurred to generate income.

Fixed Cost. In foodservice operations, these are occupancy costs like rent.

Food Cost. Ingredient expense for menu items sold.

Food Cost Percentage. Food cost divided by food sales; shows the portion of food sales that was spent on food expenses.

Income. Money received from sales and other payments to a business.

Income Statement. Profit and loss statement.

Labor Cost. Wages, salaries, employee benefits, and payroll taxes.

Labor Cost Percentage. Labor cost divided by total sales; measures the percentage of income spent on labor.

Loss. A deficit incurred when expenses are greater than income.

Noncontrollable Cost. Costs that do not change with each accounting period, usually occupancy costs, such as rent and leases; also called *fixed cost*.

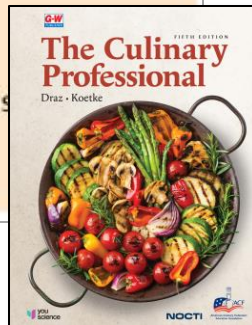
Payroll. Wages, salaries, taxes, and employee benefits.

Prime Cost. Total cost of sales plus total labor cost; the key measure of a foodservice operation's profitability.

Profit. A surplus realized when income is greater than expenses.

Profit-and-Loss Statement (P&L). A business report that lists the expenses incurred to make those sales during a given period.

Sales. Money received for food or beverages.



Recipe 15.7 Baked Mozzarella and Grilled Vegetable Sandwich

CATEGORY: Sandwiches, hot

EQUIPMENT: Food processor, chef's knife, serrated bread knife, cutting board

Ingredients List

US	Metric	Ingredients
Pesto:		
1 pt.	480 mL	fresh basil, chopped
5¼ fl. oz.	150 mL	olive oil
¼ c.	60 mL	pine nuts
2 ea.	2 ea.	garlic cloves, minced
½ c.	120 mL	Parmesan cheese, grated
to taste	to taste	salt and black pepper
Sandwich:		
3–4 ea.	3–4 ea.	zucchini, sliced lengthwise, ¼ in. (6 mm) thick
5 ea.	5 ea.	roasted red peppers
1 ea.	1 ea.	eggplant, skinned, sliced lengthwise, ¼ in. (6 mm) thick
4 fl. oz.	120 mL	olive oil
to taste	to taste	salt and black pepper
1½ pt.	720 mL	mozzarella cheese, sliced ¼ in. (6 mm) thick
10 pc.	10 pc.	French bread, sliced 6 in. (15 cm) long

Calories 622
Fat 35g
Protein 15g

Carbohydrate 60g
Cholesterol 25g
Sodium 50mg

YIELD: 10 sandwiches

SERVING SIZE: 1 sandwich

Method

- Place basil, olive oil, garlic, and pine nuts in a food processor or blender. Purée until all the ingredients are ground into a paste.
- Remove from the food processor or blender and stir in Parmesan cheese, salt, and pepper.
- Season the zucchini and eggplant with salt and black pepper. Place in a large bowl and coat with olive oil.
- Grill the zucchini and eggplant until cooked through and softened.
- Cut the bread lengthwise, stopping just before cutting all the way through. Coat the cut surfaces with pesto sauce.
- Layer the vegetables on the pesto. Top with cheese.
- (CCP)** Wrap each sandwich tightly with aluminum foil and bake in a 325°F (163°C) oven for 20–30 minutes or until the sandwich is hot. Hold at or above 135°F (57°C) until service.

Bolded ingredients are TCS (Time and Temperature Control for Safety). **(CCP)** indicates steps that are critical control points.



Goodheart-Willcox Publisher

Recipe 13.4 Mayonnaise

CATEGORY: Dressings, emulsified

EQUIPMENT: Bowl, whisk

Ingredients List

US	Metric	Ingredients
2 fl. oz.	60 mL	pasteurized egg yolks
2 Tbsp.	30 mL	vinegar
1 tsp.	5 mL	dry mustard
1 pt.	480 mL	salad oil
to taste	to taste	salt
to taste	to taste	white pepper
to taste	to taste	lemon juice (optional)
as needed	as needed	water

Calories 169
Fat 19g
Protein 0g

Carbohydrate 0g
Cholesterol 25g
Sodium 50mg

YIELD: 1½ pints (720 mL), 24 servings
SERVING SIZE: 1 fl. oz. (30 mL)

Method

- Combine yolks, vinegar, and mustard in a bowl.
- Add the oil in a thin stream to the yolk mixture while whipping constantly.
- Continue to whip until all the oil is incorporated.
- Adjust consistency by thinning with a small amount of water or lemon juice if needed.
- Season with salt and pepper. Adjust acidity with additional vinegar or lemon juice if needed.
- (CCP)** Cool to 41°F (5°C) or below within 4 hours and hold until service.

Bolded ingredients are TCS (Time and Temperature Control for Safety). **(CCP)** indicates steps that are critical control points.



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Chapter 6

Review and Assessment

Summary

Lesson 6.1 Basic Seasonings, Herbs, and Spices

- 6.1-1 Salt and pepper are the essential basic seasonings for most savory dishes. Monosodium glutamate is also used in many kitchens.
- 6.1-2 Herbs and spices add complexity to cooking. Spices may be whole or ground, and herbs may be fresh or dried. Seasoning blends save time and contribute to recipe consistency.
- 6.1-3 Marinades and rubs are ways to impart flavor to foods. Marinades penetrate the food while rubs are on the outside.

Lesson 6.2 Starches, Sweeteners, and Condiments

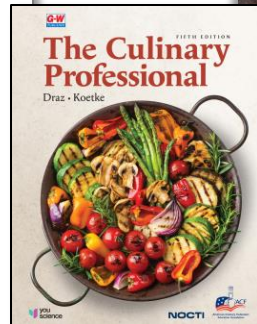
- 6.2-1 Starches perform many roles in the kitchen. It is important to know which starch is best suited for each role.
- 6.2-2 Sweeteners used in the professional kitchen differ in flavor and form.
- 6.2-3 Common acid ingredients used in cooking include vinegar and lemon or lime juice.
- 6.2-4 Tomato products are used in many different forms to provide color and a sweet, tangy flavor to dishes.
- 6.2-5 Condiments are used to enhance the flavor of dishes. They may be used as an ingredient or served at the table.

Test Prep

1. Which of the following statements about herbs is true? (6.1-2)
 - A. Herbs are the woody parts of plants.
 - B. Dried herbs should be added near the end of the cooking process.
 - C. Dried herbs should be stored in the refrigerator.
 - D. Herbs are the green, leafy parts of aromatic plants.
2. Soy sauce is brewed from fermented soybeans and _____. (6.2-5)
 - A. umami
 - B. capers
 - C. wheat
 - D. vinegar
3. Which of the following products is derived from sugarcane? (6.2-2)
 - A. Molasses.
 - B. Agave syrup.
 - C. Honey.
 - D. Maple syrup.
4. Which of the following products can be used to thicken food? (6.2-1)
 - A. Cornstarch.
 - B. All-purpose flour.
 - C. Arrowroot.
 - D. All are correct.
5. **Math.** Arrowroot is approximately three times the cost of cornstarch and cornstarch is approximately five times the cost of flour. If cornstarch is \$1.50 per pound, calculate the price per pound for arrowroot and flour. (6.2-1)
6. **Writing.** Saffron is the world's most expensive spice. Write an informative paper that explains where it comes from, its history, dishes in which it is used, and current pricing. (6.1-2)
7. **Speaking.** Trace the history of a food-related expression such as "worth one's salt." Use presentation software to share your findings with the class. (6.1-1)
8. **Reading.** Read a book about the history of the spice trade. Write a brief review of the book and share with the class. (6.2-1)
9. **Math.** If the tomato juice your restaurant is purchasing contains 8 percent tomato solids, what is the weight of tomato solids in a 500 gram glass of tomato juice? (6.2-4)
10. **History.** Black pepper grows in India, as well as some other countries. During the Middle Ages, it was a precious spice partly because of the journey it made. If you lived in Madrid, Spain during the Middle Ages, how many miles would the pepper have to travel to reach you from Mumbai, India? Find a map of the spice trade routes on the internet. Trace the route the pepper would have travelled to reach Madrid. What bodies of water and types of terrains does this route include? (6.1-2)

Apply Your Skills

- 5. **Math.** Arrowroot is approximately three times the cost of cornstarch and cornstarch is approximately



End-of-Chapter Content

11. **CTE Career Readiness Practice.** Research one of the kitchen staples discussed in this chapter. What are its origins? How is this ingredient commonly used? What is an appropriate substitute? Provide a recipe that includes this ingredient. Use presentation software to share your findings with the class in an oral report. Have a classmate record your presentation so you can review it to identify opportunities to improve your presentation skills. (6.1-1, 6.1-2, 6.2-1, 6.2-2, 6.2-3, 6.2-5)

Critical Thinking

12. **Evaluate.** Select one of the herb or spice blends from Figure 6.1. Prepare the blend using dried ingredients. Then make a second preparation using fresh ingredients. Season one chicken breast with the fresh blend and season a second chicken breast with the dried blend. Bake the two chicken breasts to 165°F (74°C). Compare the results and write a brief summary of your findings. (6.1-2)
13. **Judge.** Compare the cost of sugar, honey, maple syrup, and corn syrup from the school's purveyor or at the supermarket. How might this affect where and when each sweetener might be used? (6.2-2)
14. **Compare.** Cilantro and coriander both come from the same plant. Compare their uses, differences, and similarities. (6.1-2)
15. **Analyze.** Suppose you have been hired to run a restaurant in a small resort located in the mountains. Due to the remote location, you receive food deliveries only once a week. Additionally, the kitchen has very limited refrigerated storage. How would these factors affect your kitchen staples purchasing decisions? Share your reasoning. (6.1-1, 6.2-1, 6.2-2)
16. **Create.** Create a recipe for a rub. By adding only one or two ingredients, convert your recipe into a marinade. Prepare both recipes using the same meat or vegetable and compare the finished product. Analyze the differences in taste, texture, and appearance (6.1-3, 6.2-3).

Culinary Skills Lab

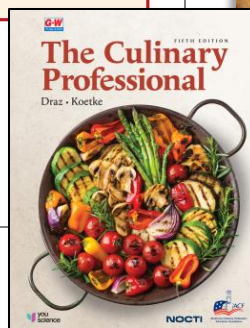
Working individually or in teams, heat seasoned chicken broth to boiling. Place one teaspoon of a dried herb in a cup. Place one teaspoon of the same herb, but in its fresh state and minced, in a second cup. Pour eight fluid ounces of broth in each cup. Wait for five minutes, then taste the broth and record your impressions. Repeat with other herbs. (6.1-2)



Chef's E-portfolio

Presentation Video

Effective presentation skills are important to your success in a career. Upload the video of your class presentation from activity #11 to your e-portfolio. This video can be used as a yardstick to measure how you grow and improve as a speaker in the future. Ask your instructor where to save your file. Name your portfolio document *FirstnameLastname_Portfolio Ch#.docx* (i.e., JohnSmith_06.docx).



End-of-Chapter Content



The authors created this collection of standardized recipes especially for your use. You can locate recipes on this site either by performing a recipe title search, browsing by recipe category, or using the recipe index. Once you have located your recipe, either print it in portable document format (PDF) or in the online format. The online format allows you to scale the recipe automatically to the desired yield. Simply type in the desired yield where it reads "Scale portions to." Online Recipes will adjust the yield for you automatically. You can also select to view the recipe in the drop-down menu that reads "View measurement units by." [Click here to learn important factors about changing measurement units.](#)

Recipe Search Browse by Category

13. Salads, Dressings, and Cold Sauces	+	21. Meat and Poultry
14. Cold Sandwiches and Appetizers	+	22. Fish and Shellfish
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16. Fruit	+	24. Garde Manger
17. Vegetables	+	26. Quick Breads and Yeast Breads
18. Stocks, Sauces, and Soups	+	27. Desserts
19. Starches	+	32. International

Recipe 26.5 Apple Fritters

US Metric

Category: Quick Breads	Equipment: Bowl, whisk, peeler, apple corer, knife, sifter, deep fryer, tablespoon	No. Servings: 10 <input type="button" value="-"/> <input type="button" value="+"/>	Serving Size: 3 [1½ oz.] fritters	Yield: 2 1/4 lb.
----------------------------------	--	--	---	----------------------------

Ingredients List

* eggs	2 oz.
* milk	8 oz.
sugar	6 oz.
ground cinnamon	1/2 tsp.
vanilla extract	1 tsp.
apples (large)	2 ea.
all-purpose flour	12 oz.
baking powder	1 Tbsp.
oil for frying	as needed
powdered sugar	as needed

Nutrition Facts per Serving

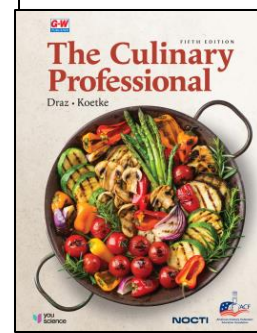
Calories	330
Fat (g)	13
Protein (g)	5
Carbohydrate (g)	49
Sodium (mg)	139

Method

1. Beat the eggs and mix in the milk, sugar, cinnamon, and vanilla extract. ... and cut into small dice. Mix apples with the egg and ... powder, and mix into the other ingredients.

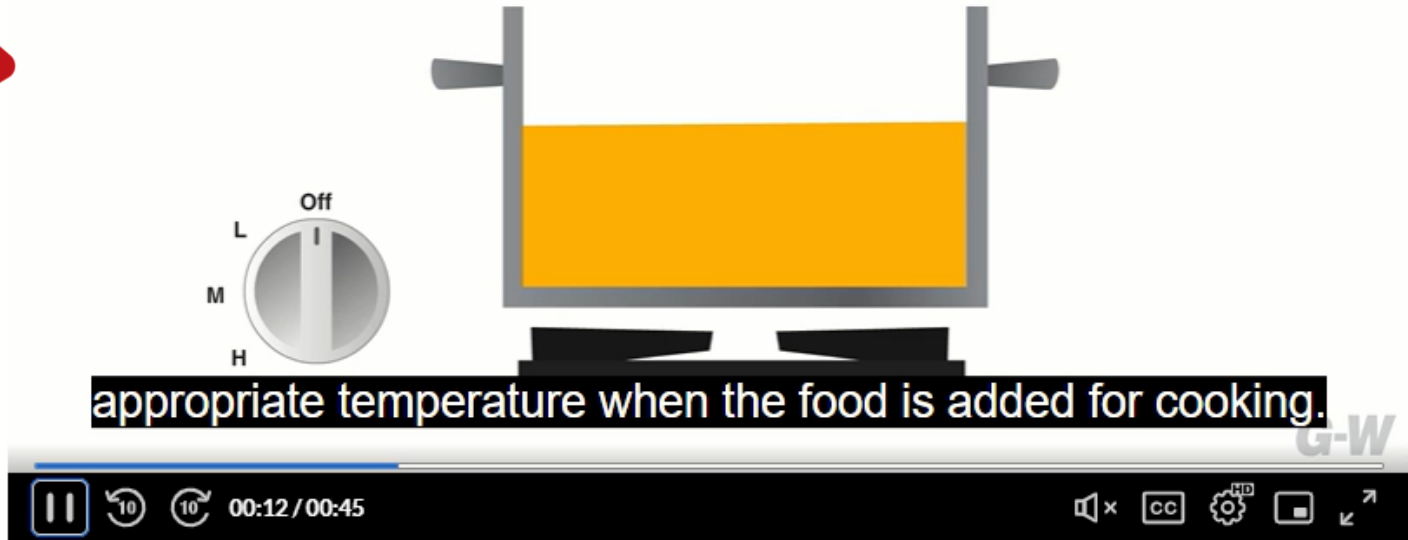
Key

- * = ingredients are TCS (Time and Temperature Control for Safety).
- ** = indicates steps that are Critical Control Points.
- † = Ingredient/Method Note Points.

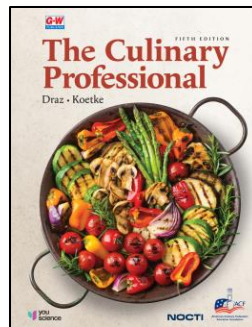


The Culinary Professional Recipe Collection

Cooking Methods: Deep Frying



[View transcript](#)



And more!

Animations Library

5 Standardized Recipes ▾

- ▶ Converting Measures
- ▶ Measuring Ingredients

7 Sustainability in the Kitchen ▾

- ▶ Food Recovery Hierarchy

11 Before Cooking Begins ▾

- ▶ Technique: Preparing Stick and Dice Cuts
- ▶ Chiffonade
- ▶ Clarified Butter

12 Foundations for Successful Food Preparation ▾

- ▶ Cooking Methods: Sautéing
- ▶ Cooking Methods: Panfrying
- ▶ **Cooking Methods: Deep Frying**
- ▶ Cooking Methods: Grilling
- ▶ Cooking Methods: Broiling
- ▶ Cooking Methods: Roasting
- ▶ Cooking Methods: Baking
- ▶ Cooking Methods: Poaching
- ▶ Cooking Methods: Simmering
- ▶ Cooking Methods: Boiling
- ▶ Cooking Methods: Steaming
- ▶ Cooking Methods: Braising
- ▶ Cooking Methods: Stewing

13 Dressings, Cold Sauces, Dips, and Salads ▾

- ▶ Emulsion

14 Cold Sandwiches, Appetizers, and Hors d'Oeuvres ▾

- ▶ Assembly Line

18 Stocks, Sauces, and Soups ▾

Chapter 5: Standardized Recipes

Lab Activity 5-1: Converting Recipe Yields

Learning Outcomes

After completing this lab, you will be able to

- implement a conversion factor to increase or decrease a recipe yield.
- perform measurement conversions.

Introduction

The majority of recipes that you use and produce will need to be adjusted at some time. Once you have mastered using the conversion factor, you can change any recipe safely, knowing that the finished product will be as delicious as the original recipe.

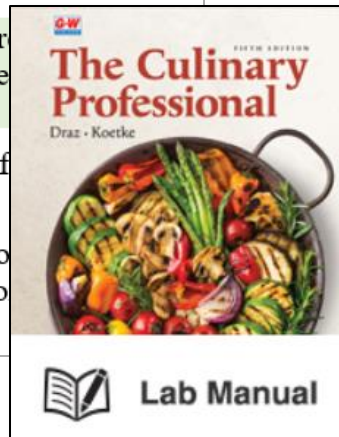
Preparation

1. Read Lab Procedure and gather the following supplies:
 - calculator
2. Review weight and volume conversion charts in text Chapter 5.
3. Review *A Serving of Math: Converting Measures* and *Converting Fractions to Decimals* in text Chapter 5.
4. Review the table in the text *Appendix, Fraction to Decimal Equivalents*.

Lab Procedure

1. Use the Sample Recipe Yield Conversion Worksheet as a guide to create your own conversion worksheet and convert the following standardized recipe to yield four 8-fluid ounce portions.
2. Create a second Recipe Yield Conversion Worksheet to convert the standardized recipe to yield 100 8-fluid ounce portions.
3. Be sure to convert your new quantities to the largest possible common unit. For example, if the new quantity for dried thyme is $9\frac{1}{2}$ teaspoons, convert to 19 tablespoons and $\frac{1}{2}$ teaspoon.

Files are provided in DOCX format



Lab Activity 12-1: Cooking Methods I: Poaching

Learning Outcomes

After completing this lab, you will be able to

- execute correct poaching technique.
- recognize how acids affect protein.

Introduction

Poaching is the gentlest cooking method. Close monitoring and control of the cooking liquid temperature is required. When performed correctly, poaching produces a moist and delicate product. In this activity, you will also discover how the pH of a cooking solution affects the final product.

Mise en Place

1. Read Lab Procedure and gather the following supplies:
 - two raw shell eggs
 - distilled white vinegar (approx. 2 fl. oz.)
 - medium saucepan
 - thermometer
 - three small dishes
 - slotted spoon
2. Review the sections *Proteins Coagulate* and *Poaching* in text Chapter 12.
3. Review the discussion about pH and *A Serving of Science: pH Values* in text Chapter 1.
4. Verify that the thermometer is calibrated.

Sanitation and Safety Reminders

1. Clean and sanitize workstation before beginning to work.
2. Inspect eggs for cracks and discard any damaged eggs.
3. Wash hands properly and as often as needed.

Quality Characteristics and Performance Expectations

The following are quality characteristics and performance expectations to focus on when performing this lab. Review the sample Food Lab Rubric at the front of this *Lab Manual* to check additional criteria that will be used to evaluate your performance in this lab.

Files are provided in
DOCX format

Chapter 6: Kitchen Staples

Activity E, Lesson 6.2: Sweet, Sour, and More

Answer the following after carefully reading the lesson.

1. Which of the following sweeteners is formed from flower nectars gathered by bees?

- A. Maple syrup.
- B. Honey.
- C. Agave nectar.
- D. Molasses.

Answer:

2. Which of the following sweeteners is made from tree sap?

- A. Maple syrup.
- B. Honey.
- C. Agave nectar.
- D. Molasses.

Answer:

3. Which of the following sweeteners is the liquid that remains after refined sugar is extracted from sugarcane juice?

- A. Corn syrup.
- B. Honey.
- C. Agave.
- D. Molasses.

Answer:

4. Which of the following sweeteners is referred to as *glucose syrup* by foodservice professionals?

- A. Corn syrup.
- B. Honey.
- C. Agave.

Chapter 10: A Successful Culinary Career

Activity A, Lesson 10.1: Wearing Many Hats

For each of the actions listed, identify the role the chef is fulfilling as either cook (C), leader (L), manager (M), artistic innovator (A), or teacher and mentor (TM).

1. Creating a new dish for a daily special.

Answer:

2. Setting an example of professionalism in the kitchen.

Answer:

3. Working the grill during the dinner rush.

Answer:

4. Eliminating food waste to control costs.

Answer:

5. Tasting a cook's dish to judge its quality.

Answer:

6. Remaining current with fashion and food trends.

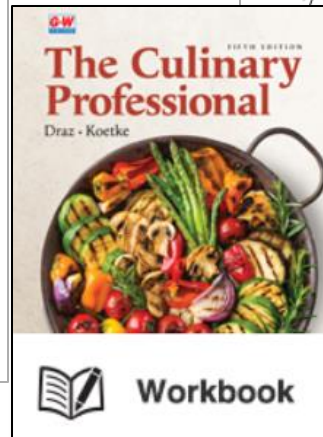
Answer:

7. Training a new staff member on a cooking technique.

Answer:

Assuming responsibility for the health and safety of the staff.

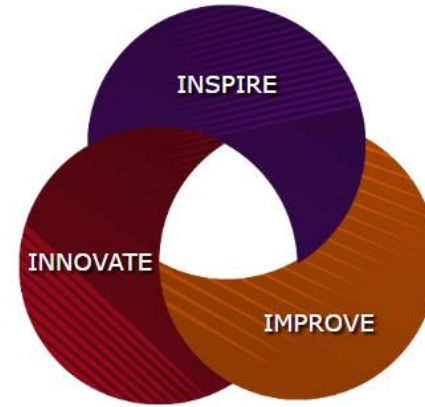
Answer:



Workbook



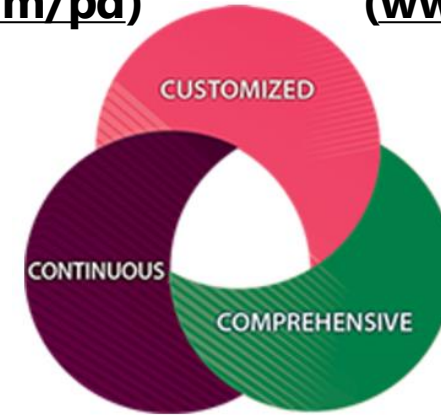
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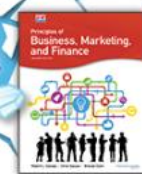
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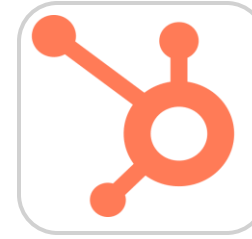


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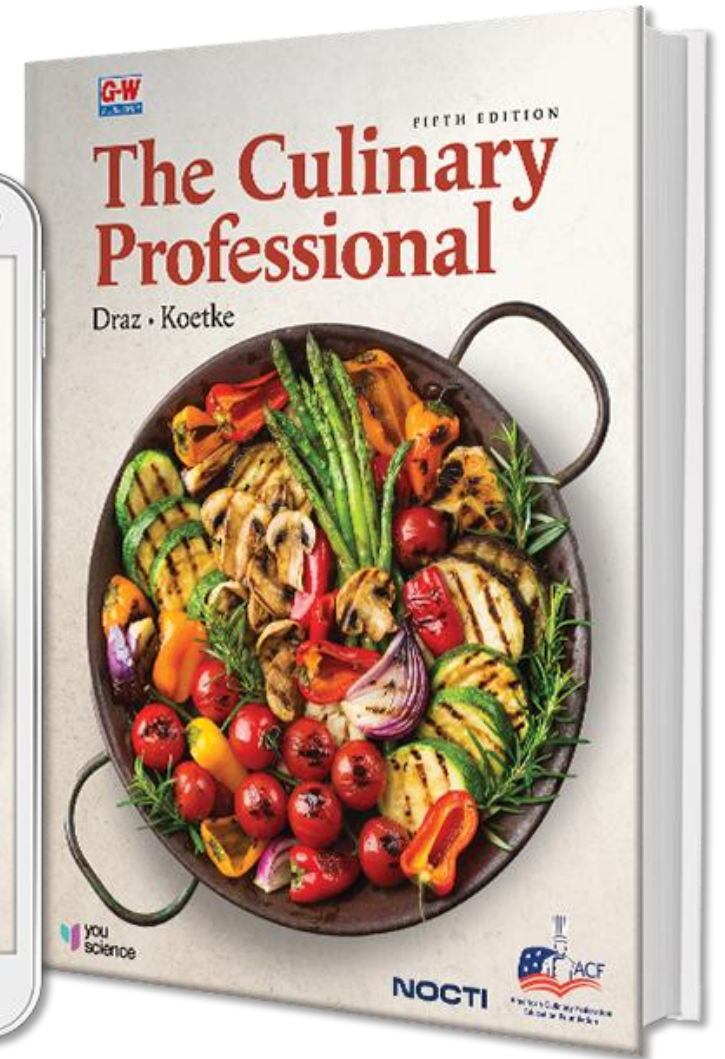
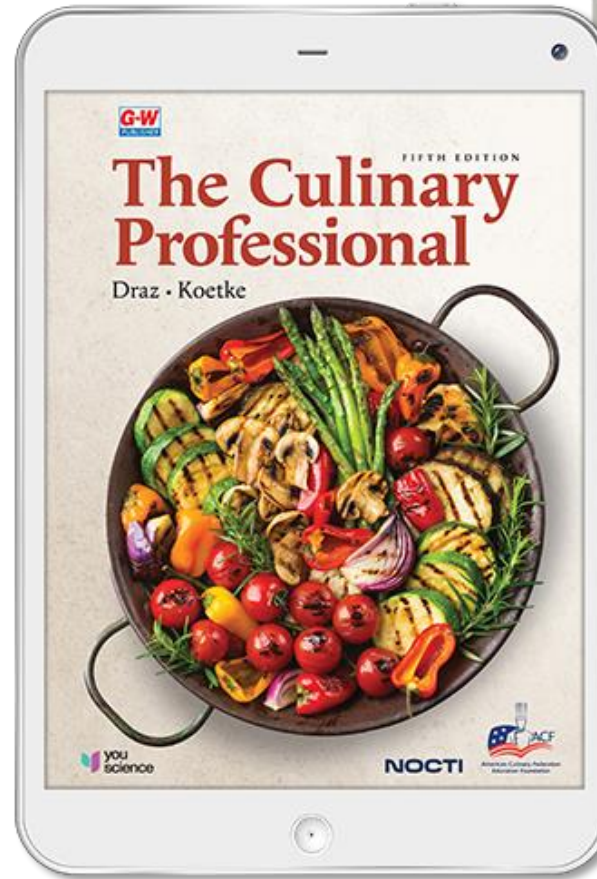
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