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United States
Coast Guard

Food Service Specialist, Third Class Performance Qualification Guide



Soups, Salads, Starches, and Vegetables Student Pamphlet

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Soups, Salads, Starches, and Vegetables

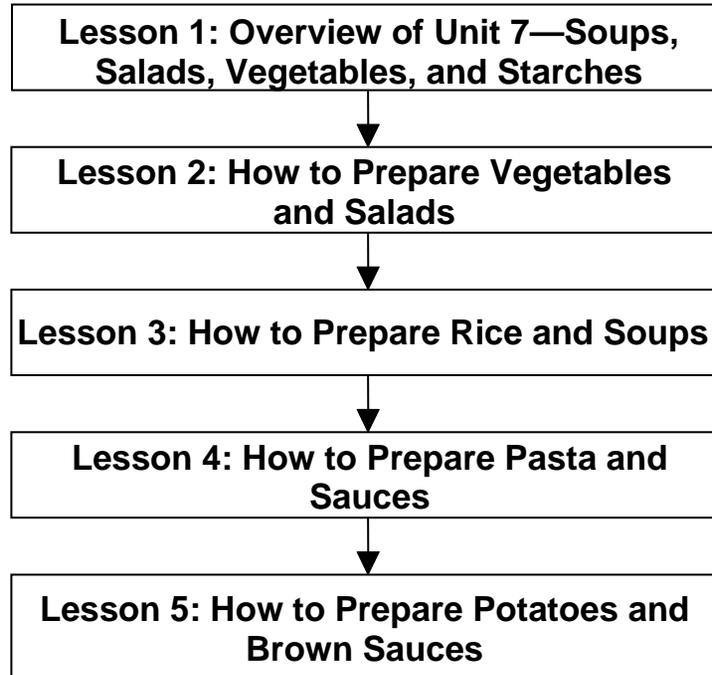
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**QUESTIONS ABOUT THIS TEXT SHOULD BE
ADDRESSED TO THE SUBJECT MATTER SPECIALIST
FOR THE FOOD SERVICE RATING.**

Unit 7: Soups, Salads, Vegetables, and Starches



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LESSON 1

Overview of Unit 7—Soups, Salads, Vegetables, and Starches

Introduction

Overview

Lesson 1 of Unit 7 “sets the stage” for the lessons that follow and introduces the terminology, tools, references, processes, and procedures used for the preparation of soups, salads, vegetables, and starches.

This section of the lesson covers:

- ❑ Objectives
 - ❑ Tools and references
 - ❑ Topics covered by this lesson
-

Performance Qualifications

There are no Enlisted Performance Qualifications (EPQs) for this lesson. For the EPQs covered by the unit, refer to the “Unit Preview” section.

Objectives

Upon completion of this lesson, you will know the:

- ❑ Unit structure
 - ❑ Lesson contents
 - ❑ EPQs covered in the unit
-

Performance Evaluations

This lesson does not require a Performance Evaluation. However, a Performance Evaluation is required for Lessons 2, 3, 4, and 5. Refer to the “Unit Preview” section for the Performance Evaluations for this unit.

Tools and References

The following tools and references are required to successfully complete this unit.

- ❑ *Professional Cooking*, by Wayne Gisslen
 - ❑ Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
 - ❑ Unit 1, Appendix C, Glossary of Key Terms
 - ❑ Recipes
-

Introduction, continued

Topics Covered by This Lesson

This lesson covers the following topics:

- Recipe for learning
 - Unit preview
 - Unit overview
 - Unit objectives
 - Unit map
 - Performance qualifications
 - Unit matrix
-

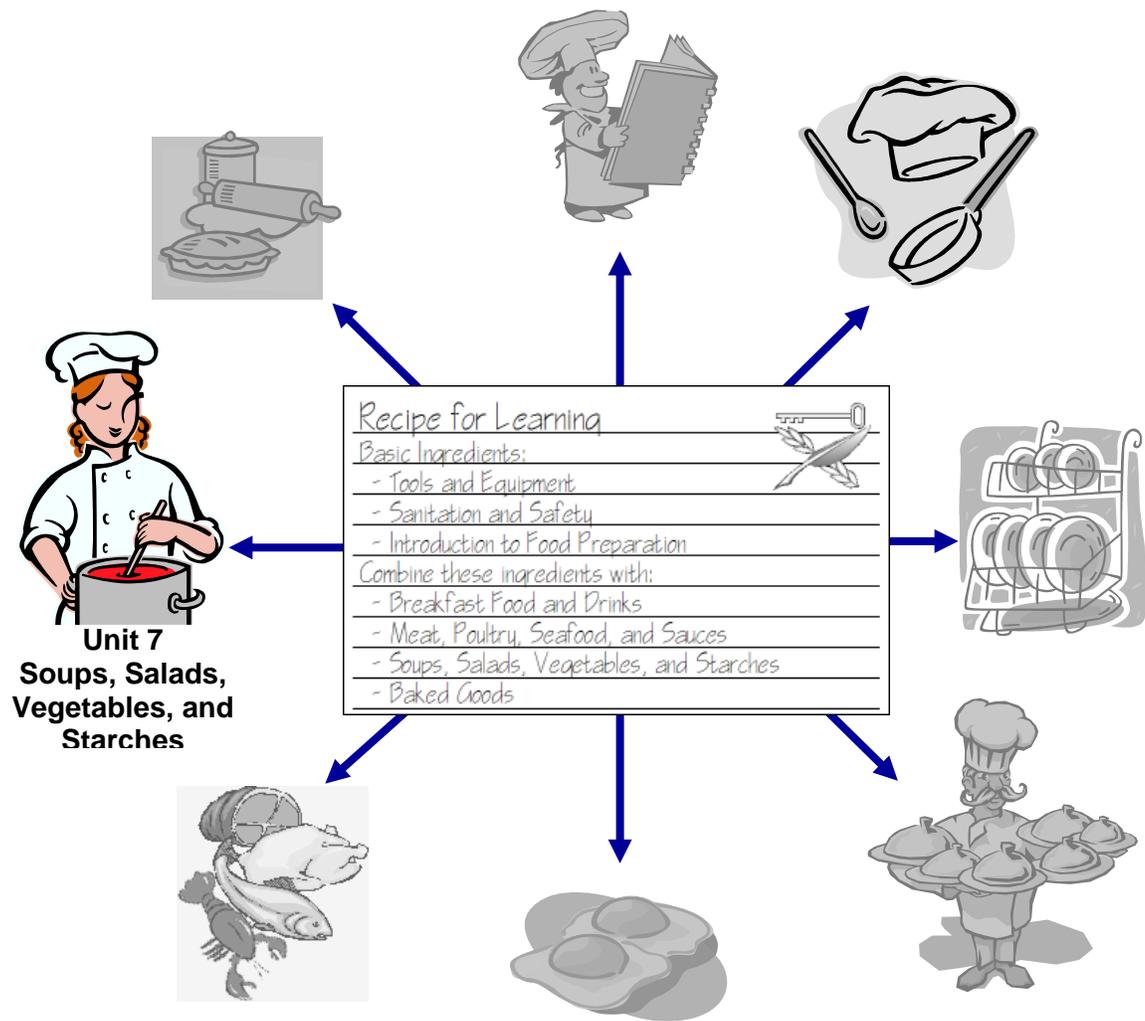
Recipe for Learning

Recipe for Learning

This unit, Soups, Salads, Vegetables, and Starches, is the third of four “how to” units which focus on the practical application of techniques you have learned and the preparation of food items. In these units, you will spend most of your time in a cooking lab, which will enable you to watch demonstrations and prepare foods during class. There will be no PowerPoint presentations.

The other “how to” units are:

- ❑ Unit 5—Breakfast Food and Drinks
- ❑ Unit 6—Meat, Poultry, Fish, Seafood, and Sauces
- ❑ Unit 8—Baked Goods



Unit Preview

Unit Overview

In this unit, over the next few days, you will learn:

- ❑ How to prepare vegetables and salads
 - ❑ How to prepare rice and soups
 - ❑ How to prepare pasta and sauces
 - ❑ How to prepare potatoes
-

Unit Map

This unit contains five lessons as follows:

THE LESSONS OF UNIT 7		
NO.	TITLE	DESCRIPTION
1.	Overview of Unit 7	This overview of the entire unit provides the “big picture” of preparing soups, salads, vegetables, and starches.
2.	How to Prepare Vegetables and Salads	You will learn how to prepare vegetables using different cooking methods. You will also learn how to prepare uncooked salads.
3.	How to Prepare Rice and Soups	You will learn how to prepare rice using the different cooking methods. Also, you will learn to prepare clear and thick soups.
4.	How to Prepare Pasta and Sauces	You will learn how to prepare pasta as well as white and red/tomato sauces.
5.	How to Prepare Potatoes and Brown Sauces	You will learn how to prepare potatoes using different cooking methods. Also, you will learn to prepare a brown sauce (gravy).

Unit Preview, continued

Enlisted Performance Qualifications

The enlisted performance qualifications for this unit are listed below. Following this section is a Unit Matrix in which the EPQs are matched to the lessons in which they are covered.

4.A.08 Prepare the following sauces IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- ❑ Brown sauce
- ❑ White sauce
- ❑ Tomato sauce

4.A.10 Prepare a clear/light soup IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.11 Prepare a heavy/thick soup IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.16 Prepare at least one uncooked salad IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.17 Prepare at least one cooked salad IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.18 Prepare a fresh and frozen vegetable product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.19 Prepare at least one rice product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.20 Prepare at least one pasta product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.21 Prepare potato products utilizing the following cooking methods IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- ❑ Baked
 - ❑ Boiled/Simmered
 - ❑ Dry heat using fat/frying
-

Unit Preview, continued

Unit Matrix

This unit covers nine EPQs. For your convenience, the matrix below will help you to identify the lessons in which the EPQs are addressed. Every lesson that includes an EPQ also contains a Performance Evaluation for that EPQ.

EPQS	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
4.A.08 (BROWN, WHITE AND TOMATO SAUCES)				X	X
4.A.10 (CLEAR SOUP)			X		
4.A.11 (THICK SOUP)			X		
4.A.16 (UNCOOKED SALAD)		X			
4.A.17 (COOKED SALAD)				X	
4.A.18 (FRESH AND FROZEN VEGGIES)		X		X	
4.A.19 (RICE)			X		
4.A.20 (PASTA)				X	
4.A.21 (POTATOES)					X

Summary

Lesson Summary

In this lesson, you had an overview of Unit 7. You learned about the content and structure and the types of activities that are held throughout the lesson.

You were introduced to the Performance Evaluations that are required in the unit such as:

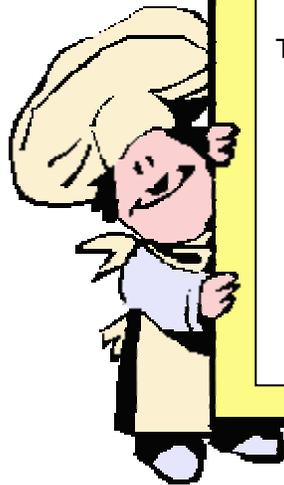
- How to prepare vegetables and salads
 - How to prepare rice and soups
 - How to prepare pasta and sauces
 - How to prepare potatoes
-

Next in this Unit

Following this lesson, you will learn how to prepare vegetables and salads.

The topics covered by this lesson are:

- A review of vegetables
- Cooking vegetables
- Salads
- How to prepare an uncooked salad
- How to prepare vegetables



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LESSON 2

How to Prepare Vegetables and Salads

Introduction

Overview

In this lesson you will learn how to prepare vegetables and salads. This section of the lesson includes:

- Performance qualifications
- Objectives
- Performance evaluation
- Tools and references
- Recommended reading
- Topics covered by this lesson

As you read the material and complete the Topic and Lesson Review exercises, be sure to write down any questions you have so that you can discuss them with your supervisor.

Performance Qualifications

This lesson covers two Enlisted Performance Qualifications (EPQs):

4.A.16 Prepare at least one uncooked salad IAW *Professional Cooking*, by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.18 Prepare a fresh and frozen vegetable product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Objectives

Upon completion of this lesson, given recipes, raw ingredients, and access to required equipment, you will:

- Prepare a salad (uncooked)
 - Prepare vegetables (fresh and frozen)
-

Performance Evaluation

There will be a performance evaluation in this lesson. This evaluation will cover EPQs 4.A.16 and 4.A.18 as listed above.

Introduction, continued

Tools and References

The tools and references for this lesson include:

- ❑ *Professional Cooking*, by Wayne Gisslen
 - ❑ Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
 - ❑ Food Service Sanitation Manual, COMDTINST M6240.4A
 - ❑ Recipes for Coleslaw and Broccoli Combo (Check with your supervisor for alternate recipes to cover (1) fresh vegetables, (2) frozen vegetables, (3) uncooked salad.)
 - ❑ Food products (fresh vegetables, frozen vegetables, etc.) for all activities
 - ❑ Unit 1, Appendix C, Glossary of Key Terms
-

Recommended Reading

To get the most out of this lesson, be sure to read the following:

- ❑ *Professional Cooking*:
 - “Preparing Vegetables” (Chapter 16)
 - “Preparing Salads” (Chapter 19)
 - ❑ Armed Forces Recipe Service (AFRS):
 - Section A, General Information
 - Section M, Salad, Dressings, and Relishes
 - Section Q, Vegetables
-

Topics Covered by This Lesson

This lesson covers the following topics:

- ❑ A review of vegetables
 - ❑ Cooking vegetables
 - ❑ Salads
 - ❑ How to prepare an uncooked salad
 - ❑ How to prepare vegetables
-

A Review of Vegetables

Overview

Before you turn your attention to the recipes you will be using in this lesson, you will first review for a few minutes some of the basics of vegetable preparation. Some of this will be review and some of it will be new, but all of it is important for preparing vegetable dishes.

Review of Previous Lessons and Readings

In Unit 4, Lessons 8 and 9, you learned about vegetables, including how vegetables are categorized, basic preparation techniques (such as how they are washed and cut), and storage techniques. Refer back to these lessons, as well as Chapter 16 in *Professional Cooking* and your notes, to help you recall what you learned.

Controlling Quality in Cooked Vegetables

Because Unit 4 addressed only the preparation of vegetable items up to the point of cooking, you will now look at how to cook vegetables. In particular, you will address how to control quality in cooked vegetables and standards you can use to help you know when vegetables are cooked properly.

Cooking changes vegetables in four ways. It changes their:

1. Texture
2. Flavor
3. Color
4. Nutrients

It's important to be able to control these characteristics in order to prepare vegetable products that look good and taste good. See *Professional Cooking*, Chapter 16 for more on how to gain control over these in your cooking.

Continued next page

Cooking Vegetables

Overview

You have learned about the basic cooking methods in previous units. In this section of this unit you will look at how these methods are applied to vegetables.

This section covers the basics of cooking vegetables using the following methods:

- Boiling and steaming
- Sautéing and pan-frying
- Braising
- Baking
- Broiling and grilling
- Deep-frying

Cooking Methods

Use the tables below to help you recall the various cooking methods. Note the key principles for each method as they are applied to vegetables. You may find more details on these methods in *Professional Cooking*, Chapter 17.

METHOD	KEY POINTS
Boiling and Steaming	<ul style="list-style-type: none"> ■ Most vegetables may be cooked by these methods. ■ These are the two most common cooking methods for vegetables because they are easy, economical, and flexible – they can be adapted to a great variety of preparations. ■ Unless they are to be served immediately, boiled or simmered vegetables are drained as soon as they are cooked and then cooled quickly under cold water. <hr/> <hr/> <hr/> <hr/>
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Cooking Vegetables, continued

Cooking Methods, contd.	METHOD	KEY POINTS
	Sautéing and Pan-Frying	<ul style="list-style-type: none"> ■ When sautéing vegetables, you cook them quickly over high heat in a small amount of fat, often tossing or flipping them in the pan. ■ When pan-frying vegetables, you cook them in a larger amount of fat, usually for a longer time at lower heat, and the product is not tossed or flipped. ■ Vegetables are sometimes stir-fried. This is similar to sautéing except that the pan is kept stationary and the items being cooked are stirred and flipped. <hr/> <hr/> <hr/> <hr/>
	Braising	<ul style="list-style-type: none"> ■ When braising vegetables, you will cook them slowly using a small amount of liquid. ■ Unlike meats, braised vegetables are not always cooked in fat before liquid is added, although some kind of fat is used in the preparation. ■ Braised vegetable preparations tend to be more complex than boiling and steaming preparations. Also, the cooking times are longer. ■ There are many variations of braised vegetables. <hr/> <hr/> <hr/> <hr/>
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Cooking Vegetables, continued

Cooking Methods, contd.	METHOD	KEY POINTS
	Baking	<ul style="list-style-type: none"> ■ Baking vegetables usually means one of two things: <ul style="list-style-type: none"> (1) Cooking starchy vegetables (potatoes, winter squash, etc.) from the raw to the finished state. (2) Finishing certain vegetable combinations sometimes known as casseroles. ■ Sometimes a vegetable baked as in (1) above is referred to as roasted as in the recipe “Roasted Winter Vegetables.” <hr/> <hr/> <hr/> <hr/>
	Broiling and Grilling	<ul style="list-style-type: none"> ■ Grilled vegetables are usually cut into broad slices, brushed with oil and grilled until lightly cooked and lightly browned. ■ Broiling is also used to finish cooked or partially cooked vegetables by browning or glazing them on top. <hr/> <hr/> <hr/> <hr/>
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Cooking Vegetables, continued

Cooking Methods, contd.	METHOD	KEY POINTS
	Deep-Frying	<ul style="list-style-type: none"> ■ Principles of deep-frying can also be applied to vegetables. ■ Potatoes and onion rings are the most popular fried vegetables, but many others may be fried too. <hr/> <hr/> <hr/> <hr/>

Vegetables, Summary

Key points:

- ❑ Don't overcook vegetables.
- ❑ Cook vegetables as close to service time as possible.
- ❑ Cook vegetables in small quantities. Avoid holding large quantities for a long time on a steam table.
- ❑ If vegetables must be cooked ahead, undercook them slightly and chill rapidly. Reheat at service time.
- ❑ Never use baking soda with green vegetables.
- ❑ Nutrient loss is caused by six factors: high temperature, long cooking, leaching, alkalis, plant enzymes, and oxygen.
- ❑ Cut vegetables uniformly for even cooking.
- ❑ Start with boiling, salted water when boiling vegetables.
- ❑ Cook green vegetables and strong-flavored vegetables uncovered.
- ❑ To preserve color, cook red and white vegetables in a slightly acidic (not strongly acidic) liquid. Cook green vegetables in a neutral liquid.
- ❑ Do not mix batches of cooked vegetables.
- ❑ When working with frozen vegetables, follow the directions on the package.

Salads

Overview

The variety of salads is almost endless. To help you learn about salads, you will look at the different categories of salads as well as what they are made of and how they are built.

In this section we will discuss the following:

- ❑ Types of salads
- ❑ Ingredients
- ❑ Structure of salads
- ❑ Arrangement guidelines

In the next section, you will create an uncooked salad. In Lesson 5, you will prepare a cooked salad.

Salads, continued

Types of Salads There are five types of salads. While you don't need to know all the details about these types, it is important to at least know general definitions of these types:

TYPE	DESCRIPTION
Appetizer salad	<ul style="list-style-type: none"> ■ Often served as a first course. ■ Designed to stimulate the appetite. ■ Has an interesting combination of ingredients in an attractive arrangement.
Accompaniment salad	<ul style="list-style-type: none"> ■ Served with the main course and serves the same function as a side dish. ■ Typically light and flavorful, but not too rich. ■ Common ingredients include vegetables, not pastas or high-protein items (meat, seafood, cheese, etc.).
Main-course salad	<ul style="list-style-type: none"> ■ Large enough to serve as a full meal and contains a substantial portion of protein. ■ Common ingredients include meat, poultry, seafood, eggs, and cheese.
Separate-course salad	<ul style="list-style-type: none"> ■ Served after a main course. ■ Designed to cleanse the palate and refresh the appetite in preparation for a dessert. ■ Common ingredients include delicate greens (Bibb lettuce, Belgian endive), light dressings (vinaigrette), and fruits.
Dessert salad	<ul style="list-style-type: none"> ■ Usually sweet. ■ Common ingredients include fruit, sweetened gelatin, nuts, and cream.

Salads, continued

Ingredients

A quality salad must have a variety of fresh ingredients. Lettuce is the most common of these ingredients, but many other foods can make up a salad.

Use the ingredients lists in *Professional Cooking*, Chapter 19 to complete the table below. Include 2–5 ingredients for each blank cell.

Some common salad ingredients include:

COMMON SALAD INGREDIENTS	
TYPE	EXAMPLES
Salad Greens	
Vegetables (Raw)	
Vegetables (Cooked, Pickled, and Canned)	
Starches	
Fruits (Fresh, Cooked, Canned, or Frozen)	
Protein Foods	
Miscellaneous	

For a more extensive lists of salad ingredients and descriptions, see *Professional Cooking*, Chapter 19.

Salads, continued

Structure of Salads

There are four basic parts of a salad:

- Base
- Body
- Garnish
- Dressing

The *base*, also called the underliner, is typically a leafy green. It is used to add to the appearance of salads that without a base might appear “naked” on a bare plate. Bound salads and many fruit and vegetable salads are made with a base or underliner. Tossed green salads are usually made without a base.

The *body* is the main part of the salad.

The *garnish* is a simple, edible, decorative item that is added to the salad to give it visual appeal.

The *dressing* is a seasoned liquid or semi-liquid that is added to the body of the salad to give it added flavor, tartness, spiciness, and moistness. Dressings may be added at service time (as in green salads), served separately for the customer to add, or mixed with the ingredients ahead of time (as in potato salad, tuna salad, egg salad, etc.)

Arrangement Guidelines

When arranging salads, follow these guidelines to make your salads consistently attractive:

GUIDELINES FOR ARRANGING SALADS

- Keep the salad off the rim of the plate.
- Strive for balance in the colors of the salad.
- Build the salad to an attractive height.
- Cut the ingredients neatly.
- Make each ingredient identifiable.
- Keep it simple.

Salads, continued

Salads, Summary

Key points:

- ❑ Lettuce is the first choice of salad ingredient for most people.
 - ❑ Many different kinds of lettuce greens are available for salads.
 - ❑ When preparing green salads, use sharp, stainless steel knives for cutting. Cut or tear greens into bite-size pieces and mix.
 - ❑ Add dressings immediately before serving.
 - ❑ When preparing vegetable salads, cut ingredients neatly and as close as possible to serving time. Drain thoroughly and chill after cooking.
-

How to Prepare an Uncooked Salad

Preparing an Uncooked Salad

Follow the steps on the table below and the recipe for “Garden Salad” found in Chapter 19 of *Professional Cooking*. To prepare an uncooked salad (you will prepare a cooked salad in a future lesson). After you finish preparing the recipe, ask your supervisor to give you feedback.

STEP	ACTION
1.	Read the recipe guideline details.
2.	Gather the equipment and ingredients to be used.
3.	Wash the greens thoroughly.
4.	Remove the parts of the product that will not be used.
5.	Cut according to the product being prepared.
6.	Wash in several changes of cold water, until completely clean.
7.	Drain the greens well.
8.	Crisp the greens.
9.	Cut or tear into bite-size pieces.
10.	Mix the greens.
11.	Plate the salads.
12.	Garnish the salads.
13.	Refrigerate the salads.
End of Procedure	

How to Prepare Vegetables

Overview

In this section you will prepare at least two vegetables. This section introduces the following:

- How to prepare fresh vegetables
 - How to prepare frozen vegetables
-

How to Prepare Fresh Vegetables

Use the steps below for reference when preparing fresh vegetables:

STEP	ACTION
1.	Read the recipe guideline details.
2.	Gather the equipment and ingredients needed.
3.	Wash the vegetables according to the rules of good sanitation and food handling.
4.	Cut the vegetables as close as possible to serving time, according to the product being prepared.
5.	Cook the vegetables according to the recipe.
6.	Serve immediately.
End of Procedure	

How to Prepare Frozen Vegetables

Use the steps below for reference when preparing frozen vegetables:

STEP	ACTION
1.	Read the recipe guideline details.
2.	Gather the equipment and ingredients needed.
3.	Cook the vegetables according to the package directions.
4.	Serve immediately.
End of Procedure	

Topic Review

Purpose

The intention of this exercise is to give you the opportunity to clarify and/or confirm your understanding of vegetables and salads and how to prepare them.

Directions

Test your knowledge of the concepts and principles of this lesson by choosing the best, most correct answer to each question below. Some questions require you to create answers or fill in blanks. Use the lesson material and references to assist you as necessary.

When you have finished answering the questions, compare your answers to the correct answers in the “Topic Review Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them, and discuss them when you meet with your supervisor.

Questions

1. Besides appearance, why is proper, uniform cutting of vegetables important?

2. How can you ensure that salad greens will be crisp?

Continued next page

Topic Review, continued

**Questions,
contd.**

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

3. Which of the following can cause vitamins in vegetables to be lost or destroyed?
 - a. High temperature
 - b. Air
 - c. Baking soda
 - d. All of the above
4. Frozen vegetables require more salt and other seasonings than fresh vegetables do.
 - a. True
 - b. False
5. _____ affects the texture, flavor, color, and nutrients of vegetables.
 - a. Peeling
 - b. Storing
 - c. Cooking
 - d. Purchasing
6. When cooking cauliflower, you should _____ in order to preserve its white color.
 - a. Add a little lemon juice
 - b. Add a little baking soda
 - c. Keep the pot uncovered
 - d. Use the longest possible cooking time
7. It is important to control the factors that destroy nutrients, because these factors may also destroy _____.
 - a. Color
 - b. Flavor
 - c. Texture
 - d. All of the above
8. Which of the following is one of the general rules of vegetable cookery?
 - a. Cook green vegetables with a little baking soda.
 - b. Start with cold, salted water when boiling vegetables.
 - c. Cook red and white vegetables in a strongly acid liquid.
 - d. Cook green vegetables and strong-flavored vegetables uncovered.

Continued next page

Topic Review, continued

**Questions,
contd.**

9. When checking the quality of a container of frozen vegetables, all of the following except _____ may indicate poor quality.
 - a. Frost
 - b. Freezer burn
 - c. Large ice crystals
 - d. A temperature above 0 °F
 10. The best way to wash spinach is to put it in a colander and rinse it under cold, running water.
 - a. True
 - b. False
 11. Radicchio and treviso both have red leaves.
 - a. True
 - b. False
 12. Which of the following is not one of the four basic parts of a salad?
 - a. Base
 - b. Border
 - c. Garnish
 - d. Dressing
 13. After overhearing the following statements from a group of FS3s studying for a salad preparation test, which one do you think scored best on the exam?
 - a. Celeste: "I like to arrange my salad so that it covers the rim of the plate."
 - b. Germaine: "The perfect salad contains as many colors as you can fit on the plate."
 - c. Mathilda: "I cut my salad ingredients in large enough pieces so that my customers will be able to identify them."
 - d. Roberto: "I think it is essential to make sure that the ingredients of a salad lie as flat as possible on the plate so that customers have an easy time picking them up with their forks."
 14. Stainless steel knives are best for cutting salad ingredients.
 - a. True
 - b. False
 15. When preparing salads, it is important to _____.
 - a. Wash and drain the greens thoroughly
 - b. Arrange them on plates that are not too cold
 - c. Be sure that the greens are not exposed to air circulation
 - d. All of the above
-

Lesson Review

Purpose The intention of this exercise is to give you the opportunity to practice preparing vegetables and an uncooked salad (you will prepare a cooked salad in a future lesson).

Directions Use the recipes included at the end of this lesson or any other recipe that your supervisor has selected, using both fresh and frozen ingredients in at least one recipe, plan for and prepare the following:

- Coleslaw
- Broccoli combo

This activity will take several hours. You will need to meet with your supervisor to discuss and plan for:

- Quantities to prepare
- Mise en place
- Equipment to use
- Timelines within which to work
- Teamwork—where and with whom you will be working
- Recipe conversions to use
- Preparations to make ahead of time (the day/night before)

You will have time to ask questions of your supervisor before starting, but after that time you will be on your own to plan and act on your plans to produce the vegetable dish and uncooked salad listed above.

Lesson Review, continued

Gathering Feedback

When you are finished preparing your vegetable dish and salad, gather feedback from your supervisor regarding what he or she thinks of:

- What you prepared (how it looks, how it tastes), and
- How you prepared it (the methods you used)

Specific areas of feedback the supervisor will be paying attention to include the following:

DIMENSION	DESCRIPTION
Product Appearance and Presentation	Do the products produced meet the standards discussed in class?
Recipe Conversions	How free from errors were your recipe conversions, including lack of temps, pans, mise en place, method, and working factors?
Safety And Sanitation	To what degree did you operate within safety and sanitation guidelines, including washing your hands, proper use of the two-pan method, cuts, burns, knives, equipment, etc.?
Taste	How do the products taste?
Time Management	How did you manage your time? Was/were the product(s) completed on time?
Uniform	Did your uniform as it was presented on the day of testing meet the standard?

Use the space provided on the next few pages to help you document thoughts and ideas on what you did well and what you can improve.

Practicing What You Have Learned

Overview

This lesson covers material associated with two EPQs, so there are two performance evaluations for you to complete. Before you attempt to pass the performance evaluations, however, we recommend that you practice the core tasks of the lesson:

- Prepare at least one uncooked salad
 - Prepare a fresh and frozen vegetable product
-

Practicing the Core Tasks

Once you have finished reading the lesson and have completed the lesson review, you should meet with your supervisor and observe a demonstration of the core tasks listed above.

Once you have observed each of these tasks, you should, under supervision, perform the tasks yourself and receive corrective feedback about your performance from your supervisor.

Performance Evaluation



Once you have completed this lesson—meaning you have read the material, completed the lesson review, observed demonstrations of the core tasks, and then practiced the core tasks enough to be moderately competent in them—you are ready to demonstrate the tasks for sign-off.

Your supervisor will discuss this sign-off process with you. It will involve your demonstrating the core tasks under the supervisor's observation, so that he or she can determine whether or not you are able to perform the tasks in a satisfactory manner. Using the Performance Evaluation sheets as a guide, he or she will mark “go” for tasks you perform well and “no go” for tasks where you need improvement. Performing the core tasks well enough to receive a “go” from your supervisor will mean that you met the Enlisted Performance Qualifications (EPQs) associated with the lesson. If you receive a “no go,” you must practice the core tasks, receive feedback, and practice again until you are able to perform the tasks well enough for sign-off.

The EPQs/core tasks for this lesson are:

- 4.A.16—Prepare at least one uncooked salad
 - 4.A.18—Prepare a fresh and frozen vegetable product
-

Lesson Summary

Summary

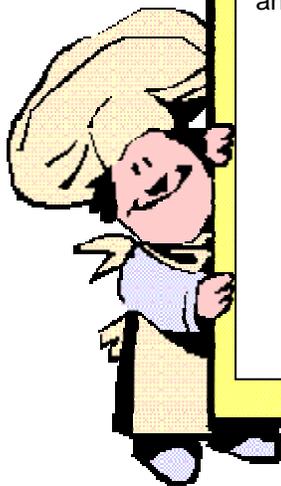
In this lesson, you learned about preparing vegetables and salads. Having completed this lesson, you can:

- Prepare vegetables (fresh and frozen)
 - Prepare salads (uncooked)
-

Next in this Unit

In the next lesson you will learn how to prepare rice and soups. More specifically, you will learn:

- Handling Rice
- How to Prepare Rice
- Types and Characteristics of Rice
- Classification of Soups
- How to Prepare Clear Soups
- How to Prepare Thick Soups



Topic Review Feedback

Directions

Compare your answers in the Topic Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Besides appearance, why is proper, uniform cutting of vegetables important?

Vegetables cut into uniform sizes cook more uniformly.

(p. 431)

2. How can you ensure that salad greens will be crisp?

Wash and drain. Refrigerate in colanders covered with clean, damp towels, or in specifically designed perforated plastic bins.

Do not seal too tightly or pack too firmly.

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

3. Which of the following can cause vitamins in vegetables to be lost or destroyed?
- a. High temperature
 - b. Air
 - c. Baking soda
 - d. All of the above**
4. Frozen vegetables require more salt and other seasonings than fresh vegetables do.
- a. True
 - b. False**

Continued next page

Topic Review Feedback, continued

**Answers,
contd.**

5. _____ affects the texture, flavor, color, and nutrients of vegetables.
- Peeling
 - Storing
 - Cooking**
 - Purchasing
6. When cooking cauliflower, you should _____ in order to preserve its white color.
- Add a little lemon juice**
 - Add a little baking soda
 - Keep the pot uncovered
 - Use the longest possible cooking time
7. It is important to control the factors that destroy nutrients, because these factors may also destroy _____.
- Color
 - Flavor
 - Texture
 - All of the above**
8. Which of the following is one of the general rules of vegetable cookery?
- Cook green vegetables with a little baking soda.
 - Start with cold, salted water when boiling vegetables.
 - Cook red and white vegetables in a strongly acid liquid.
 - Cook green vegetables and strong-flavored vegetables uncovered.**
9. When checking the quality of a container of frozen vegetables, all of the following except _____ may indicate poor quality.
- Frost**
 - Freezer burn
 - Large ice crystals
 - A temperature above 0 °F
10. The best way to wash spinach is to put it in a colander and rinse it under cold, running water.
- True
 - False**
11. Radicchio and treviso both have red leaves.
- True**
 - False

Continued next page

Topic Review Feedback, continued

**Answers,
contd.**

12. Which of the following is not one of the four basic parts of a salad?
- Base
 - Border**
 - Garnish
 - Dressing
13. After overhearing the following statements from a group of FS3s studying for a salad preparation test, which one do you think scored best on the exam?
- Celeste: “I like to arrange my salad so that it covers the rim of the plate.”
 - Germaine: “The perfect salad contains as many colors as you can fit on the plate.”
 - Mathilda: “I cut my salad ingredients in large enough pieces so that my customers will be able to identify them.”**
 - Roberto: “I think it is essential to make sure that the ingredients of a salad lie as flat as possible on the plate so that customers have an easy time picking them up with their forks.”
14. Stainless steel knives are best for cutting salad ingredients.
- True**
 - False
15. When preparing salads, it is important to _____.
- Wash and drain the greens thoroughly**
 - Arrange them on plates that are not too cold
 - Be sure that the greens are not exposed to air circulation
 - All of the above
-

PERFORMANCE EVALUATION 7.2.1

Preparing an Uncooked Salad

Goal	The student will perform the following: <ul style="list-style-type: none">• Prepare an uncooked salad <hr/>
Process	Given a recipe for an uncooked salad, you will prepare the salad. <hr/>
Directions Hands – On Practice	Using the recipes as guidelines, and reference material and job aids provided by the supervisor, you will: <ol style="list-style-type: none">1. Interpret the recipes.2. Collect all the equipment and food items.3. Prepare the equipment and food items.4. Prepare the products according to the recipe. <p>When you have completed the practice, see your supervisor for further instructions.</p> <hr/>
Checklist	Fill in your name on the Unit 7 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise. <hr/>
Feedback	Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you. <hr/>

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PERFORMANCE EVALUATION 7.2.1

Prepare an Uncooked Salad

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
-----------------------------------	---	--

EPQ
4.A.16 Prepare at least one uncooked salad IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
---	--

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /		
		Date		Y	N	Date		Y	N	Date		
1. The performer washed the greens thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer removed the parts of the greens that will not be used.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer cut the greens according to guidelines for the product being prepared.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer washed the greens in several changes of cold water, until they were completely clean.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer drained the greens well.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer crisped the greens.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
7. The performer cut or tore the greens into bite-size pieces.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Location _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)	
8. The performer mixed the greens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The performer plated the salads.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The performer garnished the salads.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 7.2.2

Preparing Fresh and Frozen Vegetables

Goal	<p>The student will perform the following:</p> <ul style="list-style-type: none"> • Prepare a fresh vegetable product • Prepare a frozen vegetable product
<hr/>	
Process	<p>Given a recipe calling for fresh vegetable products, you will prepare the vegetable products.</p> <p>Given a recipe calling for frozen vegetable products, you will prepare the vegetable products.</p>
<hr/>	
Directions	<p>Using the recipes as guidelines, and reference material and job aids provided by the supervisor, you will:</p>
Hands-On Practice	<ol style="list-style-type: none"> 1. Interpret the recipes. 2. Collect all the equipment and food items. 3. Prepare the equipment and food items. 4. Prepare the products according to the recipe. <p>When you have completed the practice, see your supervisor for further instructions.</p>
<hr/>	
Checklist	<p>Fill in your name on the Unit 7 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise.</p>
<hr/>	
Feedback	<p>Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you.</p>
<hr/>	

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PERFORMANCE EVALUATION 7.2.2A

Prepare a Fresh Vegetable Product

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
-----------------------------------	---	--

EPQ
4.A.18 Prepare a fresh and frozen vegetable product IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
---	--

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer washed the vegetables according to the rules of good sanitation and food handling.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer cut the vegetables as close as possible to serving time, according to the product being prepared.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer cooked the vegetables according to the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

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PERFORMANCE EVALUATION 7.2.2B

Prepare Frozen Vegetables

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.18 Prepare a fresh and frozen vegetable product IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.									
Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time. 								
	COMMENTS								
TASK	Y	N	1st Attempt ____/____/____ Date	Y	N	2nd Attempt ____/____/____ Date	Y	N	3rd Attempt ____/____/____ Date
1. The performer cooked the vegetables according to package directions.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go

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LESSON 3

How to Prepare Rice and Soups

Introduction

Overview

In this lesson, you will prepare several recipes, some soup recipes and some rice recipes. Some soup recipes call for cooked rice, so you will learn about rice first.

This section of the lesson includes:

- Performance qualifications
- Objectives
- Performance evaluation
- Tools and references
- Recommended reading
- Topics covered by this lesson

As you read the material and complete the Topic and Lesson Review exercises, be sure to write down any questions you have so that you can discuss them with your supervisor.

Performance Qualifications

This lesson covers three Enlisted Performance Qualifications (EPQs):

4.A.10 Prepare a clear/light soup IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.11 Prepare a heavy/thick soup IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.19 Prepare at least one rice product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Objectives

Upon completion of this lesson, given recipes, raw ingredients, and access to required equipment, you will:

- Prepare rice products
 - Prepare clear soups
 - Prepare thick soups
-

Introduction, continued

Performance Evaluation

There will be a performance evaluation in this lesson. This evaluation will cover EPQs 4.A.10, 4.A.11, and 4.A.19 as listed above.

Tools and References

The tools and references for this lesson include:

- ❑ *Professional Cooking*, by Wayne Gisslen
 - ❑ Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
 - ❑ Unit 1, Appendix C, Glossary of Key Terms
-

Recommended Reading

To get the most out of this lesson, be sure to read the following:

- ❑ *Professional Cooking*:
 - “Potatoes and other starches” (Chapter 18, section on Rice and Other Grains)
 - “Soups” (Chapter 9)
 - ❑ Armed Forces Recipe Service (AFRS), Section E, Cereals and Pasta Product
-

Topics Covered by This Lesson

This lesson covers the following topics:

- ❑ Rice
 - Handling Rice
 - How to Prepare Rice
 - Types and Characteristics of Rice
 - ❑ Soups
 - Classification of Soups
 - How to Prepare Clear Soups
 - How to Prepare Thick Soups
-

Rice

Overview

In this section, you will learn how to prepare rice. This section covers:

- Handling rice
 - How to prepare rice
 - Types, classification and storage of rice
-

Handling Rice

When handling rice there are two important considerations: (1) when and how to wash it, and (2) how to store and reheat cooked rice.

Regarding the washing of rice:

- Regular milled rice should be rinsed in cold water before boiling or steaming. This removes the excess starch that makes rice sticky.
- Sometimes enriched rice is not washed in an effort to protect the vitamin coating on it.
- Rice cooked by the pilaf method does not need to be washed (unless it is dirty) because the fat coating each kernel helps keep the grains separate and reduces stickiness.
- Converted rice and instant rice do not need to be washed.

When handling cooked rice:

HANDLING COOKED RICE	
IF YOU WANT TO...	THEN...
Store cooked rice,	Cover the rice tightly and refrigerate it.
Reheat cooked rice,	Add roughly 4 ounces of water per quart of cooked rice. Cover and heat slowly in the oven or on the range. It may also be reheated in a steamer, uncovered, without additional water.

Rice, continued

How to Prepare Rice in an Oven

Prepare white rice following one of the methods below. Consult your supervisor for the recommended method.

Follow these steps to prepare rice in an **oven**:

STEP	ACTION								
1.	Read the recipe guideline details.								
2.	Gather the equipment and ingredients to be used.								
3.	Wash the rice in cold water until the water is clear.								
4.	Combine all ingredients in a shallow steamer pan.								
5.	Cover the steamer pan with foil or a tight lid.								
6.	Place the covered steamer pan in a 375 °F oven.								
7.	Cook the rice using the following cooking times: <table border="1" data-bbox="581 951 1406 1228"> <thead> <tr> <th>TYPE</th> <th>COOKING TIME</th> </tr> </thead> <tbody> <tr> <td>Long- and medium-grain</td> <td>60 minutes</td> </tr> <tr> <td>Parboiled</td> <td>60–90 minutes</td> </tr> <tr> <td>Brown</td> <td>1 hour</td> </tr> </tbody> </table>	TYPE	COOKING TIME	Long- and medium-grain	60 minutes	Parboiled	60–90 minutes	Brown	1 hour
TYPE	COOKING TIME								
Long- and medium-grain	60 minutes								
Parboiled	60–90 minutes								
Brown	1 hour								
8.	Test the rice for doneness. Cook 5–10 minutes more if necessary.								
9.	Fluff the rice with a fork or slotted spoon to let the steam escape.								
End of procedure									

Key point:

- ❑ Preparations of rice by the oven and steamer methods are the most practical.
-

Rice, continued

How to Prepare Rice in a Steamer

Follow these steps to prepare rice in a **steamer**:

STEP	ACTION
1.	Read the recipe guideline details.
2.	Gather the equipment and ingredients to be used.
3.	Wash the rice in cold water until the water is clear.
4.	Combine all ingredients in a shallow steamer pan.
5.	Place uncovered pan in a steamer for cooking time recommended by equipment manufacturer.
6.	Test the rice for doneness. Cook 2–4 minutes more if necessary.
7.	Fluff the rice with a fork or slotted spoon to let the steam escape.
End of procedure	

Rice, continued

How to Prepare Rice on a Range Top

Follow these steps to prepare rice on a **range top**:

STEP	ACTION								
1.	Read the recipe guideline details.								
2.	Gather the equipment and ingredients to be used.								
3.	Wash the rice in cold water until the water is clear.								
4.	Combine all ingredients in a heavy pot.								
5.	Bring the mixture to a boil.								
6.	Stir the mixture.								
7.	Cover the rice and cook it over very low heat using the following cooking times: <table border="1" data-bbox="581 884 1406 1161"> <thead> <tr> <th>TYPE</th> <th>COOKING TIME</th> </tr> </thead> <tbody> <tr> <td>Long- and medium-grain</td> <td>15–20 minutes</td> </tr> <tr> <td>Parboiled</td> <td>20–25 minutes</td> </tr> <tr> <td>Brown</td> <td>40–45 minutes</td> </tr> </tbody> </table>	TYPE	COOKING TIME	Long- and medium-grain	15–20 minutes	Parboiled	20–25 minutes	Brown	40–45 minutes
TYPE	COOKING TIME								
Long- and medium-grain	15–20 minutes								
Parboiled	20–25 minutes								
Brown	40–45 minutes								
8.	Test the rice for doneness. Cook 2–4 minutes more if necessary.								
9.	Turn the rice out into a pan. Fluff the rice with a fork or slotted spoon to let the steam escape.								
End of procedure									

Rice, continued

Types, Characteristics, and Storage

Use the blank table on this page to help you learn the characteristics of the different types of rice. Write the characteristics in the blank cells. Refer to your supervisor and *Professional Cooking*, Chapter 18: “Rice and Other Grains” for details.

TYPES AND CHARACTERISTICS OF RICE	
TYPE	CHARACTERISTICS
Arborio	
Barley	
Basmati	
Brown Rice	
Couscous	
Glutinous	
Instant Rice	
Jasmine	
Parboiled or Converted Rice	
Regular Milled White Rice	
Wild Rice	

Rice, continued

Rice, Summary Key points:

- ❑ When storing raw rice, keep it at room temperature in a dry place and in a tightly sealed container to keep out moisture and insects. White rice will keep for many months. Brown rice is somewhat more perishable.
 - ❑ There are many variations on rice recipes, including pilaf (the rice equivalent to braising), and risotto (in which small amounts of stock are added until the appropriate consistency is reached). More on these recipes can be found in *Professional Cooking*, Chapter 18 “Rice and Other Grains.”
 - ❑ Regular milled rice should be rinsed in cold water before boiling or steaming. This removes the excess starch that makes rice sticky.
 - ❑ To reheat cooked rice, add roughly 4 ounces of water per quart of cooked rice. Cover and heat slowly in the oven or on the range.
 - ❑ To store cooked rice, cover the rice tightly and refrigerate it.
 - ❑ Parboiled rice is the most widely used in food service because the grains stay firm, separate, and light, and the product holds well in a steam table without becoming mushy or sticky.
-

Topic Review (1 of 2)

Purpose The intention of this exercise is to give you the opportunity to clarify and/or confirm your understanding of rice and how to prepare rice.

Directions Test your knowledge of the concepts and principles of this lesson by choosing the best, most correct answer to each question below. Some questions require you to create answers or fill in blanks. Use the lesson material and references to assist you as necessary.

When you have finished answering the questions, compare your answers to the correct answers in the “Topic Review Feedback (1 of 2)” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them, and discuss them when you meet with your supervisor.

Questions

1. What are the factors that determine how much water is needed to cook rice?

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

2. Which type of rice holds its shape best after cooking?
 - a. Instant
 - b. Brown
 - c. Parboiled
 - d. Regular milled long grain
3. What are the basic proportions for boiling long grain white rice?
 - a. 2 pints of water to 1 pound of rice
 - b. 2 quarts water to 1 pound of rice
 - c. 1 pint water to 1 pound rice
 - d. None of the above.

Continued next page

Topic Review (1 of 2), continued

**Questions,
contd.**

4. Which of the following combinations is correct?
 - a. Enriched rice—coated with vitamins
 - b. Long-grain rice—sticky when cooked
 - c. Short- and medium-grain rice—fluffy when cooked
 - d. All of the above
 5. Which of the following takes the longest time to cook?
 - a. Brown rice
 - b. Basmati rice
 - c. Parboiled rice
 - d. Regular milled white rice
 6. Which one of the following types of rice does NOT hold well after cooking and whose grains quickly lose their shape and become mushy?
 - a. Brown
 - b. Instant
 - c. Parboiled
 - d. Regular milled white
 7. Wild rice _____.
 - a. Is inexpensive
 - b. Is actually not a rice
 - c. Is imported from India and China
 - d. Enjoys dance parties and staying out late
 8. Which of the following cooking methods is most similar to the pilaf method?
 - a. Braising
 - b. Steaming
 - c. Parboiling
 - d. Deep-frying
 9. Glutinous rice is sweet-tasting short-grain rice that becomes quite sticky and chewy when cooked. It is used for special dishes in Chinese and Japanese cuisines, but is not the rice used for sushi.
 - a. True
 - b. False
 10. Arborio, jasmine, and basmati are all specialty rice.
 - a. True
 - b. False
-

Soups

Overview

In this section you will learn about the classifications and types of soups, as well as how to prepare clear soups and thick soups.

Classifications and Types of Soups

There are three basic categories of soup you should know:

- Clear soups
- Thick soups
- Specialty soups

Clear soups are based on a clear, unthickened broth or stock. They may be served plain or garnished with a variety of vegetables and meats.

There are three types of clear soups you should know:

- Broth and bouillon
- Vegetable Soup
- Consommé

Use *Professional Cooking*, Chapter 9: “Soups,” and the table below to describe each of these types:

CLEAR SOUPS	
TYPE	DESCRIPTION
Broth and bouillon	
Vegetable	
Consommé	

Continued next page

Soups, continued

Classifications and Types of Soups, contd.

Thick soups are opaque rather than transparent. They are thickened either by adding a thickening agent such as a roux, or by puréeing one or more of their ingredients to provide a heavier consistency.

There are four types of thick soups you should know:

- Cream soups
- Purées
- Bisques
- Chowders

Use *Professional Cooking*, Chapter 9: “Soups” and the table below to describe each of these types:

THICK SOUPS	
TYPE	DESCRIPTION
Cream soups	
Purées	
Bisques	
Chowders	

Continued next page

Soups, continued

Classifications and Types of Soups, contd.

Specialty soups is a catch-all category that includes soups that do not fit well into the main categories. Specialty soups are distinguished by unusual ingredients or methods. They include such soups as turtle soup, gumbo, peanut soup, and cold fruit soup.

More on the classifications and types of soups can be found in *Professional Cooking*, Chapter 9: “Soups.”

Key points:

- ❑ Clear soups are based on a clear, unthickened broth or stock.
 - ❑ Thick soups are opaque and are thickened by adding a thickening agent or by puréeing one or more of their ingredients.
 - ❑ Broth is a by-product of simmering meat or poultry.
 - ❑ Cream soups are usually named after their major ingredient.
 - ❑ Purées are normally based on starchy ingredients.
 - ❑ Small-batch cooking applies to soups as well as to other foods. Heat small batches frequently to replenish the steam table with fresh soup.
 - ❑ Consommés and some other clear soups can be kept hot for longer periods if the vegetable garnish is heated separately and added at service time.
-

How to Prepare a Clear Soup

How to Prepare a Clear Soup

The table below describes the method for preparing a clear vegetable soup.

STEP	ACTION						
1.	Read the recipe details.						
2.	Select the ingredients and equipment to be used.						
3.	Start with a clear, flavorful stock or broth.						
4.	Cut the vegetables uniformly.						
5.	Cook the vegetables in butter over low heat until they are about half cooked. Do not let them brown.						
6.	Cook any starches such as grains and pasta separately, and add them to the soup later.						
7.	Add the stock, bringing it to a boil, and skim the mixture carefully.						
8.	Degrease the soup, and season it with salt and pepper.						
9.	Determine serving method: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>IF...</th> <th>THEN...</th> </tr> </thead> <tbody> <tr> <td>It is to serve immediately,</td> <td>Continue with the proper serving procedure for this food item.</td> </tr> <tr> <td>It must be held,</td> <td>Place it in an appropriate storage container and then in an appropriate storage location.</td> </tr> </tbody> </table>	IF...	THEN...	It is to serve immediately,	Continue with the proper serving procedure for this food item.	It must be held,	Place it in an appropriate storage container and then in an appropriate storage location.
IF...	THEN...						
It is to serve immediately,	Continue with the proper serving procedure for this food item.						
It must be held,	Place it in an appropriate storage container and then in an appropriate storage location.						
End of procedure							

Recipe to prepare for practice:

- ❑ Clear Vegetable Soup (*Professional Cooking*, Chapter 9: “Soups”)

Continued next page

How to Prepare a Clear Soup, continued

How to Prepare a Clear Soup, contd.

Key points:

- ❑ Start with a clear, flavorful broth.
 - ❑ Cooking vegetables slowly in a little butter before combining with liquid improves their flavor and gives the soup a taste that is more mellow and rich.
 - ❑ Cook starches, such as grains and pastas, separately and add them to the soup later.
 - ❑ Add long-cooking vegetables first, and short-cooking vegetables near the end.
 - ❑ Don't overcook—vegetables in soup should be no more overcooked than vegetable side dishes.
-

How to Prepare a Thick Soup

How to Prepare a Thick Soup

The table below describes the method for preparing a thick soup.

STEP	ACTION
1.	Read the recipe details.
2.	Select the ingredients and equipment to be used.
3.	Sweat the vegetable ingredients (except tomatoes) in butter; do not let them color.
4.	Add flour. Stir the mixture well to make a roux. Cook the roux for a few minutes, but do not let it start to brown.
5.	Add white stock, beating it with a whip as you slowly pour it in.
6.	Add any vegetables, other solid ingredients, or flavorings that were not sautéed earlier.
7.	Simmer the mixture until all ingredients are tender.
8.	Skim any fat that has risen to the surface.
9.	Purée and/or strain the mixture.
10.	Add hot, white stock or milk to the thin soup until it is the proper consistency.
11.	Adjust seasonings as necessary.
12.	At service time, finish with heavy cream or liaison.
End of procedure	

Recipe to prepare for practice:

- ❑ New England Clam Chowder (*Professional Cooking*, Chapter 9: “Soups”)

Continued next page

How to Prepare a Thick Soup, continued

How to Prepare a Thick Soup, contd.

Key points:

- ❑ Cream soups should be about the consistency of heavy cream. Not too thick.
 - ❑ The texture of cream soups should be smooth with no graininess or lumps.
 - ❑ Cream soups should have a distinct flavor from the main ingredient, with no starchy taste from uncooked roux.
 - ❑ See *Professional Cooking*, Chapter 9: “Soups,” for more details on preparing thick soups.
-

Soups, Summary

In this section you learned about the classifications and types of soups, as well as how to prepare clear soups and thick soups.

- ❑ The three types of clear soups are:
 - Broth and bouillon
 - Vegetable soup
 - Consommé
 - ❑ The four types of thick soups are:
 - Cream soups
 - Purées
 - Bisques
 - Chowders
 - ❑ Standards of quality for creamed soups can be found in *Professional Cooking*, Chapter 9: “Soups.”
-

Topic Review (2 of 2)

Purpose The intention of this exercise is to give you the opportunity to clarify and/or confirm your understanding of soups and how to prepare them.

Directions Test your knowledge of the concepts and principles of this lesson by choosing the best, most correct answer to each question below. Some questions require you to create answers or fill in blanks. Use the lesson material and references to assist you as necessary.

When you have finished answering the questions, compare your answers to the correct answers in the “Topic Review Feedback (2 of 2)” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them, and discuss them when you meet with your supervisor.

Questions 11. In what order would you add the following items to a vegetable soup during cooking and why?

- | | | |
|-------------------|---------|------------------|
| Tomatoes | Barley | Shredded Cabbage |
| Diced Cooked Beef | Carrots | |

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

12. If a cream soup has a starchy taste, it’s probably because it wasn’t cooked long enough.
- True
 - False
13. Stock to be clarified should be cold, not hot.
- True
 - False

Continued next page

Topic Review (2 of 2), continued

**Questions,
contd.**

14. Broth, bouillon, consommé, and vegetable soup are all examples of _____ soup.
- Thin
 - Clear
 - Thick
 - Specialty
15. Which of the following techniques will help to produce a low-fat soup that will appeal to a health-conscious clientele?
- Use evaporated skim milk in cream soups rather than cream.
 - Do not sweat vegetables in fat before they are simmered in a soup.
 - Use a starch slurry or a roux made with oil (rather than butter) to bind a thick soup.
 - All of the above.
16. The number one rule for preparing consommé is that _____.
- The result must be perfectly clarified
 - Its proteins must not be allowed to coagulate
 - The stock or broth must be strong, rich, and full-flavored
 - Its solid ingredients must be cut to exacting specifications
17. Which of the following thick soups are most likely to contain seafood?
- Purées
 - Bisques
 - Consommés
 - Cream soups
18. When making a vegetable soup, it is important to remember to _____.
- Start with a clear, flavorful broth
 - Use as many vegetables as possible
 - Cook rice or pasta directly in the soup
 - All of the above
19. When making a vegetable soup, it is important to remember to avoid _____.
- Undercooking the vegetables
 - Cutting all the vegetables into the same sizes and shapes
 - Adding all the vegetables at the same time if they have different cooking times
 - Burning the coffee
20. To prevent curdling in cream soups, avoid _____.
- Adding cold milk or cream to simmering soups
 - Boiling soups after milk or cream has been added
 - Combining milk and simmering soups stock without the presence of roux or other starch
 - All of the above
-

Lesson Review

Purpose

The intention of this exercise is to give you the opportunity to practice preparing rice and soups.

Directions

Use the recipes included in this lesson or any other recipe that your supervisor has selected to prepare the following:

- Boiled/steamed rice
- Vegetable Soup
- New England Clam Chowder

This activity will take several hours. You will need to meet with your supervisor to discuss and plan for:

- Quantities to prepare
- Mise en place
- Equipment to use
- Timelines within which to work
- Teamwork—where and with whom you will be working
- Recipe conversions to use
- Preparations to make ahead of time (the day/night before)

You will have time to ask questions of your supervisor before starting, but after that time you will be on your own to plan and act on your plans to produce the rice recipe and soup listed above.

Before practicing, be sure to observe a demonstration of the following tasks by your supervisor:

- How to prepare a rice product
 - How to prepare a clear soup
 - How to prepare a thick soup
-

Lesson Review, continued

Gathering Feedback

When you are finished preparing your rice recipe and soup, gather feedback from your supervisor regarding what he or she thinks of:

- What you prepared (how it looks, how it tastes), and
- How you prepared it (the methods you used)

Specific areas of feedback the supervisor will be paying attention to include the following:

DIMENSION	DESCRIPTION
Product Appearance and Presentation	Do the products produced meet the standards discussed in class?
Recipe Conversions	How free from errors were your recipe conversions, including lack of temps, pans, mise en place, method, and working factors?
Safety and Sanitation	To what degree did you operate within safety and sanitation guidelines, including washing your hands, proper use of the two-pan method, cuts, burns, knives, equipment, etc.?
Taste	How do the products taste?
Time Management	How did you manage your time? Was/were the product(s) completed on time?
Uniform	Did your uniform, as it was presented on the day of testing, meet the standard?

Use the space provided on the next few pages to help you document thoughts and ideas on what you did well and what you can improve.

Performance Evaluation



Once you have completed this lesson—meaning you have read the material, completed the lesson review, observed demonstrations of the core tasks, and then practiced the core tasks enough to be moderately competent in them—you are ready to demonstrate the tasks for sign-off.

Your supervisor will discuss this sign-off process with you. It will involve your demonstrating the core tasks under the supervisor's observation, so that he or she can determine whether or not you are able to perform the tasks in a satisfactory manner. Using the Performance Evaluation sheets as a guide, he or she will mark “go” for tasks you perform well and “no go” for tasks where you need improvement. Performing the core tasks well enough to receive a “go” from your supervisor will mean that you met the Enlisted Performance Qualifications (EPQs) associated with the lesson. If you receive a “no go,” you must practice the core tasks, receive feedback, and practice again until you are able to perform the tasks well enough for sign-off.

The EPQs/core tasks for this lesson are:

- 4.A.10—Prepare a clear/light soup
 - 4.A.11—Prepare a heavy/thick soup
 - 4.A.19—Prepare at least one rice product
-

Lesson Summary

Summary

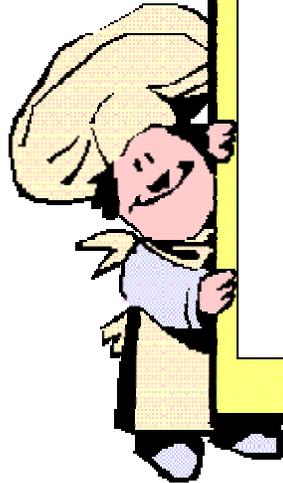
In this lesson, you learned about preparing rice and soups. Having completed this lesson, you can:

- Prepare rice products
 - Prepare clear soups
 - Prepare thick soups
-

Next in this Unit

In the next lesson you will learn how to prepare beef.
You will learn:

- How to prepare pasta products
- How to prepare white and tomato sauces
- How to prepare a cooked salad



Topic Review Feedback (1 of 2)

Directions

Compare your answers in “Topic Review (1 of 2)” to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. What are the factors that determine how much water is needed to cook rice?

Tightness or looseness of the cover; desired moistness of the finished product; variety, age, and moisture content of the raw rice. (Chapter 18)

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

2. Which type of rice holds its shape best after cooking?
 - a. Instant
 - b. Brown
 - c. Parboiled**
 - d. Regular milled long grain
3. What are the basic proportions for boiling long grain white rice?
 - a. 2 pints of water to 1 pound of rice**
 - b. 2 quarts water to 1 pound of rice
 - c. 1 pint water to 1 pound rice
 - d. None of the above.
4. Which of the following combinations is correct?
 - a. Enriched rice—coated with vitamins**
 - b. Long-grain rice—sticky when cooked
 - c. Short- and medium-grain rice—fluffy when cooked
 - d. All of the above

Continued next page

Topic Review Feedback (1 of 2), continued

**Answers,
contd.**

5. Which of the following takes the longest time to cook?
 - a. **Brown rice**
 - b. Basmati rice
 - c. Parboiled rice
 - d. Regular milled white rice
 6. Which one of the following types of rice does NOT hold well after cooking and whose grains quickly lose their shape and become mushy?
 - a. Brown
 - b. **Instant**
 - c. Parboiled
 - d. Regular milled white
 7. Wild rice _____.
 - a. Is inexpensive
 - b. **Is actually not a rice**
 - c. Is imported from India and China
 - d. Enjoys dance parties and staying out late
 8. Which of the following cooking methods is most similar to the pilaf method?
 - a. **Braising**
 - b. Steaming
 - c. Parboiling
 - d. Deep-frying
 9. Glutinous rice is sweet-tasting short-grain rice that becomes quite sticky and chewy when cooked. It is used for special dishes in Chinese and Japanese cuisines, but is not the rice used for sushi.
 - a. **True**
 - b. False
 10. Arborio, jasmine, and basmati are all specialty rice.
 - a. **True**
 - b. False
-

Topic Review Feedback (2 of 2)

Directions

Compare your answers in “Topic Review (2 of 2)” to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

11. In what order would you add the following items to a vegetable soup during cooking and why?

Tomatoes

Barley

Shredded Cabbage

Diced Cooked Beef

Carrots

(1) Carrots (have the longest cooking time), (2) Cabbage, (3) Tomatoes, (4) Cooked beef (needs time only to heat and blend flavors), (5) Barley (takes longest to cook, but should be cooked separately and added at the end) (Chapter 9)

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

12. If a cream soup has a starchy taste, it’s probably because it wasn’t cooked long enough.

- a. **True**
- b. False

13. Stock to be clarified should be cold, not hot.

- a. **True**
- b. False

14. Broth, bouillon, consommé, and vegetable soup are all examples of _____ soup.

- a. Thin
- b. **Clear**
- c. Thick
- d. Specialty

Continued next page

Topic Review Feedback (2 of 2), continued

- Answers, contd.**
15. Which of the following techniques will help to produce a low-fat soup that will appeal to a health-conscious clientele?
- Use evaporated skim milk in cream soups rather than cream.
 - Do not sweat vegetables in fat before they are simmered in a soup.
 - Use a starch slurry or a roux made with oil (rather than butter) to bind a thick soup.
 - All of the above.**
16. The number one rule for preparing consommé is that _____.
- The result must be perfectly clarified
 - Its proteins must not be allowed to coagulate
 - The stock or broth must be strong, rich, and full-flavored**
 - Its solid ingredients must be cut to exacting specifications
17. Which of the following thick soups are most likely to contain seafood?
- Purées
 - Bisques**
 - Consommés
 - Cream soups
18. When making a vegetable soup, it is important to remember to _____.
- Start with a clear, flavorful broth**
 - Use as many vegetables as possible
 - Cook rice or pasta directly in the soup
 - All of the above
19. When making a vegetable soup, it is important to remember to avoid _____.
- Undercooking the vegetables
 - Cutting all the vegetables into the same sizes and shapes
 - Adding all the vegetables at the same time if they have different cooking times**
 - Burning the coffee
20. To prevent curdling in cream soups, avoid _____.
- Adding cold milk or cream to simmering soups
 - Boiling soups after milk or cream has been added
 - Combining milk and simmering soups stock without the presence of roux or other starch
 - All of the above**
-

Vegetable Soup Recipe

VEGETABLE SOUP

Recipe #

Serves: **100**
 Prep Time: **1 HOUR**
 Cooking Time: **30 MINUTES**
 Cooking Equipment: **SJK/SAUCEPOT**

Serving Size: **8 OUNCES**
 Cooking Temp: **BOIL/SIMMER**
 Serving Pans: **SOUP KETTLE**
 Pan Used:

Ingredients	Weight		Ea	Measure						Preparation
	LB	OZ		GL	QT	PT	CP	TBSP	TSP	
BUTTER		4								MELTED
ONIONS	1	8								SMALL DICE
CARROTS	1									SMALL DICE
CELERY	1									SMALL DICE
TURNIP		12								SMALL DICE
CHICKEN STOCK				1	2					
CANNED TOMATOES, DRAINED	1									COARSELY CHOPPED DO NOT RESERVE JUICE
SALT										TO TASTE
WHITE PEPPER										TO TASTE
FROZEN PEAS		12								THAWED

- STEP 1: HEAT THE BUTTER IN A HEAVY SAUCEPOT OVER MEDIUM HEAT.
- STEP 2: ADD THE ONIONS, CARROTS, CELERY, AND TURNIPS. SWEAT THE VEGETABLES IN THE BUTTER OVER LOW HEAT UNTIL THEY ARE ABOUT HALF COOKED. DO NOT ALLOW TO BROWN.
- STEP 3: ADD THE STOCK AND BRING TO A BOIL. SIMMER UNTIL VEGETABLES ARE TENDER.
- STEP 4: ADD THE TOMATOES AND SIMMER 5 MINUTES.
- STEP 5: DEGREASE THE SOUP AND SEASON TO TASTE WITH THE SALT AND PEPPER.
- STEP 6: ADD PEAS JUST PRIOR TO SERVING.

New England Clam Chowder Recipe

NEW ENGLAND CLAM CHOWDER

Recipe #

Serves: **100** Serving Size **1 CUP**
 Prep Time: **1 HOUR** Cooking Temp **SIMMER**
 Cooking Time: **1 HOUR** Serving Pans **SOUP KETTLE**
 Cooking Equipment: **SJK/SOUP POT** Pan Used

Ingredients	Weight		Ea	Measure						Preparation
	LB	OZ		GL	QT	PT	CP	TBSP	TSP	
BACON	4									PAYSANNE
BUTTER	1	8								MELTED
ONIONS, FRESH	2									BRUNOISE
CELERY, FRESH	2									SMALL DICE
POTATOES, FRESH	6									SMALL DICE
GARLIC, FRESH								2		FINE BRUNOISE
FLOUR, GP	2									SIFTED
CLAM BROTH				3						
HEAVY CREAM				1						
CLAMS, CANNED	9	9								DRAINED, SAVE JUICE
BLACK PEPPER								3		
OLD BAY SEASONINGS								2		
CHIVES								3		
TABASCO									1.5	
PARSLEY, FRESH								8		FINE BRUNOISE

- STEP 1: SAUTE BACON UNTIL PARTIALLY COOKED.
- STEP 2: ADD BUTTER GARLIC, ONIONS, AND CELERY; SAUTE FOR 15 MINUTES.
- STEP 3: ADD FLOUR TO MAKE A ROUX, COOK FOR 10 MINUTES.
- STEP 4: WHILE ROUX IS COOKING FOR 10 MINUTES, BRING CLAM BROTH AND JUICE TO A BOIL. KEEP WARM
- STEP 5: USING A WIRE WHIP, ADD CLAM BROTH; STIR WELL UNTIL SMOOTH WHILE BRINGING TO A BOIL.
- STEP 6: USING A DOUBLE BOILER, WARM HEAVY CREAM.
- STEP 7: ADD POTATOES AND RETURN STOCK TO A SIMMER.
- STEP 8: STIR IN WARMED CREAM AND SEASONINGS. HEAT GENTLY, DO NOT BOIL.

PERFORMANCE EVALUATION 7.3.1

Preparing a Clear/Light Soup

Goal The student will perform the following:

- Prepare a clear/light soup
-

Process Given a recipe calling for a clear or light soup, you will prepare the soup.

Directions Using the recipes as guidelines, and reference material and job aids provided by the supervisor, you will:

Hands – On Practice

1. Interpret the recipes.
2. Collect all the equipment and food items.
3. Prepare the equipment and food items.
4. Prepare the products according to the recipe.

When you have completed the practice, see your supervisor for further instructions.

Checklist Fill in your name on the Unit 7 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise.

Feedback Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you.

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PERFORMANCE EVALUATION 7.3.1

Prepare a Clear/Light Soup

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.10 Prepare a clear/light soup IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
---	--

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /		
		Date				Date				Date		
1. The performer started with a clear, flavorful stock or broth.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer cut the vegetables uniformly.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer cooked the vegetables in butter over low heat until they were about half cooked. The performer did not let them brown.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer cooked starches such as grains and pasta separately and added them to the soup later.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer added the stock, bringing it to a boil, and skimmed the mixture carefully.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer degreased the soup and seasoned it with salt and pepper.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 7.3.2

Preparing a Heavy/Thick Soup

Goal	The student will perform the following: <ul style="list-style-type: none">• Prepare a heavy/thick soup <hr/>
Process	Given a recipe calling for a heavy or thick soup, you will prepare the soup. <hr/>
Directions Hands – On Practice	Using the recipes as guidelines, and reference material and job aids provided by the supervisor, you will: <ol style="list-style-type: none">1. Interpret the recipes.2. Collect all the equipment and food items.3. Prepare the equipment and food items.4. Prepare the products according to the recipe. <p>When you have completed the practice, see your supervisor for further instructions.</p> <hr/>
Checklist	Fill in your name on the Unit 7 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise. <hr/>
Feedback	Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you. <hr/>

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PERFORMANCE EVALUATION 7.3.2

Prepare a Heavy/Thick Soup

Location FS "A" School TRACEN Petaluma	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.11 Prepare a heavy/thick soup IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
---	--

TASK	COMMENTS										
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N
1. The performer sweated the vegetable ingredients (except tomatoes) in butter without letting them color.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
2. The performer added flour, stirred well to make a roux and cooked the roux for a few minutes without letting it start to brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
3. The performer added white stock, beating with a whip as he/she slowly poured it in.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4. The performer added any vegetables, other solid ingredients, or flavorings that were not sautéed earlier.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5. The performer simmered the mixture until all ingredients were tender.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6. The performer skimmed any fat that rose to the surface.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
7. The performer pureed and/or strained the mixture.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Location FS "A" School TRACEN Petaluma	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)						
8. The performer added hot white stock or milk to the thin soup until it was the proper consistency.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer adjusted seasonings as necessary.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. At service time, the performer finished with heavy cream or liaison.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 7.3.3

Preparing Rice

Goal	<p>The student will perform the following:</p> <ul style="list-style-type: none"> • Prepare rice
<hr/>	
Process	<p>Given a recipe calling for a rice product, you will prepare the rice.</p>
<hr/>	
Directions	<p>Using the recipes as guidelines, and reference material and job aids provided by the supervisor, you will:</p> <ol style="list-style-type: none"> 1. Interpret the recipes. 2. Collect all the equipment and food items. 3. Prepare the equipment and food items. 4. Prepare the products according to the recipe. <p>When you have completed the practice, see your supervisor for further instructions.</p>
Hands – On Practice	
<hr/>	
Checklist	<p>Fill in your name on the Unit 7 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise.</p>
<hr/>	
Feedback	<p>Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you.</p>
<hr/>	

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PERFORMANCE EVALUATION 7.3.3

Prepare Rice (Oven Method)

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.19 Prepare at least one rice product IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
---	--

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /		
		Date		Y	N	Date		Y	N	Date		
1. The performer washed the rice in cold water until the water was clear.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer combined all ingredients in a shallow steamer pan.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer covered the steamer pan with foil or a tight lid.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer placed the steamer pan in a 375 °F oven.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer cooked the rice for the appropriate time. <ul style="list-style-type: none"> Long- and medium-grain rice for 60 minutes Parboiled rice for 60-90 minutes Brown rice for 1 hour 	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer tested the rice for doneness, and cooked 5–10 minutes more where necessary.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Location _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)	
7. The performer fluffed the rice with a fork or slotted spoon to let the steam escape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	

LESSON 4

How to Prepare Pasta and Sauces

Introduction

Overview

In this lesson, you will learn to prepare pasta, sauces, and cooked salads.

This section of the lesson includes:

- Performance qualifications
- Objectives
- Performance evaluation
- Tools and references
- Recommended reading
- Topics covered by this lesson

As you read the material and complete the Topic and Lesson Review exercises, be sure to write down any questions you have so that you can discuss them with your supervisor.

Performance Qualifications

This lesson covers three Enlisted Performance Qualifications (EPQs):

4.A.08 Prepare the following sauces IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Brown sauce
- White sauce
- Tomato sauce

4.A.17 Prepare at least one cooked salad IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.18 Prepare a fresh and frozen vegetable product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.20 Prepare at least one pasta product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Continued next page

Introduction, continued

Performance Qualifications, contd.

Regarding 4.A.08, in this lesson we will prepare a white sauce and a red/tomato sauce. You will make a brown sauce in Lesson 5, How to Prepare Potatoes.

Objectives

Upon completion of this lesson, given recipes, raw ingredients, and access to required equipment, you will:

- Prepare pasta products
 - Prepare sauces (red and white)
 - Prepare a cooked salad
-

Performance Evaluations

There will be a performance evaluation in this lesson. This evaluation will cover EPQs 4.A.08, 4.A.17, 4.A.18 and 4.A.20 as listed above.

Tools and References

The tools and references for this lesson include:

- Professional Cooking*, by Wayne Gisslen
 - Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
 - Unit 1, Appendix C, Glossary of Key Terms
-

Recommended Reading

To get the most out of this lesson, be sure to read the following:

- Professional Cooking:
 - “Potatoes and other Starches” (Chapter 18, Pasta and Dumplings section)
 - “Stocks and Sauces” (Chapter 8, Sauces section)
 - Armed Forces Recipe Service (AFRS), Section E, Cereals and Pasta Product.
-

Topics Covered by This Lesson

This lesson covers the following topics:

- Preparing pasta products
 - Preparing sauces (white and red)
 - Preparing cooked salad
-

How to Prepare Pasta

Overview

“Pasta” is an Italian word that means “paste,” as it is made from a mixture of wheat flour, water, and, sometimes, eggs. Even though paste as a food may not sound appetizing, pasta is a major ingredient in many tasty and popular dishes. It’s found in simple standard dishes such as *Spaghetti and Meatballs* and *Macaroni and Cheese*, and more complex recipes such as *Baked Lasagna* and *Ravioli and Salmon with Dilled Alfredo Sauce*.

In this section, you will learn about pasta. Specifically, this section covers:

- ❑ Characteristics and quality factors of pasta
- ❑ Testing doneness in pasta
- ❑ How to prepare spaghetti and marinara Sauce
 - How to prepare tomato sauce
 - How to prepare pasta

Characteristics and Quality Factors

Commercial pasta is made from dough that has been shaped and dried.

COMMERCIAL PASTA	
TYPES	DESCRIPTION
Macaroni	<ul style="list-style-type: none"> ■ Pasta made from flour and water ■ Includes spaghetti, lasagna, elbow macaroni, and many other shapes
Egg pasta	<ul style="list-style-type: none"> ■ Contains at least 5.5 percent egg solids in addition to the flour and water ■ Usually sold as flat noodles of various widths

When examining pasta for quality, look for:

QUALITY IN PASTA	
HIGH	LOW
Yellow color	Gray-white color
Hard, brittle and springy; snaps with a clean, sharp-edged break	Soft, does not snap cleanly
When cooked, stays firm and holds its shape well	When cooked, becomes soft and pasty

See *Professional Cooking*, Chapter 18, “Potatoes and Other Starches” for more descriptions, photos, and suggested uses of commercial pastas.

How to Prepare Pasta, continued

Testing Doneness

Pasta should be cooked *al dente* or “to the tooth,” meaning that cooking should be stopped when the pasta still feels firm to the bite, not soft and mushy. Much of the pleasure of eating pasta is in tasting or feeling its texture and this is lost if it is overcooked.

Key points:

- ❑ One of the best ways to test for doneness is to break off a small piece and taste it.
 - ❑ As soon as the pasta is al dente, stop the cooking. Even half a minute extra is enough to overcook it.
 - ❑ Cooking times differ for every shape and size of pasta.
 - ❑ Sometimes cooking times indicated on packaging are too long.
 - ❑ Pasta is best if cooked and served immediately.
-

How to Prepare Pasta, continued

How to Prepare Spaghetti and Marinara Sauce

To begin your practice of cooking pasta, start with a basic recipe such as Spaghetti and Marinara Sauce. This recipe calls for a *tomato* or *red* sauce, so you will watch a demonstration of this first, and then prepare the tomato sauce (marinara) to go with the pasta you will cook shortly. Incidentally, marinara is an Italian word meaning “in sailor style.”

Follow these steps to prepare the tomato sauce for pasta.

PREPARING A MARINARA SAUCE FOR PASTA	
STEP	ACTION
1.	Read the recipe guideline details.
2.	Gather the equipment and ingredients to be used.
3.	Sauté garlic, onions, peppers, and mushrooms in olive oil for 10 minutes.
4.	With the exception of the oil and basil at the end of the recipe, add the remaining ingredients and simmer for 1½ to 2 hours.
5.	Add remaining oil and basil. Stir and serve.
End of procedure	

Continued next page

How to Prepare Pasta, continued

How to Prepare Spaghetti and Marinara Sauce, contd.

To prepare the pasta for this recipe, follow these steps:

PREPARING A PASTA PRODUCT							
STEP	ACTION						
1.	Read the recipe guideline details.						
2.	Gather the equipment and ingredients to be used.						
3.	Bring salted water to a boil, using: <ul style="list-style-type: none"> ■ At least four quarts of salted water per pound of pasta ■ 1¹/₂ tablespoons of salt per 4 quarts of water 						
4.	Once the water is boiling rapidly, place the pasta in the water.						
5.	As the pasta softens, stir gently to keep it from sticking together and to the bottom of the pot.						
6.	Continue to boil, stirring a few times.						
7.	Determine the serving time: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">IF THE PASTA IS...</th> <th>THEN...</th> </tr> </thead> <tbody> <tr> <td>To be served immediately,</td> <td>As soon as the pasta is cooked <i>al dente</i>, drain in a colander and rinse with cold, running water—enough to stop the cooking but not enough to cool the pasta. Transfer the pasta to a steam table pan, and toss it with oil to prevent sticking. Skip to step 12.</td> </tr> <tr> <td>To be held,</td> <td>Cool the pasta completely. Toss the pasta gently with a small amount of oil to keep it from sticking. Skip to step 8.</td> </tr> </tbody> </table>	IF THE PASTA IS...	THEN...	To be served immediately,	As soon as the pasta is cooked <i>al dente</i> , drain in a colander and rinse with cold, running water—enough to stop the cooking but not enough to cool the pasta. Transfer the pasta to a steam table pan, and toss it with oil to prevent sticking. Skip to step 12.	To be held,	Cool the pasta completely. Toss the pasta gently with a small amount of oil to keep it from sticking. Skip to step 8.
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Continued next page							

How to Prepare Pasta, continued

How to Prepare Spaghetti and Marinara Sauce, contd.

PREPARING A PASTA PRODUCT	
STEP	ACTION
8.	Measure portions into holding bin.
9.	Cover the portions and refrigerate until service time.
10.	To serve, place the desired number of portions in a china cap, and immerse in simmering water to reheat.
11.	Drain the china cap.
12.	Place the pasta on a serving plate and add the sauce.
13.	Serve immediately.
End of procedure	

Key points:

- ❑ Marinara sauce typically contains tomatoes, onions, garlic, and spices.
- ❑ Do not overcook the pasta.
- ❑ See *Professional Cooking*, Chapter 18, “Potatoes and Other Starches,” Pasta and Dumplings section, for a basic tomato sauce and variations for use with pasta.

How to Prepare Pasta, continued

Summary, Pasta

This section on pasta covered:

- ❑ Characteristics and quality factors of pasta
- ❑ Testing doneness in pasta
- ❑ How to prepare spaghetti and marinara Sauce
 - How to prepare tomato sauce
 - How to prepare pasta

Key points:

- ❑ Quality pasta has a good yellow color and is hard, brittle, and springy. It should snap with a clean, sharp-edged break.
 - ❑ Comprehensive descriptions of pasta shapes and their uses can be found in *Professional Cooking*, Chapter 18, Pasta section.
 - ❑ Pasta should be cooked *al dente*—only until it feels firm to the bite, not soft and mushy.
 - ❑ Pasta is best if cooked and served immediately.
-

How to Prepare Sauces

Overview

Sauces work like seasonings—they enhance and accent the flavor of food. Good cooks recognize that sauces are as valuable as salt and pepper, and that being able to create and use them properly is an important skill.

No matter where you work, sauce-making techniques are basic skills you will need in all your cooking. Croquettes, soufflés, and mousses have sauces as their base; nearly all braised foods are served with sauces made of their cooking liquids; and basic pan gravies are made with the same techniques as the classic sauces.

So far in this unit, you've already created a red sauce (a tomato sauce). By the end of this section, you will also create a white sauce. In the following lesson, you will create a brown sauce.

In this section, you will cover:

- The functions and structures of sauces
 - Thickening agents
 - How to prepare a roux
 - Other thickening agents
 - Finishing techniques
 - Leading and small sauces
 - How to prepare macaroni and cheese (with béchamel)
-

The Functions and Structures of Sauces

In the most basic sense, a sauce is simply a flavorful liquid, usually thickened, that is used to season, flavor, and enhance other foods. Yet many chefs consider good sauces as the pinnacle of all cooking, in that good sauces require great skill to create and bring interest and excitement to food.

Technically speaking, a sauce adds five important qualities to foods:

- Moistness
- Flavor
- Richness
- Appearance (color and shine)
- Interest and appetite appeal

The major sauces are made of three kinds of ingredients:

- A liquid (the body of the sauce)
- A thickening agent
- Additional seasoning and flavoring ingredients

Continued next page

How to Prepare Sauces, continued

The Functions and Structures of Sauces, contd.

The liquid ingredient provides the body or base of most sauces. Most classic sauces are built on five liquids or bases. The resulting sauces are called *leading sauces* or *mother sauces*. The most frequently used sauces are based on stock.

A sauce must be thick enough to cling lightly to the food. Starches are the most commonly used thickening agents.

Although the liquid that makes up the bulk of the sauce provides the basic flavor, other ingredients are added to make variations on the basic themes and to give a finished character to the sauces.

Structure of Sauces Activity

To help you understand the basic structure of all sauces, study the model on the following page and fill in the missing components. Use *Professional Cooking*, and your supervisor, to help you uncover and enter the following:

- At least 5 liquids used as bases in sauces
- At least 2 thickening agents
- At least 5 flavoring ingredients
- The liquid in a mornay sauce
- The thickening agent in a mornay sauce
- At least 5 flavoring ingredients in a mornay sauce

Two of these items have been completed for you as examples.

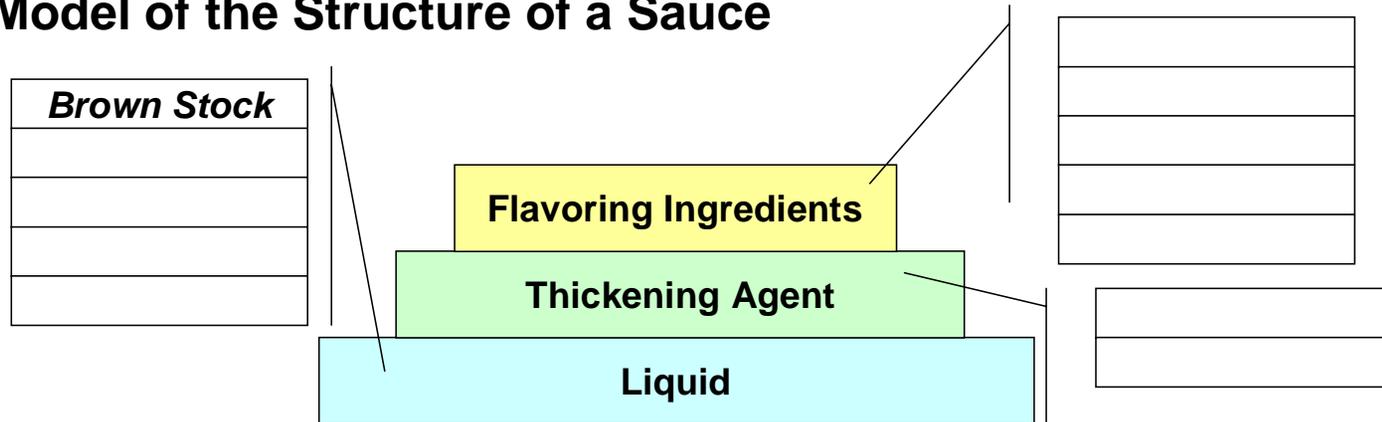
When you are finished, compare your answers to the correct answers and note any differences so you can learn from them. See “Completed Structure of a Sauce Model” at the end of this lesson for reference.

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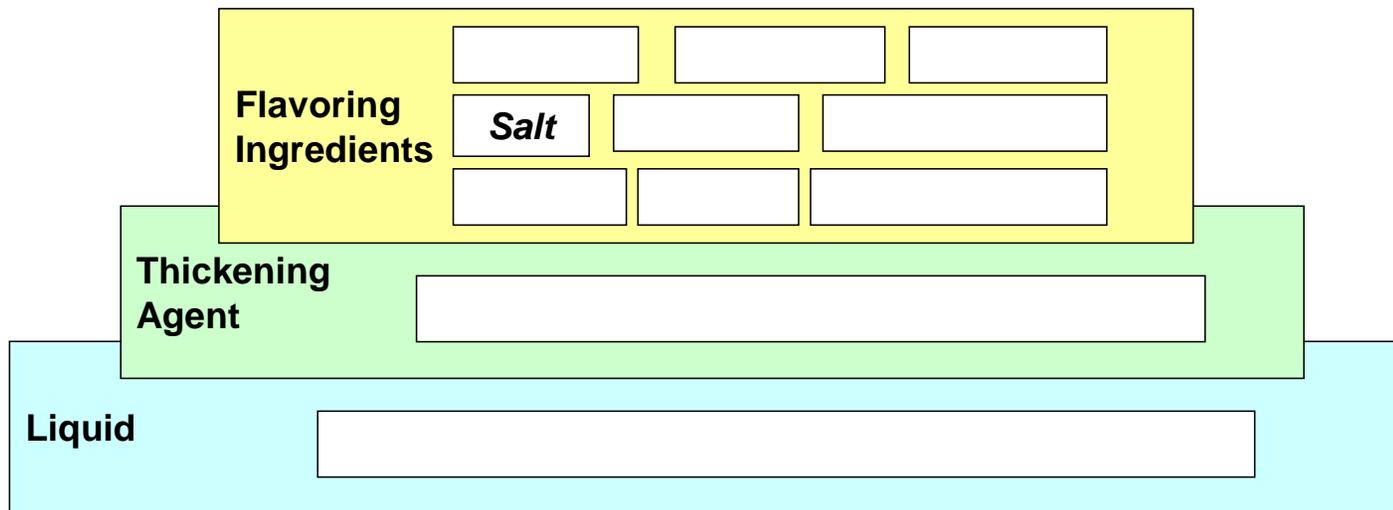
How to Prepare Sauces, continued

Structure of Sauces Activity, contd.

Model of the Structure of a Sauce



An Example: Mornay Sauce



How to Prepare Sauces, continued

Thickening Agents—Roux

Starches are the most common and most useful thickeners for sauce making. There are a few things you should know about starches:

- ❑ Starches thicken by gelatinization.
- ❑ Acids inhibit gelatinization. Whenever possible, avoid adding acid ingredients to sauces until the starch has fully gelatinized.
- ❑ Starch granules must be separated before heating in liquid to avoid lumping, and there are two ways to do this:
 - Mixing the starch with fat
 - Mixing the starch with cold liquid
- ❑ The principle of the *roux* is the first of these methods—in which you mix the starch with fat.

A roux (pronounced “roo”) is a cooked mixture of *equal parts by weight* of fat and flour.

The cooking fats employed for making a roux, include:

- ❑ Clarified butter
- ❑ Margarine
- ❑ Animal fats

Clarified butter is the preferred fat for its flavor, but sometimes margarine is used because of its lower cost.

Note: Often, roux-thickened sauces are discouraged for health reasons because of the fat content of the roux. An important point in favor of using roux is when a roux-based velouté or brown sauce is properly made; most of the fat is released and skimmed off before the sauce is served.

How to Prepare Sauces, continued

How to Prepare a Roux

To prepare a roux, follow these steps.

STEP	ACTION	
1.	Read the recipe guideline details.	
2.	Gather the equipment and ingredients to be used.	
3.	Melt the fat.	
4.	Add the same proportion of flour as of fat.	
5.	Stir until the fat and flour are thoroughly mixed.	
6.	Determine the type of roux:	
	IF THE ROUX IS TO BE...	THEN...
	White,	Cook on moderate heat for a few minutes, just enough to cook out the raw taste. Stop cooking as soon as the roux has a frothy, chalky, slightly gritty appearance, before it begins to color (see Stocks and Sauces chapter in <i>Professional Cooking</i> for a color photograph).
	Blonde/Pale,	Cook on moderate heat for a few minutes, just until the roux begins to change to a slightly darker color.
	Brown,	Cook on low heat until the roux takes on a light-brown color and a nutty aroma.
End of Procedure		

More details about the preparation of roux can be found in *Professional Cooking*, Stocks and Sauces chapter.

General Principles for Incorporating a Roux

When incorporating a roux in a recipe, use these guidelines:

- Liquid may be added to roux, or roux may be added to liquid.
- The liquid may be hot or cooled, but not ice cold. A very cold liquid will solidify the fat in the roux.
- The roux may be warm or cold, but not sizzling hot. Adding a hot liquid to a very hot roux causes spattering and, possibly, lumps.

Continued next page

How to Prepare Sauces, continued

General Principles for Incorporating a Roux, contd.

- ❑ Eight parts (such as ounces or grams) of cake flour has the same thickening power as 10 parts of bread flour.
- ❑ Flour is sometimes browned dry in the oven for use in brown roux. A heavily browned flour has only one-third the thickening power of unbrowned flour.
- ❑ Sauces are generally simmered for a time even after the starch is completely gelatinized so that “impurities” can be cooked off.

Key points:

- ❑ Correct amounts of fat and flour—equal parts by weight—are important to a good roux. There must be enough fat to coat all the starch granules, but not too much fat.
- ❑ A good roux is stiff, not runny or pourable.
- ❑ Stainless steel pans are best for white sauces.

Thickening Agents—Others

In addition to a roux, there are other thickening agents and techniques. The additional thickening agents and techniques you should know are summarized in the chart below. (Roux is not included in this list.)

OTHER THICKENING AGENTS		
AGENT	WHAT IT IS	WHY IT'S IMPORTANT
Arrowroot	Expensive flour made from a tropical American plant whose roots yield an easily digested edible starch.	Provides a sauce that's clearer than cornstarch. Used like cornstarch.
Beurre manié (pronounced “burr mahnyay”)	A mixture of equal parts soft, raw butter and flour worked together to form a smooth paste.	Used for quick thickening at the end of cooking, to finish a sauce. The raw butter adds flavor and sheen.
Bread crumbs	Crumbs made from very dry bread.	Used to thicken a liquid quickly because they have already been cooked. Used when smoothness of texture is not desired.
Continued next page		

How to Prepare Sauces, continued

Thickening Agents— Others, contd.

OTHER THICKENING AGENTS		
AGENT	WHAT IT IS	WHY IT'S IMPORTANT
Cornstarch	Starch made from corn.	Produces a sauce that is almost clear, with a glossy texture.
Egg yolks and cream liaison	Egg yolks combined with a heavy cream to prevent curdling.	Used to thicken a sauce slightly due to coagulation of egg proteins when heated. The cream also adds thickness and flavor.
Egg yolks by emulsification	Egg yolks mixed with a uniform mixture of two unmixable liquids, such as melted butter and water.	Used for hollandaise.
Pre-gelatinized, instant starches	Starches that have been cooked or gelatinized then re-dried.	Can thicken a liquid without heating. Commonly used in the bakeshop.
Vegetable purées, ground nuts, other solids	A basic ingredient is puréed or ground finely. A simple tomato sauce is basically a seasoned vegetable purée.	Requires no additional thickener—the sauce gets its thickness from the main ingredient. Adds body or texture to a sauce.
Waxy maize	The starch portion of waxy corn, used to thicken sauces and puddings. It is also termed waxy starch, amioca.	Used for sauces that are to be frozen. It yields pastes that are almost clear upon cooling and are non-congealing.

Simmering a sauce to evaporate some of the water is another way to thicken it. This is called *reduction*. We will look at this method more in the next section.

How to Prepare Sauces, continued

Finishing Techniques

Sauces may be modified or added to in many ways. Some of the most common methods for finishing sauces include:

- Reduction
- Straining
- Deglazing
- Enriching with butter and cream
- Seasoning

REDUCTION TECHNIQUES		
TECHNIQUE	WHAT IT IS	WHY IT'S IMPORTANT
Reduction to concentrate basic flavors	Simmering a sauce for a long time in order to have the water evaporate.	The sauce becomes more concentrated and the resulting product is more flavorful.
Reduction to adjust textures	May involve both simmering and dilution.	Allows the chef to adjust the texture of a sauce, so that it's not too thin or too thick.
Reduction to add new flavors	A sauce is reduced to concentrate it and then it is added to a sauce as a new flavor.	Allows more variety in flavoring by reducing, for example, stocks or red or white wines.

Sauces may also be strained to create smoothness. Straining through a china cap layered with cheesecloth is one effective method for doing this.

Sauces may be deglazed or swirled in a sauté pan to dissolve cooked particles on the bottom. Liquids used to deglaze may include wine or stock.

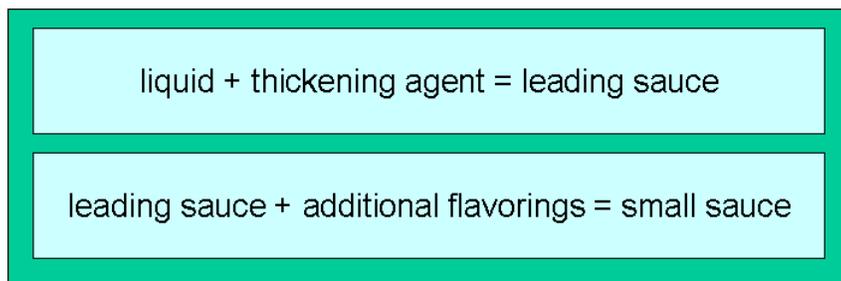
Sauces may be given a final enrichment of liaison, cream, or butter.

The last step in finishing a sauce is to adjust the seasonings. Ingredients used for this include salt, lemon juice, and peppers such as cayenne and white pepper. Sometimes Sherry and Madeira are used as final flavorings—they are added at the end because their flavors are easily evaporated by heat.

How to Prepare Sauces, continued

Leading and Small Sauces

Consider the three building blocks of sauces from a slightly different angle. When a liquid and thickening agent are combined, the resulting sauce is called a *leading sauce*. When a leading sauce and additional flavorings are combined, the resulting sauce is called a *small sauce*.



Complete the table below to show two examples of leading sauces. For more examples, see *Professional Cooking*, Stocks and Sauces chapter.

EXAMPLES OF LEADING SAUCES				
LIQUID		THICKENING AGENT		LEADING SAUCE
White Stock	+		=	Velouté
	+	White Roux	=	Béchamel

Complete the table below to show a few examples of small sauces. For more examples, see *Professional Cooking*, Stocks and Sauces chapter.

EXAMPLES OF SMALL SAUCES						
BASIC INGREDIENT		LEADING SAUCE		SECONDARY LEADING SAUCE		SMALL SAUCES PRODUCED
White Veal Stock	+		+	Allemande	=	Poulette Aurora
Chicken Stock	+	Chicken Velouté	+	Suprême	=	
Brown Stock	+	Espagnole	+		=	Chasseur Piquante

Continued next page

How to Prepare Sauces, continued

Leading and Small Sauces, contd.

Key points:

- ❑ Standards of quality for sauces can be found in *Professional Cooking*, Stocks and Sauces chapter.
 - ❑ The major leading sauces are rarely used by themselves as sauces; they are more often used as bases for small sauces.
 - ❑ The formula for a leading sauce is:
 - Liquid + Thickening Agent = Leading Sauce
 - ❑ The formula for a small sauce is:
 - Leading Sauce + Additional Flavorings = Small Sauce
-

How to Prepare Sauces, continued

How to Prepare Macaroni and Cheese (with Béchamel Sauce)

In this section, you will view a demonstration of the preparation of Macaroni and Cheese, and then you will prepare the recipe on your own. The recipe calls for a béchamel sauce, so you will turn your attention to how to prepare that first.

Use the table below to prepare a béchamel sauce.

HOW TO PREPARE BÉCHAMEL SAUCE	
STEP	ACTION
1.	Read the recipe guideline details.
2.	Gather the equipment and ingredients to be used. (Assumption: a roux has been prepared.)
3.	Heat the butter in a heavy saucepot over low heat. Add flour to make a white roux.
4.	In another saucepan, scald the milk.
5.	Gradually add the milk to the white roux, beating constantly.
6.	Bring to a boil, stirring constantly, and then reduce heat to a simmer.
7.	Stick the bay leaf to the onion with the clove and add to the sauce.
8.	Simmer at least one minute or, if possible, for 30 minutes or more.
9.	Stir occasionally while cooking.
10.	Adjust the consistency with more hot milk if necessary.
11.	Season very lightly with salt and pepper.
12.	Flavor the sauce with cheese, dry mustard and Worcestershire sauce.
13.	Cover to prevent skin formation.
14.	Keep the sauce warm.
End of procedure	

See *Professional Cooking*, Stocks and Sauces chapter, for more on the preparation of béchamel sauce.

Continued next page

How to Prepare Sauces, continued

How to Prepare Macaroni and Cheese (with Béchamel Sauce), contd.

Once your preparation of béchamel sauce is complete, prepare a Macaroni and Cheese dish, recipe can be found at the end of this lesson.

Summary, Sauces

This section on sauces covered:

- ❑ The functions and structures of sauces
- ❑ Thickening agents
 - How to prepare a roux
 - Other thickening agents
- ❑ Finishing techniques
- ❑ Leading and small sauces
- ❑ How to prepare macaroni and cheese (with béchamel)

Key points:

- ❑ Sauces are like good seasonings—they should enhance and accent the flavor of food; they should not dominate or hide food.
 - ❑ Sauces add moistness, flavor, richness, visual appeal, and interest/appetite appeal to foods.
 - ❑ Sauces have three basic components: a liquid, a thickening agent, and additional flavoring ingredients.
 - ❑ A small sauce is made up of one or more leading sauces and additional flavoring ingredients.
 - ❑ Standards of quality for sauces can be found in *Professional Cooking*, Sauces chapter.
-

How to Prepare a Cooked Salad

Overview

Now that you know how to prepare pasta, you have already mastered one of the key ingredients in many cooked salads—pasta. Congratulations!

In this section you will learn the guidelines for preparing cooked salads and how to prepare a pasta salad.

Guidelines for Preparing Cooked Salads

Cooked salads are those whose main ingredients are cooked foods or starch products. They may include meat, poultry, fish, eggs, starches, or vegetables.

Use the table on the next page to help you learn the guidelines for creating cooked salads. You probably know enough about food preparation to complete this table without using any aids, so try that first. To confirm you have the right answers, use *Professional Cooking*, Salads and Salad Dressings chapter to check yourself.

Key points:

- ❑ Cooked salads are often mixed with a thick dressing such as mayonnaise during preparation.
- ❑ A salad that is mixed with a thick dressing to bind it together is called a bound salad. Some bound salads—such as tuna, egg, or chicken salad—can be used as sandwich fillings.
- ❑ See *Professional Cooking*, Salad and Dressing chapter for more on cooked salads.

Continued next page

How to Prepare a Cooked Salad, continued

Guidelines for Preparing Cooked Salads, contd.

To help you learn the guidelines for preparing cooked salads, respond to each incomplete statement below with the best answer.

GUIDELINES AND RESPONSES		ANSWERS
1. _____ are usually added for texture. Celery is the most popular.		A. Cooled
2. Potatoes for salads should be _____, then peeled and cut, in order to preserve nutrients.		B. Bound salads
3. _____ are usually portioned with a scoop in order to provide portion control and give height and shape to the salad.		C. Crisp vegetables
4. Bland main ingredients, such as potatoes, may be marinated in _____ before being mixed with the mayonnaise and other ingredients.		D. Leftovers such as chicken, meat, or fish
5. Choose attractive, colorful _____.		E. Ingredients too small
6. Cooked ingredients must be thoroughly _____ before being mixed with mayonnaise.		F. Thick dressings
7. Remember that mayonnaise-type salads are ideal breeding grounds for _____ that cause food poisoning.		G. A seasoned liquid such as vinaigrette
8. Do not cut _____ or the final product will be like mush or paste.		H. Garnishes
9. Fold in _____ gently to avoid crushing or breaking the main ingredients.		I. Bacteria
10. Cooked salads are good ways to use _____, provided they have been handled according to the rules of good sanitation.		J. Cooked whole

How to Prepare a Cooked Salad, continued

How to Prepare an Italian Style Pasta Salad

To prepare a cooked salad, follow these steps:

PREPARING A COOKED SALAD									
STEP	ACTION								
1.	Read the recipe guideline details.								
2.	Gather the ingredients and equipment to be used.								
3.	Determine how to handle the cooked ingredients: <table border="1" data-bbox="581 636 1466 1056"> <thead> <tr> <th>IF THE INGREDIENTS ARE...</th> <th>THEN...</th> </tr> </thead> <tbody> <tr> <td>Already cooked,</td> <td>Be sure they are cooled before mixing.</td> </tr> <tr> <td>Leftovers,</td> <td>Be sure they have been and continue to be handled according to the rules of good sanitation and food handling.</td> </tr> <tr> <td>Not yet cooked,</td> <td>Cook them and cool them before mixing them with other ingredients.</td> </tr> </tbody> </table>	IF THE INGREDIENTS ARE...	THEN...	Already cooked,	Be sure they are cooled before mixing.	Leftovers,	Be sure they have been and continue to be handled according to the rules of good sanitation and food handling.	Not yet cooked,	Cook them and cool them before mixing them with other ingredients.
IF THE INGREDIENTS ARE...	THEN...								
Already cooked,	Be sure they are cooled before mixing.								
Leftovers,	Be sure they have been and continue to be handled according to the rules of good sanitation and food handling.								
Not yet cooked,	Cook them and cool them before mixing them with other ingredients.								
4.	Cut the ingredients into bite-size pieces.								
5.	Mix the ingredients.								
6.	Keep the salad mixture chilled.								
7.	Choose attractive, colorful garnishes.								
8.	Serve immediately, or store properly until service time.								
End of procedure									

Key points:

- ❑ Cooked ingredients must be thoroughly cooled before being mixed with mayonnaise, and the completed salad mixture must be kept chilled at all times.
- ❑ Handle all ingredients—especially leftovers—according to the rules of good sanitation and food handling (see Unit 3). Leftovers in cooked salads are not cooked a second time to destroy any bacteria that might grow in the salad and cause illness.

Topic Review

Purpose The intention of this exercise is to give you the opportunity to clarify and/or confirm your understanding of pasta, sauces, and cooked salads.

Directions Test your knowledge of the concepts and principles of this lesson by choosing the best, most correct answer to each question below. Some questions require you to create answers or fill in blanks. Use the lesson material and references to assist you as necessary.

When you have finished answering the questions, compare your answers to the correct answers in the “Topic Review Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them, and discuss them when you meet with your supervisor.

Questions

1. Describe the following four types of pasta and their uses: spaghetti, spaghetti, vermicelli, and linguine.

2. What are two methods for preparing starches so that they can be incorporated into hot liquids? Why are they necessary and how do they work?

Continued next page

Topic Review, continued

**Questions,
contd.**

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

3. Spaghetti should be cooked by
 - a. Adding it little by little to a large quantity of boiling, salted water and simmering gently until done.
 - b. Adding it all at once to just enough boiling, salted water to cover it and boiling until done.
 - c. Adding it all at once to a large quantity of boiling, salted water and boiling until done.
 - d. Adding it to cold water, bring to a boil, and simmering until done.
4. Pasta cooked *al dente* _____.
 - a. Is firm to the bite.
 - b. Is slightly soft and mushy.
 - c. Must be held in its cooking water for at least 20 minutes before serving.
 - d. Sticks when you throw it against the wall.
5. Spaghetti that is cooked ahead of service should be held in cold water to keep it from sticking and then reheated to order.
 - a. True
 - b. False
6. A sauce adds _____ to foods.
 - a. Moistness
 - b. Flavor and richness
 - c. Appearance, interest, and appetite appeal
 - d. All of the above
7. Which of the following is not one of the three main categories of ingredients of a sauce?
 - a. Liquid
 - b. Mirepoix
 - c. Thickening agent
 - d. Additional seasonings and flavorings
8. A sauce should do all of the following except _____.
 - a. Work like a seasoning
 - b. Accent the flavor of food
 - c. Enhance the flavor of food
 - d. Dominate the food it accompanies

Continued next page

Topic Review, continued

**Questions,
contd.**

9. Which leading sauce is paired incorrectly with its liquid ingredient?
 - a. Béchamel → milk
 - b. Velouté → white stock
 - c. Hollandaise → clarified butter
 - d. Espagnole → tomato plus white stock
10. Which of the following statements is true?
 - a. Roux is another name for beurre manié.
 - b. When adding a roux to a liquid, the roux may be cold or warm.
 - c. Flour is often browned so that it has greater thickening power in a roux.
 - d. Shortening can be used in place of butter to avoid a sauce that produces a “fuzzy” feeling in the mouth.
11. Liquid + thickening agent = _____.
 - a. Small Sauce
 - b. Leading Sauce
 - c. Main Small Sauce
 - d. Secondary Leading White Sauce
12. Velouté sauce can be made with _____ stock.
 - a. Fish
 - b. Chicken
 - c. White veal
 - d. All of the above
13. Espagnole or brown sauce is _____.
 - a. Given flavor and richness with mirepoix
 - b. More complicated to make than béchamel or velouté sauce
 - c. The starting point for the hearty, flavorful sauces that accompany red meat
 - d. All of the above
14. An emulsion is a _____.
 - a. Uniform mixture of two unmixable liquids
 - b. Mixture that has been boiled, cooled, and then boiled again
 - c. Solid ingredient thoroughly mixed into a liquid ingredient
 - d. Liquid that has enough body to stick to the back of a spoon
15. It is not necessary to have a roux and a liquid at the same temperature when they are combined.
 - a. True
 - b. False

Continued next page

Topic Review, continued

**Questions,
contd.**

16. Cooked foods to be mixed with mayonnaise must be chilled before mixing.
- True
 - False
17. Cooked salads differ from combination and vegetable salads in that they are usually mixed with a(n) _____ during preparation.
- Antioxidant or acid
 - Oil and vinegar combination
 - Thick dressing, such as mayonnaise
 - Sweet dressing, such as honey dijon
-

Lesson Review

Purpose The intention of this exercise is to give you the opportunity to practice preparing pasta, sauces, and cooked salads.

Directions Use the recipes included at the end of this lesson or any other recipe that your supervisor has selected to prepare the following:

- Macaroni and cheese (with béchamel)
- Italian style pasta salad
- Spaghetti and marinara sauce

You will need to meet with your supervisor to discuss and plan for:

- Quantities to prepare
- Mise en place
- Equipment to use
- Timelines within which to work
- Teamwork—where and with whom you will be working
- Recipe conversions to use
- Preparations to make ahead of time (the day/night before)

You will have time to ask questions of your supervisor before starting, but after that time you will be on your own to plan and act on your plans to produce at least one of the pasta products listed above.

Before practicing, be sure to observe a demonstration of the following tasks by your supervisor:

- How to prepare pasta with white sauce
- How to prepare a pasta salad
- How to prepare a pasta with red sauce

When you are finished preparing your pasta recipes, gather feedback from your supervisor regarding what he or she thinks of:

- What you prepared (how it looks, how it tastes), and
- How you prepared it (the methods you used)

Use the space provided on the next few pages to help document your thoughts and ideas on what you did well and what you can improve.

Lesson Review, continued

Feedback on Your Preparation of Pasta with a White Sauce

Use this section to summarize the feedback you received from your supervisor regarding your preparation of pasta with a white sauce.

The recipe I prepared was: _____

THE FOOD I PREPARED	THE FEEDBACK I RECEIVED
Pasta with a White Sauce	<p>What were the desired behaviors I performed that met or exceeded standards?</p> <p>_____</p> <p>What advice for improvement did I receive?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Practicing What You Have Learned

Overview

This lesson covers material associated with four EPQs, so there are four performance evaluations for you to complete. Before you attempt to pass the performance evaluations, however, we recommend that you practice the core tasks of the lesson:

- Prepare a white sauce
 - Prepare a tomato sauce
 - Prepare at least one cooked salad
 - Prepare at least one pasta product
-

Practicing the Core Tasks

Once you have finished reading the lesson and have completed the lesson review, you should meet with your supervisor and observe a demonstration of the core tasks listed above.

Once you have observed each of these tasks, you should, under supervision, perform the tasks yourself and receive corrective feedback about your performance from your supervisor.

Recipes

At the end of this lesson, you will find recipes examples for this activity:

- Sauce Recipe
 - Marinara Sauce
 - Cooked Salad
 - Pasta Salad
 - Pasta
 - Macaroni and Cheese
-

Performance Evaluation



Once you have completed this lesson—meaning you have read the material, completed the lesson review, observed demonstrations of the core tasks, and then practiced the core tasks enough to be moderately competent in them—you are ready to demonstrate the tasks for sign-off.

Your supervisor will discuss this sign-off process with you. It will involve your demonstrating the core tasks under the supervisor's observation, so that he or she can determine whether or not you are able to perform the tasks in a satisfactory manner. Using the Performance Evaluation sheets as a guide, he or she will mark “go” for tasks you perform well and “no go” for tasks where you need improvement. Performing the core tasks well enough to receive a “go” from your supervisor will mean that you met the Enlisted Performance Qualifications (EPQs) associated with the lesson. If you receive a “no go,” you must practice the core tasks, receive feedback, and practice again until you are able to perform the tasks well enough for sign-off.

The EPQs/core tasks for this lesson are:

- 4.A.08—Prepare a white sauce
 - 4.A.08—Prepare a tomato sauce
 - 4.A.17, 4.A.18—Prepare at least one cooked salad
 - 4.A.20—Prepare at least one pasta product
-

Lesson Summary

Summary

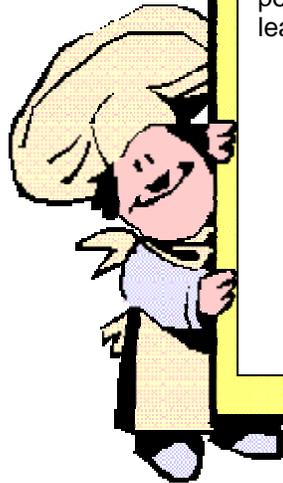
In this lesson, you learned about preparing pasta, sauces, and cooked salads. Having completed this lesson, you can:

- Prepare pasta products
 - Prepare sauces (white and red)
 - Prepare cooked salads
-

Next in this Unit

In the next lesson you will learn how to prepare potatoes and brown sauces. More specifically, you will learn:

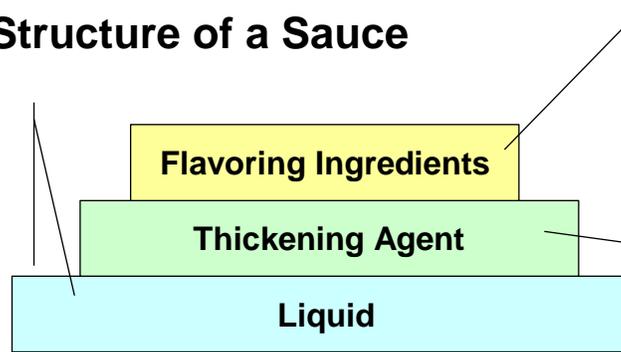
- Prepare potato products, including:
 - Baked potatoes
 - Boiled potatoes
 - Fat-fried potatoes
- Prepare a brown sauce



Completed Structure of a Sauce Model

Model of the Structure of a Sauce

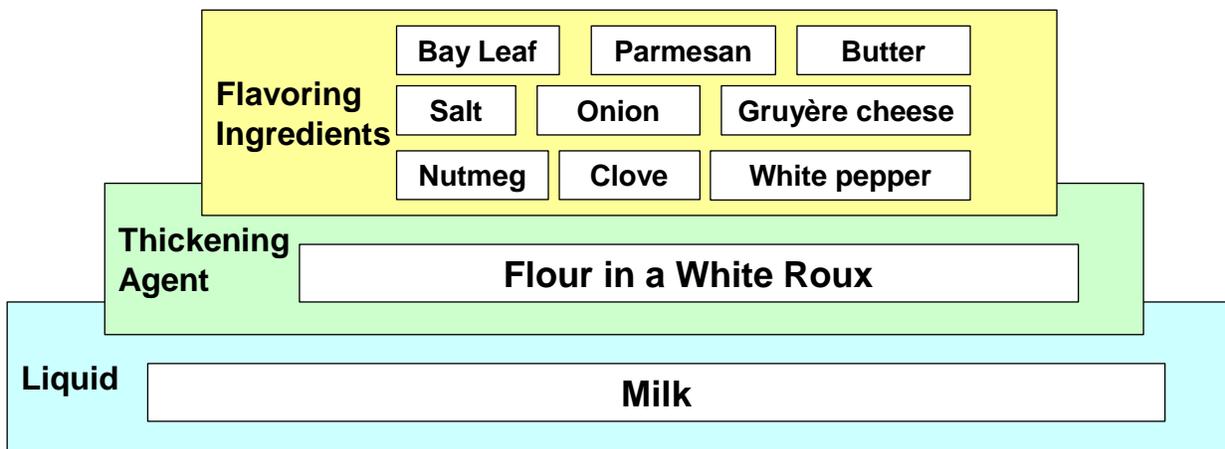
- White stock
- Brown stock
- Milk
- Tomato plus stock
- Clarified butter



- Shallots
- Pepper
- Herbs
- Butter, cream
- Salt
- (This list is virtually unlimited)

- Roux
- Starches (flour, cornstarch, etc.)
- Eggs

An Example: Mornay Sauce



Topic Review Feedback

Directions

Compare your answers in the Topic Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Describe the following four types of pasta and their uses: spaghetti, spaghettini, vermicelli, and linguine.

Spaghetti is long and round and is used with a wide variety of sauces, especially tomato. Spaghettini is like spaghetti except it's thinner and it's often used with olive oil and seafood sauces. Vermicelli is very thin and is often used in soups and with light delicate sauces. Linguine looks like flattened spaghetti and is often served with clam sauces. (p. 514)

2. What are two methods for preparing starches so that they can be incorporated into hot liquids? Why are they necessary and how do they work?

Mixing the starch (1) with a liquid (as in a cornstarch slurry) or (2) with a fat (as in a roux). These procedures are necessary to prevent lumping. The liquid or fat separates the starch granules so that they can all cook uniformly rather than forming lumps of uncooked starch. (p. 135)

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

3. Spaghetti should be cooked by
 - a. Adding it little by little to a large quantity of boiling, salted water and simmering gently until done.
 - b. Adding it all at once to just enough boiling, salted water to cover it and boiling until done.
 - c. **Adding it all at once to a large quantity of boiling, salted water and boiling until done.**
 - d. Adding it to cold water, bring to a boil, and simmering until done.

Continued next page

Topic Review Feedback, continued

Answers, contd.

4. Pasta cooked *al dente* _____.
 - a. **Is firm to the bite.**
 - b. Is slightly soft and mushy.
 - c. Must be held in its cooking water for at least 20 minutes before serving.
 - d. Sticks when you throw it against the wall.
5. Spaghetti that is cooked ahead of service should be held in cold water to keep it from sticking and then reheated to order.
 - a. True
 - b. **False**
6. A sauce adds _____ to foods.
 - a. Moistness
 - b. Flavor and richness
 - c. Appearance, interest, and appetite appeal
 - d. **All of the above**
7. Which of the following is not one of the three main categories of ingredients of a sauce?
 - a. Liquid
 - b. **Mirepoix**
 - c. Thickening agent
 - d. Additional seasonings and flavorings
8. A sauce should do all of the following except _____.
 - a. Work like a seasoning
 - b. Accent the flavor of food
 - c. Enhance the flavor of food
 - d. **Dominate the food it accompanies**
9. Which leading sauce is paired incorrectly with its liquid ingredient?
 - a. Béchamel → milk
 - b. Velouté → white stock
 - c. Hollandaise → clarified butter
 - d. **Espagnole → tomato plus white stock**
10. Which of the following statements is true?
 - a. Roux is another name for beurre manié.
 - b. **When adding a roux to a liquid, the roux may be cold or warm.**
 - c. Flour is often browned so that it has greater thickening power in a roux.
 - d. Shortening can be used in place of butter to avoid a sauce that produces a “fuzzy” feeling in the mouth.

Continued next page

Topic Review Feedback, continued

**Answers,
contd.**

11. Liquid + thickening agent = _____.
- Small Sauce
 - Leading Sauce**
 - Main Small Sauce
 - Secondary Leading White Sauce
12. Velouté sauce can be made with _____ stock.
- Fish
 - Chicken
 - White veal
 - All of the above**
13. Espagnole or brown sauce is _____.
- Given flavor and richness with mirepoix
 - More complicated to make than béchamel or velouté sauce
 - The starting point for the hearty, flavorful sauces that accompany red meat
 - All of the above**
14. An emulsion is a _____.
- Uniform mixture of two unmixable liquids**
 - Mixture that has been boiled, cooled, and then boiled again
 - Solid ingredient thoroughly mixed into a liquid ingredient
 - Liquid that has enough body to stick to the back of a spoon
15. It is not necessary to have a roux and a liquid at the same temperature when they are combined.
- True**
 - False
16. Cooked foods to be mixed with mayonnaise must be chilled before mixing.
- True**
 - False
17. Cooked salads differ from combination and vegetable salads in that they are usually mixed with a(n) _____ during preparation.
- Antioxidant or acid
 - Oil and vinegar combination
 - Thick dressing, such as mayonnaise**
 - Sweet dressing, such as honey dijon
-

Lesson Review Feedback

Gathering Feedback

While you are practicing and preparing the food item assigned these are the specific areas of feedback the supervisor will be paying attention to include the following:

DIMENSION	DESCRIPTION
Product Appearance and Presentation	Do the products produced meet the standards discussed in class?
Recipe Conversions	How free from errors were your recipe conversions, including lack of temps, pans, mise en place, method, and working factors?
Safety and Sanitation	To what degree did you operate within safety and sanitation guidelines, including washing your hands, proper use of the two-pan method, cuts, burns, knives, equipment, etc.?
Taste	How do the products taste?
Time Management	How did you manage your time? Was/were the product(s) completed on time?
Uniform	Did your uniform, as it was presented on the day of testing, meet the standard?

Marinara Sauce Recipe

MARINARA SAUCE			Recipe #							
Serves:	100		Serving Size	1 CUP						
Prep Time:	1 HOUR		Cooking Temp	SIMMER						
Cooking Time:	2 1/2 HOURS		Serving Pans							
Cooking Equipment:	SJK/SAUTE PAN		Pan Used							
Ingredients	Weight		Ea	Measure						Preparation
	LB	OZ		GL	QT	PT	CP	TBSP	TSP	
OLIVE OIL						1				
ONIONS, FRESH	4									SMALL DICE
RED BELL PEPPERS	4									SMALL DICE
GREEN BELL PEPPERS	4									SMALL DICE
MUSHROOMS	3									SLICED
GARLIC, FRESH							6			FINE BRUNOISE
TOMATO SAUCE, CAN	18									
WHOLE TOMATOES W/BASIL CA	18									CRUSHED
SUGAR, GRANULATED								5		
BASIL, FRESH/FRZ						1	1			CHOPPED
OREGANO, FRESH/FROZEN							1	8		CHOPPED
BLACK PEPPER								2		GROUND
KOSHER SALT								3	1	
RED PEPPER FLAKES									1/4	
THYME								1	1	LEAVES
ROSEMARY								1		GROUND
WHITE COOKING WINE						1	1			
BASIL, FRESH/FROZEN								8		CHOPPED
OLIVE OIL								8		
STEP 1: SAUTE GARLIC, ONIONS, PEPPERS, AND MUSHROOMS IN OLIVE OIL FOR 10 MINUTES.										
STEP 2: WITH THE EXCEPTION OF THE OIL AND BASIL AT THE END OF CARD, ADD REMAINING INGREDIENTS; SIMMER FOR 1 1/2 TO 2 HOURS.										
STEP 3: ADD REMAINING OIL AND BASIL, STIR, AND SERVE.										

Italian Style Pasta Salad (1 of 2)

M. SALADS, SALAD DRESSINGS, AND RELISHES No. 29				
ITALIAN STYLE PASTA SALAD				
YIELD: 100 Portions		EACH PORTION: 1/2 Cup (3 Ounces)		
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Vinegar and Oil Dressing Basil, sweet, crushed. . . .	2 lb. . . . 1/2 oz. . . .	1 qt. . . . 6 tbsp. . . .	. . . . . . . . . .	1. Prepare 1/2 recipe Vinegar and Oil Dressing (Recipe No. M-69). Add basil. Stir. Set aside for use in Step 4.
Water. Salt. Salad oil or olive oil. . . . Macaroni, shell, rigatoni, rotini or tortellini	16 lb. . . 2/3 oz. . . 1/2 oz. . . 3 lb 2 oz	2 to 3 gal 1 tbsp. . . 1 tbsp. . . 1 gal. . . .	. . . . . . . . . . . . . . . . . . . .	2. Add salt and salad oil or olive oil to water; heat to rolling boil. Slowly add macaroni, rigatoni, rotini or tortellini, stirring constantly or until water boils again. Cook 7 to 10 minutes or until just tender. Drain; rinse with cold water. Drain thoroughly.

CH-1

(OVER)

Italian Style Pasta Salad (2 of 2)

M. SALADS, SALAD DRESSINGS, AND RELISHES No. 29				
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Salami, coarsely chopped	2 lb.	6 1/2 cups	3. Add salami, cheese, olives, celery, onions, peppers and tomatoes to cooked macaroni, rigatoni, rotini or tortellini. Toss lightly.
Cheese, Provolone, cut in 1/2 inch cubes	2 lb 8 oz	7 1/2 cups	.....
Olives, ripe, pitted, sliced, drained	1 lb 14 oz	3 cups (2-No. 300 cn)	4. Add Vinegar and Oil Dressing. Toss lightly. Cover; refrigerate at least 3 hours or until flavors are well blended. Keep refrigerated until ready to serve.
Celery, fresh, chopped	12 oz. . . .	2 1/4 cups	.....
Onions, dry, chopped	8 oz.	1 1/2 cups	.....
Peppers, sweet, fresh, chopped	8 oz.	1 1/2 cups	.....
Tomatoes, fresh, diced 1/2 to 3/4 inch	2 lb 8 oz	5 1/2 cups	.....

NOTE: 1. In Step 1, 2 lb (1 qt) prepared fat free Italian Salad Dressing may be used.
 2. In Step 3: 1 lb 1 oz fresh celery A.P. will yield 12 oz chopped celery;
 9 oz dry onions A.P. will yield 8 oz chopped onions;
 10 oz sweet fresh peppers A.P. will yield 8 oz chopped fresh sweet peppers;
 2 lb 9 oz fresh tomatoes A.P. will yield 2 lb 8 oz diced tomatoes.

Macaroni and Cheese Recipe

Macaroni and Cheese (Gisslen)			
Portions: 15 Portion size: 6 oz.			
U.S.	Metric	Ingredients	Procedure
1 lb	450 g	Elbow macaroni	1. Cook macaroni according to basic method for boiling pasta. Drain and rinse in cold water.
1 qt	1 L	Medium Béchamel, hot <i>(Professional Cooking, p. 145)</i>	2. Flavor the white sauce with the dry mustard and Tabasco.
1 tsp	5 mL	Dry mustard	3. Mix the macaroni with the cheese. Combine with the béchamel.
dash	dash	Tabasco	4. Pour into buttered half-size hotel pan. Sprinkle with bread crumbs and paprika.
1 lb	450 g	Cheddar cheese, grated	5. Bake at 350 °F (175 °C) until hot and bubbling, about 30 minutes.
		Garnish:	
as needed	as needed	Bread crumbs	
as needed	as needed	Paprika	

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PERFORMANCE EVALUATION 7.4.1

Preparing White and Tomato/Red Sauces

Goal The student will perform the following:

- Prepare a white sauce
 - Prepare a tomato/red sauce
-

Process Given a recipe calling for a tomato/red sauce, you will prepare the red sauce.
Given a recipe calling for a white sauce, you will prepare the white sauce.

Directions Using the recipes as guidelines, as well as reference material and job aids provided by the supervisor, you will:

Hands – On Practice

1. Interpret the recipes.
2. Collect all the equipment and food items.
3. Prepare the equipment and food items.
4. Prepare the products according to the recipe.

When you have completed the practice, see your supervisor for further instructions.

Checklist Fill in your name on the Unit 7 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise.

Feedback Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you.

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PERFORMANCE EVALUATION 7.4.1A

Prepare a White Sauce

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
 4.A.08 Prepare the following sauces IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Brown sauce
- White sauce
- Tomato sauce

Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time.
---	--

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /		
		Date		Y	N	Date		Y	N	Date		
1. The performer prepared a roux by: <ul style="list-style-type: none"> • Melting fat • Adding the same proportion of flour as fat • Stirring until the fat and flour were thoroughly mixed. • S/he then cooked the roux on moderate heat for a few minutes, stopping as soon as the roux had a frothy, chalky, slightly gritty appearance, and before it began to color. 	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer incorporated the roux into white stock.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. Using another saucepan, the performer scalded the milk.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Location _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)					
4. The performer gradually added the hot stock to the roux, beating constantly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The performer brought the mixture to a boil, stirring constantly, and then reduced the heat to a simmer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer stuck a bay leaf to an onion with a clove and added it to the sauce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer let the mixture simmer for at least one minute or, if possible, for 30 minutes or more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer stirred the mixture occasionally while it cooked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer adjusted the consistency of the mixture with more hot milk, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer seasoned the mixture very lightly with salt and pepper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. The performer flavored the sauce with cheese and dry mustard, and Worcestershire sauce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. The performer covered the sauce to prevent skin formation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. The performer kept the sauce warm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go	
							<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 7.4.1B

Prepare a Tomato/Red Sauce

Location _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)						
EPQ 4.A.08 Prepare the following sauces IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> • Brown sauce • White sauce • Tomato sauce 									
Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 			<u>Safety:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 						
TASK	COMMENTS								
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date
1. The performer sautéed the garlic, onions, peppers, and mushrooms in olive oil for 10 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. With the exception of the oil and basil listed at the end of the recipe, the performer added the remaining ingredients and simmered the sauce for 1½ to 2 hours.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer added the remaining oil and basil and stirred.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 7.4.2

Preparing Cooked Salads

Goal	The student will perform the following: <ul style="list-style-type: none">• Prepare a cooked salad <hr/>
Process	Given a recipe for a cooked salad, you will prepare the salad. <hr/>
Directions Hands – On Practice	Using the recipes as guidelines, as well as reference material and job aids provided by the supervisor, you will: <ol style="list-style-type: none">1. Interpret the recipes.2. Collect all the equipment and food items.3. Prepare the equipment and food items.4. Prepare the products according to the recipe. When you have completed the practice, see your supervisor for further instructions. <hr/>
Checklist	Fill in your name on the Unit 7 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise. <hr/>
Feedback	Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you. <hr/>

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PERFORMANCE EVALUATION 7.4.2

Prepare a Cooked Salad

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
-----------------------------------	---	--

EPQ
4.A.17 Prepare at least one cooked salad IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
---	--

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	/ /	/ /	Y	N	/ /	/ /	Y	N	/ /	/ /
	Date		Date		Date		Date		Date		Date	
1. The performer determined how to handle the cooked ingredients and acted accordingly: <ul style="list-style-type: none"> If the ingredients were already cooked, s/he checked that they were cool before mixing. If the ingredients were leftovers, s/he checked that they had been handled according to the rules of good sanitation and food handling. S/he continued to handle them according to these rules. If the ingredients were not yet cooked, s/he cooked them and cooled them before mixing them with other ingredients. 	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer cut the ingredients into bite-size pieces.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer mixed the ingredients.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
4. The performer kept the salad mixture chilled.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
5. The performer chose attractive, colorful garnishes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go

PERFORMANCE EVALUATION 7.4.3

Preparing Pasta

Goal	The student will perform the following: <ul style="list-style-type: none">• Prepare a pasta product
Process	Given a recipe calling for pasta, you will prepare the pasta.
Directions Hands – On Practice	Using the recipes as guidelines, as well as reference material and job aids provided by the supervisor, you will: <ol style="list-style-type: none">1. Interpret the recipes.2. Collect all the equipment and food items.3. Prepare the equipment and food items.4. Prepare the products according to the recipe. When you have completed the practice, see your supervisor for further instructions.
Checklist	Fill in your name on the Unit 7 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise.
Feedback	Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you.

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PERFORMANCE EVALUATION 7.4.3

Prepare a Pasta Product

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.20 Prepare at least one pasta product IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.									
Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 								
	COMMENTS								
TASK	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date
1. The performer brought salted water to a boil, using at least four quarts of salted water per pound of pasta and 1-1/2 tablespoons of salt per 4 quarts of water	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. Once the water was boiling rapidly, the performer placed the pasta in the water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. As the pasta softened, the performer stirred it gently to keep it from sticking together and to the bottom of the pot.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer let the water continue to boil and stirred it a few times.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
5. As soon as the pasta is cooked <i>al dente</i> , the performer drained the pasta in a colander and rinsed it with cold running water—enough to stop the cooking but not enough to cool the pasta.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
6. The performer transferred the pasta to a steam table pan and tossed it with oil to prevent sticking.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go					

LESSON 5

How to Prepare Potatoes and Brown Sauces

Introduction

Overview

In this lesson, you will learn to prepare potato products and a brown sauce. This section of the lesson includes:

- Performance qualifications
 - Objectives
 - Performance evaluation
 - Tools and references
 - Recommended reading
 - Topics covered by this lesson
-

Performance Qualifications

This lesson covers two Enlisted Performance Qualifications (EPQs):

4.A.21 Prepare potato products utilizing the following cooking methods IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Baked
- Boiled/Simmered
- Dry heat using fat/frying

4.A.08 Prepare the following sauces IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Brown sauce
- White sauce
- Tomato sauce

Regarding 4.A.08, in this lesson we will prepare a brown sauce. You prepared white and red/tomato sauces in Lesson 4, “How to Prepare Pastas and Sauces”.

Introduction, continued

Objectives

Upon completion of this lesson, given recipes, raw ingredients, and access to required equipment, you will:

- Prepare potato products, including:
 - Baked potatoes
 - Boiled potatoes
 - Fat-fried potatoes
- Prepare a brown sauce

Performance Evaluation

There will be a performance evaluation in this lesson. This evaluation will cover the EPQs 4.A.21 and 4.A.08 as listed above.

Tools and References

The tools and references for this lesson include:

- Professional Cooking, by Wayne Gisslen.
 - Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
 - Recipes for:
 - Baked potatoes
 - French fries
 - Whipped (mashed) potatoes and gravy
 - Cookware/cooking equipment
 - Food products (potatoes, seasonings, etc.) for all activities
 - Unit 1, Appendix C, Glossary of Key Terms
-

Recommended Reading

To get the most out of this lesson, be sure to read the following:

- Professional Cooking*:
 - “Potatoes and other Starches” (Chapter 18, section on Potatoes)
 - “Stocks and Sauces” (Chapter 8, section on Sauces)
-

Topics Covered by This Lesson

This lesson covers the following topics:

- How to prepare potatoes
 - How to prepare a brown sauce
-

How to Prepare Potatoes

Overview

Potatoes are among the most important staple foods in our kitchens. Because it functions as both a vegetable and a starch, the potato appears in all three meals more often than any other food.

In this section, you will learn how to prepare potatoes. Specifically, this section covers:

- How to prepare baked potatoes
- Types of potatoes
- Quality, storage, and market forms
- How to prepare boiled potatoes
- How to prepare whipped potatoes
- How to prepare fat-fried potatoes

How to Prepare Baked Potatoes

To prepare baked potatoes, follow these steps:

PREPARING BAKED POTATOES	
STEP	ACTION
1.	Read the recipe guideline details and gather the equipment and ingredients to be used.
2.	Scrub the potatoes well, and pierce the ends with a fork or skewer so steam can escape.
3.	For crisp skins, rub lightly with oil. For more tender skin, leave dry.
4.	Place on sheet pans or on sheet pan racks in a preheated 400 °F oven.
5.	Bake until done (about 1 hour).
6.	Test doneness by checking the temperature of the potatoes. Potatoes are done when their internal temperature reaches 208 °F to 211 °F. At this point they will feel consistently soft all around with no hard spots and they can easily be pierced with a fork.
7.	Remove the potatoes from the oven.
End of procedure	

Continued next page

How to Prepare Potatoes, continued

How to Prepare Baked Potatoes, contd.

Key points:

- Cooking methods for potatoes—boiling, steaming, baking, etc.—are essentially the same as for vegetables.
 - Use russet or other regularly-shaped potatoes.
 - Foil-wrapped potatoes do not bake but rather steam in their own moisture. The texture of a steamed potato is different from that of a baked potato. The baked method produces a better product and it's less expensive.
-

Types of Potatoes

Potatoes are classified according to their starch content. The amount of starch determines the use for which they are most suitable.

There are two general classifications of potatoes:

- Waxy or new potatoes
- Mature or starchy potatoes

The Mature classification is further divided into two types:

- Russets or Idahos
- All-purpose

To help you understand these better, use *Professional Cooking*, Potatoes and Other Starches chapter to complete each table below.

To make the table “Moisture, Sugar, and Starch in Potatoes” useful, circle High or Low for each classification.

MOISTURE, SUGAR, AND STARCH IN POTATOES			
TYPE	MOISTURE CONTENT	SUGAR CONTENT	STARCH CONTENT
Waxy or New	High / Low	High / Low	High / Low
Mature	High / Low	High / Low	High / Low

Continued next page

How to Prepare Potatoes, continued

Types of Potatoes, contd.

To make the table “Potatoes – Descriptions and Uses” useful, complete the blank cells, using *Professional Cooking, Potatoes and Other Starches* chapter.

POTATOES – DESCRIPTIONS AND USES		
TYPE	GENERAL DESCRIPTION	IDEAL USE
Waxy or New		
Mature or Starchy		
Russet or Idaho		
All-Purpose		

Key points:

- Potatoes are classified according to their starch content.
- Mature potatoes, such as russet and Idaho, have more starch content than waxy or new potatoes.

How to Prepare Potatoes, continued

Quality, Storage, and Market Forms

When handling potatoes it is important for you to know the characteristics of quality potatoes. Use the table below to help you know what to look for.

To make the “Quality in Potatoes” table useful, complete the empty cells for each characteristic. Use *Professional Cooking, Potatoes and Other Starches* chapter to help you with this.

When examining potatoes for quality, look for:

QUALITY IN POTATOES		
CHARACTERISTIC	HIGH-QUALITY	LOW-QUALITY
Coloring		
Eyes – Depth		
Presence of Sprouts		
Skin – Clarity		
Skin – Firmness		
Skin – Moisture		

Key points:

- Potatoes should be stored in a cool, dry, dark place.
- There are six different market forms of potatoes available:
 1. Fresh, unprocessed
 2. Peeled
 3. Canned
 4. French fries (blanched, frozen)
 5. Other frozen
 6. Dehydrated

How to Prepare Potatoes, continued

How to Prepare Boiled Potatoes

In this section, you will prepare boiled potatoes for use in the following recipe:

- ❑ Whipped (mashed) potatoes

Note: Recall that mature potatoes should be used in recipes such as mashed potatoes, and waxy potatoes should be used in potato salads, as starchier potatoes will not hold their shape.

Follow these steps to prepare boiled potatoes.

PREPARING A BOILED/SIMMERED POTATO PRODUCT	
STEP	ACTION
1.	Read the recipe guideline details.
2.	Gather the equipment and ingredients to be used.
3.	Peel and eye the potatoes.
4.	Cut the potatoes into uniform portions.
5.	Trim the pieces to shape.
6.	Place the potatoes in a pot, and cover them with salted water.
7.	Bring the water to a boil, lower the heat, and simmer until tender.
8.	Drain and let the potatoes steam dry in the colander for 1 minute.
9.	Place in a hotel pan, cover with clean, damp towel, and hold for service.
End of procedure	

How to Prepare Potatoes, continued

How to Prepare Whipped Potatoes

To prepare whipped or mashed potatoes, follow these steps:

PREPARING WHIPPED POTATOES	
STEP	ACTION
1.	Read the recipe guideline details.
2.	Gather the ingredients and equipment to be used.
3.	Peel and eye the potatoes.
4.	Cut the potatoes into uniform sizes.
5.	Cover the potatoes in salted water, and simmer until tender.
6.	Drain the potatoes well, and let them steam dry for a few minutes.
7.	Place potatoes in mixer with paddle attachment. Mix until well broken up.
8.	Replace paddle with whip and beat until well puréed. Do not over- whip or potatoes will become pasty.
9.	Beat in butter, then cream.
10.	Add enough hot milk to bring potatoes to proper consistency. They should be soft and moist, but firm enough to hold their shape, not runny.
11.	Add salt and white pepper to taste.
12.	Whip <i>briefly</i> at high speed until potatoes are light and fluffy. Do not over- whip.
13.	Serve immediately.
End of procedure	

Key Points:

- ❑ Boiled potatoes are generally started in cold water rather than hot. This allows for more even cooking and heat penetration from outside to inside during the relatively long cooking time required.
 - ❑ Potatoes are never cooled in cold water, unlike most vegetables. This would make them soggy.
-

How to Prepare Potatoes, continued

How to Prepare Fat-Fried Potatoes (Frozen)

French fries, fat-fried, or deep-fried potatoes, are one of the most popular items in American food service. They are typically made from blanched, frozen products. In the tables below, we will include methods for both fresh and frozen, but you will likely use the frozen method more often.

To prepare French fries from **frozen** product, follow these steps:

PREPARING A DRY HEAT FAT/FRIED POTATO PRODUCT (FROZEN)	
STEP	ACTION
1.	Read the recipe guideline details.
2.	Gather the ingredients and equipment to be used.
3.	Fry the potatoes in small quantities in fat heated to 350–375 °F until brown and crisp.
4.	Drain well.
5.	Serve immediately.
End of procedure	

Key points:

- ❑ See *Professional Cooking*, Basic Cooking Principles chapter for guidelines for deep-frying.
 - ❑ Russet or Idaho potatoes are most suitable for frying because of their high starch content and their regular shape.
 - ❑ Starchy potatoes should be used for fried products that are made from cooked, puréed potatoes (e.g., potato croquettes, Dauphine potatoes, Lorette potatoes, etc.)
-

How to Prepare Potatoes, continued

How to Prepare Fat-Fried Potatoes (Fresh/Raw)

To prepare French fries from **fresh** product, follow these steps:

PREPARING A DRY HEAT FAT/FRIED POTATO PRODUCT (FRESH)	
STEP	ACTION
1.	Read the recipe guideline details.
2.	Gather the ingredients and equipment to be used.
3.	Peel and eye the potatoes.
4.	Cut the potatoes into strips $\frac{3}{8}$ -inch square and about 3 inches long.
5.	Hold the cut potatoes in cold water until needed.
6.	Line sheet pans with several layers of brown paper, and have them ready by the deep fryer.
7.	Drain and dry the potatoes well.
8.	Deep fry the potatoes in fat heated to 325 °F until they are just beginning to turn a pale, gold color.
9.	Remove the potatoes from the fryer, and turn them out onto the sheet pans in a single layer to drain and refrigerate.
10.	At service time, fry the potatoes in small quantities in fat heated to 350–375 °F until they are brown and crisp.
11.	Drain the potatoes well.
12.	Serve the potatoes immediately.
End of procedure	

Summary, Potatoes

This section on potatoes covered:

- Types of potatoes
 - Quality, storage, and market forms
 - How to prepare baked potatoes
 - How to prepare boiled potatoes
 - How to prepare fat-fried potatoes
-

How to Prepare a Brown Sauce

Overview

In Unit 6, Lesson 5 you learned to prepare tartar and cocktail sauces. In Unit 7, Lesson 4 you learned to prepare white and red/tomato sauces. In this section, you will learn to prepare a brown sauce. This brown sauce is particularly suited for serving with mashed potatoes.

Preparing a Brown Sauce

To prepare a brown sauce, follow these steps:

PREPARING A BROWN SAUCE	
STEP	ACTION
1.	Read the recipe details.
2.	Gather the equipment and ingredients to be used.
3.	In a sauté pan, add the melted butter.
4.	When the butter is hot, sauté the onions and garlic until they are soft.
5.	Add flour and stir to make the roux.
6.	Cook for 15 to 20 minutes, stirring repeatedly, until roux is lightly browned.
7.	Add beef stock to the roux, stirring the mixture continuously until it is slightly thickened and smooth.
8.	Add seasonings to taste, and continue to cook until the sauce has thickened.
9.	Serve immediately.
End of procedure	

Key points:

- ❑ Examples of other brown sauces can be found in *Professional Cooking*, Stocks and Sauces chapter.
-

Topic Review

Purpose

The intention of this exercise is to help you confirm what you have learned about how to prepare potatoes and how to prepare brown sauces.

Directions

Test your knowledge of the concepts and principles of this lesson by choosing the best, most correct answer to each question below. Some questions require you to create answers or fill in blanks. Use the lesson material and references to assist you as necessary.

When you have finished answering the questions, compare your answers to the correct answers in the “Topic Review Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them, and discuss them when you meet with your supervisor.

Questions

1. If mature, starchy potatoes are best for puréeing (mashed, duchesse, etc.) then why doesn't everyone use russets or Idahos, which are the starchiest?

Continued next page

Topic Review, continued

Questions, contd.

2. Many of the potato recipes in Chapter 18 do not indicate what type of potato to use. For each of the following seven recipes, make a recommendation for what type of potato to use (all-purpose, russet, or waxy).

RECIPE	RECOMMENDED POTATO
Anna	
Au gratin	
Baked	
Boiled potatoes	
Croquettes	
French fries	
Whipped	

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

3. Fresh, unprocessed potatoes should be stored _____.
- In the refrigerator
 - In a cool, moist place
 - In a warm, dry, dark place
 - In a cool, dry, dark place
4. The potato is a _____.
- Starch
 - Vegetable
 - Both a and b
 - Neither a nor b
5. Frozen French fries should not be thawed before frying.
- True
 - False
6. Russet or Idaho potatoes are _____.
- Ideal for boiling
 - Best for deep-frying
 - High in moisture and sugar
 - Best for salads, soups, and hash browns

Continued next page

Topic Review, continued

**Questions,
contd.**

7. _____ potatoes can be white, yellow, blue, or purple.
 - a. All-purpose
 - b. Waxy or new
 - c. Russets or Idaho
 - d. None of the above
 8. Chef Boeuf buys _____ potatoes when he is not concerned about the shape of the potatoes he will serve.
 - a. All-purpose
 - b. Waxy or new
 - c. Russets or Idaho
 - d. None of the above
 9. Which of the following is the best explanation of why the baked potato you ordered has an excessively strong sweet taste?
 - a. It has been allowed to sprout.
 - b. It was not baked long enough.
 - c. It was refrigerated before it was baked.
 - d. Either a or c.
 10. Baked potatoes to be held for more than 30 minutes should be wrapped, breaded, and fried.
 - a. True
 - b. False
 11. When potatoes are boiled, they should be _____.
 - a. Cooled in cold water after cooking
 - b. Started in hot, rather than cold water
 - c. Both of the above
 - d. None of the above
 12. Potatoes should not be wrapped in foil when they are baked because they _____.
 - a. Steam rather than bake
 - b. Take much longer to cook
 - c. Lose most of their nutrients
 - d. Turn an unappealing gray color
-

Lesson Review

Purpose The intention of this exercise is to give you the opportunity to practice how to prepare potatoes and how to prepare brown sauces.

Directions Use the recipes included at the end of this lesson or any other recipe that your supervisor has selected to prepare the following:

- Baked potatoes
- Mashed potatoes and gravy
- French fries

This activity will take several hours. You will need to meet with your supervisor to discuss and plan for:

- Quantities to prepare
- Mise en place
- Equipment to use
- Timelines within which to work
- Teamwork—where and with whom you will be working
- Recipe conversions to use
- Preparations to make ahead of time (the day/night before)

You will have time to ask questions of your supervisor before starting, but after that time you will be on your own to plan and act on your plans to produce the potato products listed above.

Before practicing, be sure to observe a demonstration of the following tasks by your supervisor:

- How to prepare baked potatoes
 - How to prepare potatoes and gravy
 - How to prepare French fries
-

Lesson Review, continued

Gathering Feedback

When you are finished preparing your potato recipes, gather feedback from your supervisor regarding what he or she thinks of:

- What you prepared (how it looks, how it tastes), and
- How you prepared it (the methods you used)

Specific areas of feedback the supervisor will be paying attention to include the following:

DIMENSION	DESCRIPTION
Product Appearance and Presentation	Do the products produced meet the standards discussed in class?
Recipe Conversions	How free from errors were your recipe conversions, including lack of temps, pans, mise en place, method, and working factors?
Safety and Sanitation	To what degree did you operate within safety and sanitation guidelines, including washing your hands, proper use of the two-pan method, cuts, burns, knives, equipment, etc.?
Taste	How do the products taste?
Time Management	How did you manage your time? Was/were the product(s) completed on time?
Uniform	Did your uniform, as it was presented on the day of testing, meet the standard?

Use the space provided on the next few pages to help you document their thoughts and ideas on what you did well and what you can improve.

Lesson Review, continued

Feedback on Your Preparation of Baked Potatoes

Use this section to summarize the feedback you received from your supervisor regarding your preparation of a baked potato product.

The recipe I prepared was: _____

THE FOOD I PREPARED	THE FEEDBACK I RECEIVED
Baked Potatoes	<p>What were the desired behaviors I performed that met or exceeded standards?</p> <p>_____</p> <p>What advice for improvement did I receive?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Lesson Review, continued

Feedback on Your Preparation of a Brown Sauce

Use this section to summarize the feedback you received from your supervisor regarding your preparation of a brown sauce.

The recipe I prepared was: _____

THE FOOD I PREPARED	THE FEEDBACK I RECEIVED
Brown Sauce	<p>What were the desired behaviors I performed that met or exceeded standards?</p> <p>_____</p> <p>What advice for improvement did I receive?</p> <p>_____</p>

Practicing What You Have Learned

Overview

This lesson covers material associated with two EPQs, so there are two performance evaluations for you to complete. Before you attempt to pass the performance evaluations, however, we recommend that you practice the core tasks of the lesson:

- ❑ Prepare potato products utilizing the following cooking methods
 - Baked
 - Boiled/simmered
 - Dry heat using fat/frying
 - ❑ Prepare a brown sauce
-

Practicing the Core Tasks

Once you have finished reading the lesson and have completed the lesson review, you should meet with your supervisor and observe a demonstration of the core tasks listed above.

Once you have observed each of these tasks, you should, under supervision, perform the tasks yourself and receive corrective feedback about your performance from your supervisor.

Performance Evaluation



Once you have completed this lesson—meaning you have read the material, completed the lesson review, observed demonstrations of the core tasks, and then practiced the core tasks enough to be moderately competent in them—you are ready to demonstrate the tasks for sign-off.

Your supervisor will discuss this sign-off process with you. It will involve your demonstrating the core tasks under the supervisor's observation, so that he or she can determine whether or not you are able to perform the tasks in a satisfactory manner. Using the Performance Evaluation sheets as a guide, he or she will mark “go” for tasks you perform well and “no go” for tasks where you need improvement. Performing the core tasks well enough to receive a “go” from your supervisor will mean that you met the Enlisted Performance Qualifications (EPQs) associated with the lesson. If you receive a “no go,” you must practice the core tasks, receive feedback, and practice again until you are able to perform the tasks well enough for sign-off.

The EPQs/core tasks for this lesson are:

- 4.A.21—Prepare potato products utilizing the following cooking methods
 - Baked
 - Boiled/simmered
 - Dry heat using fat/frying
 - 4.A.08—Prepare a brown sauce
-

Lesson Summary

Summary

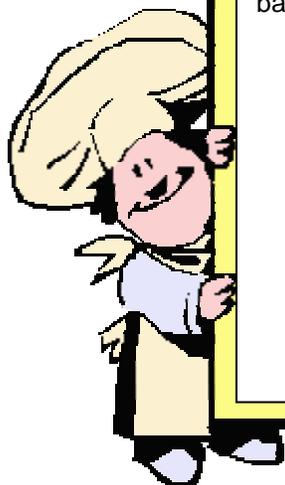
In this lesson, you learned about preparing potatoes. Having completed this lesson, you can:

- ❑ Prepare potato products, including:
 - Baked potatoes
 - Boiled potatoes
 - Fat-fried potatoes
 - ❑ Prepare a brown sauce
-

Next in this Course

In the next unit, Unit 8, you will learn how to prepare baked goods. More specifically, you will learn about:

- Measurements and recipes, the baking process, and ingredients
- The different types of cookies, and how to prepare them
- How to prepare cakes, including types of recipes, mixing methods, and frostings
- How to one-crust and two-crust pies
- How to prepare yeast-raised bread products



Topic Review Feedback

Directions

Compare your answers in the Topic Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. If mature, starchy potatoes are best for puréeing (mashed, duchesse, etc.) then why doesn't everyone use russets or Idahos, which are the starchiest?

They are too expensive. All-purpose potatoes are starchy enough and they are much more economical. (Potatoes and Other Starches chapter)

2. Many of the potato recipes in Chapter 18 do not indicate what type of potato to use. For each of the following seven recipes, make a recommendation for what type of potato to use (all-purpose, russet, or waxy).

RECIPE	RECOMMENDED POTATO
Anna	Waxy
Au gratin	Waxy or all-purpose
Baked	Russet
Boiled potatoes	Waxy or all-purpose
Croquettes	All-purpose
French fries	Russet
Whipped	All-purpose

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

3. Fresh, unprocessed potatoes should be stored _____.
 - a. In the refrigerator
 - b. In a cool, moist place
 - c. In a warm, dry, dark place
 - d. In a cool, dry, dark place**

Continued next page

Topic Review Feedback, continued

**Answers,
contd.**

4. The potato is a _____.
 - a. Starch
 - b. Vegetable
 - c. Both a and b**
 - d. Neither a nor b
5. Frozen French fries should not be thawed before frying.
 - a. True**
 - b. False
6. Russet or Idaho potatoes are _____.
 - a. Ideal for boiling
 - b. Best for deep-frying**
 - c. High in moisture and sugar
 - d. Best for salads, soups, and hash browns
7. _____ potatoes can be white, yellow, blue, or purple.
 - a. All-purpose
 - b. Waxy or new**
 - c. Russets or Idaho
 - d. None of the above
8. Chef Boeuf buys _____ potatoes when he is not concerned about the shape of the potatoes he will serve.
 - a. All-purpose**
 - b. Waxy or new
 - c. Russets or Idaho
 - d. None of the above
9. Which of the following is the best explanation of why the baked potato you ordered has an excessively strong sweet taste?
 - a. It has been allowed to sprout.
 - b. It was not baked long enough.
 - c. It was refrigerated before it was baked.
 - d. Either a or c.**
10. Baked potatoes to be held for more than 30 minutes should be wrapped, breaded, and fried.
 - a. True
 - b. False**

Continued next page

Topic Review Feedback, continued

**Answers,
contd.**

11. When potatoes are boiled, they should be _____.
- a. Cooled in cold water after cooking
 - b. Started in hot, rather than cold water
 - c. Both of the above
 - d. None of the above**
12. Potatoes should not be wrapped in foil when they are baked because they _____.
- a. Steam rather than bake**
 - b. Take much longer to cook
 - c. Lose most of their nutrients
 - d. Turn an unappealing gray color
-

Baked Potatoes Recipe

Q. VEGETABLES No. 44

BAKED POTATOES

YIELD: 100 Portions (3 Pans)			EACH PORTION: 1 Potato (6 1/2 Ounces)	
PAN SIZE: 18 by 26-inch Sheet Pan			TEMPERATURE: 425°F. Oven	
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Potatoes, white, fresh, medium size, baking type, A.P.	42 lb 14 oz	100 each	.....	1. Scrub potatoes well; remove any blemishes. Place on sheet pans. Prick skin several times with fork to allow steam to escape. 2. Bake 50 minutes or until done.

- NOTE:
1. In Step 2, if convection oven is used, bake at 400°F. 35 to 40 minutes or until done on high fan, closed vent.
 2. In Step 2, if microwave-convection oven is used, use 6 half sheet pans (13 by 18 inches). Bake at 450°F. 30 to 35 minutes with 80% microwave power throughout.
 3. Potatoes are done when 208°F. to 211°F. internal temperature is reached. When done, a fork will easily pierce potato.
 4. Potatoes may be baked a few at a time in a microwave oven as needed.

VARIATION

1. **QUICK BAKED POTATO HALVES:** Omit Step 1. Scrub potatoes well; remove any blemishes. Cut potatoes in half lengthwise. Dry cut sides on paper towels. Place cut sides down, in rows 5 by 6, on well-greased sheet pans (6 pans). Bake 30 minutes or in 400°F. convection oven 20 minutes or until done and cut sides are evenly browned on high fan, closed vent. EACH PORTION: 2 Potato Halves (7 Ounces).

CH-1

Mashed Potatoes Recipe

MASHED POTATOES			Recipe #							
Serves:	100		Serving Size	1 CUP						
Prep Time:	1 HOURS		Cooking Temp	BOILING						
Cooking Time:	60 MINUTES		Serving Pans	FULL MEDIUMS						
Cooking Equipment:	SJK/SAUCE POT		Pan Used							
Ingredients	Weight		Ea	Measure						Preparation
	LB	OZ		GL	QT	PT	CP	TBSP	TSP	
POTATOES, BAKERS	32									PEELED AND QUARTERED
WATER, COLD			10							
BUTTER	1									MELTED
WHITE PEPPER								2		GROUND
MILK, 2%				1						WARMED
HEAVY CREAM						1				WARMED
KOSHER SALT								3		
STEP 1: COMBINE POTATOES AND COLD WATER; BRING TO A BOIL AND COOK FOR 15 TO 20 MINUTES OR UNTIL TENDER.										
STEP 2: WHILE POTATOES ARE COOKING, IN A DOUBLE BOILER, MIX MILK AND HEAVY CREAM. BRING TO JUST BELOW A SIMMER. KEEP WARM.										
STEP 3: DRAIN POTATOES.										
STEP 4: ADD POTATOES AND BUTTER IN TO A LARGE MIXING BOWL.										
STEP 5: ON LOW SPEED, USING A PADDLE, MIX FOR 2 MINUTES.										
STEP 6: ADD GARLIC AND GROUND PEPPER. ON LOW SPEED MIX FOR 1 MINUTE.										
STEP 7: SLOWLY ADD HALF OF THE CREAM AND MILK MIXTURE. STIR ONE MINUTE.										
STEP 8: REMOVE PADDLE AND REPLACE WITH A WIRE WHIP; ON MEDIUM SPEED, WHIP UNTIL LIGHT AND FLUFFY, WHILE SLOWLY ADDING REMAINING MILK/CREAM MIXTURE TO DESIRE CONSISTENCY.										

French Fries Recipe

Q. VEGETABLES No. 45 (1)				
FRENCH FRIED POTATOES				
YIELD: 100 Portions			EACH PORTION: 1 Cup (3 1/2 Ounces)	
TEMPERATURE: 365°F. Deep Fat				
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Potatoes, white, fresh, peeled, French fry cut Water, cold.	37 lb. ... .....	..... to cover	..... .....	1. Hold potatoes in cold water until needed to prevent discoloration. 2. Drain; dry well. 3. Fill fryer basket about 2/3 full; fry about 7 minutes or until golden brown. 4. Drain well in basket or on absorbent paper. DO NOT cover fries. 5. Serve immediately.

NOTE: 1. In Step 1, 45 lb 8 oz fresh, white potatoes A.P. will yield 37 lb French fry cut potatoes. If automatic cutter is not available, cut peeled, eyed potatoes into strips 3 to 4 inches long, 3/8 to 1/2-inch thick.
 2. In Step 1, 37 lb fresh, peeled, French style, ready-to-use potatoes may be used.
 3. In Step 3, fry in small batches. Potatoes lose crispness if allowed to stand on steam table.

VARIATIONS

1. **FRENCH FRIED POTATOES (FROZEN):** Omit Steps 1 and 2. Use 35 lb frozen French fried potatoes. In Step 3, fry about 4 minutes at 375°F. or until golden brown. Follow Steps 4 and 5.

CH-1 (OVER)

French Fries Recipe, continued

Q. VEGETABLES No. 45 (1)

2. FRENCH FRIED POTATOES (FROZEN) (OVEN METHOD): Omit Steps 1 and 2. Lightly grease 9 sheet pans (18 by 26-inches). Use 35 lb frozen French fried potatoes. In Step 3, place about 3 lb 14 oz potatoes on each sheet pan; bake in 475°F. oven 40 to 45 minutes or until golden brown or in 450 °F. convection oven 20 to 25 minutes on high fan, open vent. Omit Step 4. Follow Step 5. EACH PORTION: 1 Cup (3 Ounces).
3. FRENCH FRIED SHOESTRING POTATOES (FROZEN): Omit Step 1 and 2, use 30 lb frozen shoestring potatoes. In Step 3, fry about 3 minutes at 365°F. or until golden brown. Follow Steps 4 and 5. EACH PORTION: 1 Cup (3 Ounces).
4. FRENCH FRIED SHOESTRING POTATOES (FROZEN) (OVEN METHOD): Omit Steps 1 and 2. Use 30 lb frozen shoestring potatoes. Lightly grease 12 sheet pans (18 by 26-inches). In Step 3, place 2 lb 8 oz potatoes on each sheet pan; bake at 450°F. oven 20 to 25 minutes or until golden brown or in 400°F. convection oven 7 to 10 minutes on high fan, open vent. Omit Step 4. Follow Step 5. EACH PORTION: 1 Cup (3 Ounces).
5. FRENCH FRIED POTATOES (DEHYDRATED POTATO MIX): In Step 1, use 8 lb dehydrated potato mix. Rehydrate, dispense and fry according to manufacturer's directions.

(CONTINUED)

French Fries Recipe, continued

Q. VEGETABLES NO. 45 (2)

FRENCH FRIED POTATOES

6. **BAKED POTATO ROUNDS (PRECOOKED POTATO ROUNDS):** Omit Steps 1 and 2. Use 25 lb frozen potato rounds. Use 5 sheet pans (18 by 26-inches). In Step 3, place about 5 lb potatoes on each pan. Bake at 475°F. 30 minutes or in 450°F. Convection oven 8 minutes or until golden brown on high fan, open vent. **NOTE:** If microwave-convection oven is used, bake at 450°F. 6 minutes with 70% microwave power for first 4 minutes. Omit Step 4. Follow Step 5. **EACH PORTION:** $\frac{3}{4}$ Cup (2 $\frac{1}{2}$ OUNCES).

CH-1

PERFORMANCE EVALUATION 7.5.1

Preparing Potatoes

Goal The student will perform the following:

- Prepare a baked potato product
- Prepare a boiled potato product
- Prepare a fat fried potato product

Process Given a recipe calling for baked potatoes, you will prepare the baked potatoes.

 Given a recipe calling for boiled potatoes, you will prepare the boiled potatoes.

 Given instructions to prepare French fries, you will prepare French fries.

Directions Using the recipes as guidelines, and reference material and job aids provided by the supervisor, you will:

Hands – On Practice

1. Interpret the recipes.
2. Collect all the equipment and food items.
3. Prepare the equipment and food items.
4. Prepare the products according to the recipe.

When you have completed the practice, see your supervisor for further instructions.

Checklist Fill in your name on the Unit 7 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise.

Feedback Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you.

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PERFORMANCE EVALUATION 7.5.1A

Prepare Baked Potatoes

Location _____ _____	Completed by: _____ <small>(Enter your name)</small>	Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>
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EPQ

4.A.21 Prepare potato products utilizing the following cooking methods IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Baked
- Boiled/Simmered
- Dry heat using fat/frying

<p>Criteria Accuracy:</p> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	<p>Safety:</p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time.
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer scrubbed the potatoes well and pierced the ends with a fork or skewer to let steam escape.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer rubbed the skins lightly with oil in order to crisp them, or left them dry to keep them tender.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer preheated the oven to 400 °F.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer placed the potatoes on sheet pans or on sheet pan racks and placed them in the oven.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
5. The performer baked the potatoes until done (about 1 hour), testing for doneness by checking their temperature. The performer considered the potatoes done when their internal temperature reached 208 °F to 211 °F. At this point they felt consistently soft all around with no hard spots and could be pierced easily with a fork.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
6. The performer removed the potatoes from the oven.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 7.5.1B

Prepare Boiled Potatoes

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ

4.A.21 Prepare potato products utilizing the following cooking methods IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Baked
- Boiled/Simmered
- Dry heat using fat/frying

<p>Criteria Accuracy:</p> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	<p>Safety:</p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time.
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /		
		Date		Y	N	Date		Y	N	Date		
1. The performer peeled and eyed the potatoes.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer cut potatoes into uniform portions.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer trimmed the pieces to shape.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer placed the pieces in a pot and covered them with salted water.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer brought the water to a boil, then lowered the heat, and simmered the pieces until they were tender.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Location _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)	
6. The performer drained the potatoes and let them steam dry in the colander for 1 minute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The performer placed the potatoes in a hotel pan, and covered them with a clean, damp towel to hold for service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	
			<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 7.5.1C

Prepare a Fat Fried Potato Product

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.21 Prepare potato products utilizing the following cooking methods IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> • Baked • Boiled/Simmered • Dry heat using fat/frying 									
Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 								
TASK	COMMENTS								
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date
1. The performer fried the potatoes, in small quantities, in fat heated to 350–375 °F until brown and crisp	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer drained the potatoes well.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

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PERFORMANCE EVALUATION 7.5.2

Preparing a Brown Sauce

Goal The student will perform the following:

- Prepare a brown sauce
-

Process Given a recipe calling for a brown sauce, you will prepare the brown sauce.

Directions Using the recipes as guidelines, and reference material and job aids provided by the supervisor, you will:

Hands – On Practice

1. Interpret the recipe.
2. Collect all the equipment and food items.
3. Prepare the equipment and food items.
4. Prepare the product according to the recipe.

When you have completed the practice, see your supervisor for further instructions.

Checklist Fill in your name on the Unit 7 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise.

Feedback Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you.

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PERFORMANCE EVALUATION 7.5.2

Prepare a Brown Sauce

Location _____ _____	Completed by: _____ <small>(Enter your name)</small>	Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>
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EPQ
4.A.08 Prepare the following sauces IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Brown sauce
- White sauce
- Tomato sauce

<p>Criteria Accuracy:</p> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	<p>Safety:</p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time.
--	---

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	/ /	Y	N	/ /	Y	N	/ /	
	Date		Date		Date		Date		Date	
1. The performer melted butter in a sauté pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. When butter was hot, the performer sautéed the onions and garlic until they softened.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer added flour and stirred to make the roux.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer cooked the mixture for 15 to 20 minutes, stirring repeatedly until the roux was lightly browned.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer added beef stock to the roux, stirring continuously until it became slightly thickened and smooth.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
6. The performer added seasonings to the roux to taste and continued to cook it until it thickened.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go					