

Career Research Assignment: Foods 2

Goal: Research a career in the food service industry using multiple sources (i.e. personal interview, magazines, or the internet) and present your findings.

Step 1: Choose a career in the food service industry that interests you and that you would like to find out more about. Some ideas are listed below, but you are **not** limited to this list. Find something unique!

- Chef (head chef, sous chef, etc)
- Pastry chef
- Cruise ships
- Food service director
- Food service manager
- Catering manager
- Food scientist
- Recipe developer
- Menu developer
- Waiter/Waitress
- Sommelier
- Butcher
- Baker
- Franchise owner
- Food stylist
- Food photographer
- Recipe tester
- Food blogger
- Nutritionist
- Dietitian

Step 2: Research your career by using the internet, personal interviews, and other sources. Some good websites to start with include:

- Utahfutures.org : Click on "Occupation Search" under the Career links
- Bls.gov : Search Occupational Outlook Handbook for more information about how to get this job, pay, education, and job outlook. (At <http://www.bls.gov/ooh/home.htm>)
- Search Occupational Employment Statistics for real-time data about where you can get jobs in this area, how much people are earning with this job, and what industries people with this job are working in. (At <http://www.bls.gov/oes/home.htm>)
- Food Service Career Options Textbook
 - Scan the QR code



Step 3: Gather as much information about the job as you can. Start to compile the following information about the career that you chose.

- Description of the job—what exactly do they do?
- Educational requirements—what kind of schooling do they need?
- Pros and Cons—what are the good and bad things about this job? (i.e. do they work crazy hours? Do they get to work in fancy places or have additional perks?)
- What kinds of places would they work
- What experience or certifications are necessary to get hired?
- What interests you about this job?

- How easy is it to get a job in this area? Is it super competitive? Is there a limited need? Is it looking like a job that will be stable in the near future or have high unemployment?
- What is the average salary?
- What kinds of hours do they work?
- What kinds of benefits do they get?

Step 4: Choose how you will present the information that you found. You may pick either of the following options:

- Write a paper
 - Should be 2 pages
 - Must be typed and double spaced, 1 inch margins, Times New Roman, 12 pt font
 - Should include headings for each of the five sections in Step 5
- Create a digital presentation (PowerPoint or Prezi at www.prezi.com)
 - Include a title slide with name and period
 - Should include at least one slide for each category (title slide + 5 slides)
 - At least 4 of the slides should include a picture or graphic
 - To turn in your Powerpoint or Prezi, you can print out the slides or email it to Ms. Carsten at acarsten@dsdmail.net. Include your name in the subject line!

Step 5: Create your project! Regardless of which type of project you are doing (paper or presentation), it must include the following:

- Title (the career you investigated)
- Name and Period
- Sections to include:
 - **Description:** describe this career. What are the responsibilities? What would you be doing on a daily basis? Include THREE main aspects of the job, including working conditions.
 - **Education:** What skills and education levels are required? Where can you receive this education—do you have to go to a special school or take specific classes? Include TWO classes you can take in high school to prepare you for this job. (Not necessarily just Foods 1 and 2!!)
 - **Pros and Cons:** What are two pros and two cons of this job? State your opinion: what do you see as positive and negative about this job?
 - **Job potential:** What is the salary range? What kind of opportunities for advancement are available? How competitive/available is this job? Where are people working in this field? Will you be able to stay in Utah or would you need to move? (Look at <http://www.bls.gov/oes/home.htm> for where people are working.)
 - **Your thoughts:** Is this a career you would be interested in pursuing? Why or why not? Include at least THREE reasons.

Guidelines

1. Make sure each section in step 5 is covered in your presentation
2. Check for accurate spelling and grammar
3. Avoid plagiarism of any kind
4. Keep information concise and **in your own words**
5. Have fun! Pick a career that is interesting to you!

The Plan

Day One: Choose career and compile research

Day two: complete project (paper or powerpoint)

| PAPER RUBRIC | Effective | Somewhat Effective | Ineffective | Points |
|---|---|--|---|---------------|
| TITLE | Includes a title, student's name and class period FIVE POINTS | Includes two of the three requirements (title, name, class period) THREE POINTS | Includes none or one of the three requirements (title, name, class period) ZERO POINTS | ___/5 |
| JOB DESCRIPTION | -Clear summary of job description includes THREE main aspects of the job (including working conditions) TEN POINTS | -Summary of job description includes TWO main aspects of the job (may include working conditions) FIVE-SEVEN POINTS | -No summary of education and/or qualifications exists -No mention of classes needed to be taken exists ZERO POINTS | ___/10 |
| EDUCATION | Thorough summary of education & other qualifications needed -Includes two high school classes directly related to career and reasons for taking them TEN POINTS | -Brief summary of education & other qualifications needed -Includes one high school classes directly related to career and reasons for taking it FIVE-SEVEN POINTS | -No summary of education and/or qualifications exists -No mention of classes needed to be taken exists ZERO POINTS | ___/10 |
| PROS AND CONS | -Includes two pros and two cons of working in this job -Includes student's opinion about positive and negative aspects TEN POINTS | -Includes one pro and one con of working in this job -Student's opinion briefly mentioned FIVE-SEVEN POINTS | -Includes no pros and/or cons of working in this job -Student's opinion not mentioned ZERO POINTS | ___/10 |
| JOB POTENTIAL | -Thoroughly describes potential earnings -Includes opportunities for advancement and level of competition to get the job -Includes where people have this job TEN POINTS | -Briefly mentions earnings, opportunities for advancement, level of competition, and/or location FIVE-SEVEN POINTS | -No mention of earnings, opportunities for advancement, level of competition, and/or location ZERO POINTS | ___/10 |
| YOUR THOUGHTS | -Includes student reflection/interest -Includes three reasons student would or would not like this job TEN POINTS | -Summarizes the career -Includes two reasons student would or would not like this job FIVE-SEVEN POINTS | -No summary of the career -Includes one or no reason student would or would not like this job ZERO POINTS | ___/10 |
| FORMAT | Paper is two pages long with 1" margins, 12 pt Times New Roman font TEN POINTS | | Paper does not reach length requirement -Does not have 1" margins -Does not use 12pt Times New Roman font ZERO POINTS | ___/10 |
| ORGANIZATION | Has headings for each of the five sections listed in Step 5 FIVE POINTS | | Does not have headings for each of the five sections listed in Step 5 ZERO POINTS | ___/5 |
| SENTENCE STRUCTURE/ GRAMMAR/ MECHANICS | -Contains varied sentence structure -Has few, if any, grammar and mechanical errors FIVE POINTS | -Sentence structure may demonstrate problems or lack variety -Has some grammatical or mechanical errors that interfere with understanding THREE POINTS | Sentence structure problems interfere with communication -Has numerous errors that interfere with understanding ZERO POINTS | ___/5 |
| TOTAL SCORE | | | | ___/75 |

| POWERPOINT RUBRIC | Effective | Somewhat Effective | Ineffective | Points |
|---|---|--|---|---------------|
| TITLE SLIDE | Includes a title, student's name and class period FIVE POINTS | Includes two of the three requirements (title, name, class period) THREE POINTS | Includes none or one of the three requirements (title, name, class period) ZERO POINTS | ____/5 |
| JOB DESCRIPTION | -Clear summary of job description includes THREE main aspects of the job (including working conditions) TEN POINTS | -Summary of job description includes TWO main aspects of the job (may include working conditions) FIVE-SEVEN POINTS | -No summary of education and/or qualifications exists -No mention of classes needed to be taken exists ZERO POINTS | ____/10 |
| EDUCATION | Thorough summary of education & other qualifications needed -Includes two high school classes directly related to career and reasons for taking them TEN POINTS | -Brief summary of education & other qualifications needed -Includes one high school classes directly related to career and reasons for taking it FIVE-SEVEN POINTS | -No summary of education and/or qualifications exists -No mention of classes needed to be taken exists ZERO POINTS | ____/10 |
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| YOUR THOUGHTS | -Includes student reflection/interest -Includes three reasons student would or would not like this job TEN POINTS | -Summarizes the career -Includes two reasons student would or would not like this job FIVE-SEVEN POINTS | -No summary of the career -Includes one or no reason student would or would not like this job ZERO POINTS | ____/10 |
| PICTURE/ GRAPHICS | At least four of the slides had a picture or graphic TEN POINTS | At least three of the slides had a picture or graphic FIVE-SEVEN POINTS | None of the slides had a picture or graphic ZERO POINTS | ____/10 |
| ORGANIZATION | Has a slide for each of the five sections listed in Step 5 FIVE POINTS | | Does not have a slide for each of the five sections listed in Step 5 ZERO POINTS | ____/5 |
| SENTENCE STRUCTURE/ GRAMMAR/ MECHANICS | -Contains varied sentence structure -Has few, if any, grammar and mechanical errors FIVE POINTS | -Sentence structure may demonstrate problems or lack variety -Has some grammatical or mechanical errors that interfere with understanding THREE POINTS | Sentence structure problems interfere with communication -Has numerous errors that interfere with understanding ZERO POINTS | ____/5 |
| TOTAL SCORE | | | | ____/75 |

Names: _____

Foods 2 State Test Review

Unit 1: Safety/First Aid/Sanitation; Yeast Bread

1. What three things does yeast need to grow?
 - a. food source, coolness, liquid
 - b. food source, warmth, liquid
 - c. salt, coolness, liquid
 - d. salt, warmth, liquid

2. Which of the following is NOT a type of yeast bread?
 - a. banana bread
 - b. dinner rolls
 - c. doughnuts
 - d. loaf of wheat bread

3. When a yeast bread dough is left in a warm, moist environment to rise, this is the _____ time.
 - a. fermentation
 - b. kneading
 - c. oven spring
 - d. proofing

4. When yeast combines with warm liquid and a food source, carbon dioxide is produced. This is known as _____.
 - a. fermentation
 - b. kneading
 - c. oven spring
 - d. proofing

5. During the first 10 minutes of baking, yeast breads will rise rapidly and then will not rise after. This is known as _____.
 - e. fermentation
 - f. kneading
 - g. oven spring
 - h. proofing

6. Forming a bread into a loaf, braid, etc. is known as _____.
 - i. baking
 - j. kneading
 - k. oven spring
 - l. shaping

7. What is the process used to develop gluten and to make the dough smooth and elastic?

- m. baking
- n. kneading
- o. oven spring
- p. shaping

Match the yeast bread ingredient (on the left) with its function (on the right). Each function will be used once.

- | | |
|------------------|-------------------------------|
| 8. _____ fat | a. moistens |
| 9. _____ yeast | b. structure, forms gluten |
| 10. _____ flour | c. structure, flavor |
| 11. _____ liquid | d. flavor, slows yeast growth |
| 12. _____ salt | e. leavening agent |
| 13. _____ sugar | f. food for yeast |
| 14. _____ eggs | g. tenderness, richness |

15. The danger zone for food-borne bacteria and germs is between:

- A. 0 and 165 degrees Fahrenheit.
- B. 41 and 135 degrees Fahrenheit.
- C. 60 and 120 degrees Fahrenheit.
- D. 32 and 212 degrees Fahrenheit.

16. The safest way to thaw frozen poultry and meats is by placing it:

- A. In the refrigerator for 1 to 3 days.
- B. In a sink of cold water.
- C. In a sink of hot water.
- D. On a counter overnight, but no longer.

17. FIFO is a storage term. It stands for:

- A. Fast inventory, fast outage
- B. First in, first out
- C. Factory increase, factory outcome
- D. Forced income, false operations

18. In restaurants, gloves should be worn:

- A. Always
- B. Never
- C. When handling ready to eat food.
- D. When handling all raw foods

19. Gloves must be changed when:

- A. They tear
- B. You start a new task
- C. Every four hours
- D. After handling raw meat
- E. All of the above

Match the vocabulary word (on the left) with its definition (on the right). Each definition will be used once.

- | | |
|--------------------|--|
| 20. mise en place | a. to cook in a small amount of fat on high heat |
| 21. al dente | b. hot dry air used to cook a food item |
| 22. blanch | c. put in place, get everything out and ready to cook |
| 23. braise | d. direct heat source located above the food, high heat |
| 24. broil | e. stirring constantly in a lightly oiled pan over high heat |
| 25. caramelization | f. boil briefly, drain, cool |
| 26. grill | g. a browning process produced by heat |
| 27. roast | h. to cook on a rack with the heat source below |
| 28. sauté | i. Italian word meaning “to the tooth”—not too soft, firm |
| 29. stir fry | j. to brown in fat and then simmer in liquid |

Unit 2: Salad, Knife Skills, Meats

Salad

True= A False= B

1. It is better to tear the lettuce than to cut it with a knife.
2. Salads can only be served as a compliment to a meal.
3. It is best to serve salad on a chilled plate.
4. Salad greens should be patted dry before serving.
5. Dressing should be added to salad as soon as possible so the flavor can soak in.
6. It's okay to freeze lettuce.

Matching- Match the examples of salads with the general salad type they fall under.

- | | |
|------------------|-----------------------------|
| 7. Pasta Salad | A. Dessert Salad |
| 8. Pork Salad | B. Side/Accompaniment Salad |
| 9. Jello Salad | C. Appetizer Salad |
| 10. Garden Salad | D. Main Dish Salad |

Multiple Choice

11. A main dish salad must contain which nutrient?
 - a. Carbohydrates
 - b. Protein
 - c. Fat
 - d. Vitamins
12. Which salad green is light green, round and firm?
 - a. Iceberg
 - b. Butterhead
 - c. Romaine
 - d. Spinach
13. Which of the following is NOT a principle of salad making?
 - a. Ingredients should be well drained
 - b. Choose fresh and good quality produce
 - c. Lettuce leaves should be half their original size

14. This type of salad includes garden greens which are gently mixed
- Tossed
 - Arranged
 - Molded

Matching—Which nutrients come from the following salad ingredients:

- | | |
|------------------------|------------------------------|
| 15. Dressing | A. Carbohydrates |
| 16. Vegetables/Fruits | B. Fats/oils |
| 17. Pasta/potatoes | C. Vitamins, minerals, fiber |
| 18. Meat, cheese, eggs | D. Protein |

19. When making an oil based dressing (vinaigrette), what is the traditional oil to vinegar ratio?

Oil : Vinegar

- 2 : 1
 - 3 : 1
 - a lot : a little
20. A julienne cut measures:
- $\frac{1}{4}$ " x $\frac{1}{4}$ " x $\frac{1}{4}$ "
 - 1' x 1' x 2'
 - $\frac{1}{8}$ " x $\frac{1}{8}$ " x 2"

True & False: A=True B=False

- _____ A steak, the size of a deck of cards, is equivalent to 3.5 - 4 oz. protein
- _____ Inspection of Meat and Poultry, by the USDA, is voluntary
- _____ Grading for quality, by the USDA, is mandatory
- _____ It is recommended, in the dietary guidelines, to include atleast 8 oz. of cooked seafood per week.
- _____ White meat contains more fat than dark meat

Select the correct internal temperature each should be cooked to kill bacteria: (you may use an answer more than once)

- | | |
|--|----------------|
| 6. _____ Ground meats (pork, beef, veal, lamb) | a. 145 degrees |
| 7. _____ Seafood, beef, veal, lamb | b. 160 degrees |
| 8. _____ All Poultry (whole or ground) | c. 165 degrees |
| 9. _____ Pork | |
| 10. _____ Reheat temp | |

Select the appropriate cooking method for each type: (you may use an answer more than once)

- | | |
|------------------------|--------------------------------|
| 11. _____ Braise | a. moist, for less tender cuts |
| 12. _____ Broil | b. dry, for tender cuts |
| 13. _____ Grill | |
| 14. _____ Roast | |
| 15. _____ Slow cooking | |
| 16. _____ Sauté | |
| 17. _____ Stewing | |

Unit 3: Soup and Sauce, Nutrition throughout life, Pies and Pastries

Matching

Determine whether each soup is a stock soup or a cream soup.

A. Stock B. Cream

- 18. Chicken Noodle Soup
- 19. Potato Soup
- 20. Minestrone
- 21. Egg Drop Soup
- 22. Clam Chowder
- 23. Cheese and Broccoli

Multiple Choice

- 24. Most stock soups are made from:
 - a. Milk
 - b. Stock
 - c. Flour
 - d. Roux

- 25. When onions, carrots, and celery are used in a stock they are called:
 - a. Béchamel
 - b. Roux
 - c. Mirepoix
 - d. Brunoise

- 26. A stock is made by :
 - a. Mixing milk and flour
 - b. Boiling potatoes
 - c. Boiling food scraps and animal bones

- 27. Soup cups or bowls should be served on a:
 - a. Placemat
 - b. Plate
 - c. Spoon

28. A basic white sauce is also called:
- a. Veloute Sauce
 - b. Espagnole Sauce
 - c. Bechamel Sauce
 - d. Hollandaise Sauce
29. What is the thickening agent called when making a white sauce?
- a. Roux
 - b. Bechamel
 - c. Chowder
 - d. Mirepoix
30. A roux is:
- a. Water and flour
 - b. Cornstarch and milk
 - c. Flour and milk
 - d. Flour and fat
31. A béchamel sauce could also be used for
- a. Alfredo Sauce
 - b. Tomato sauce
 - c. Chicken broth
 - d. All of the above

**Choose the best answer to fill in the next three blanks (read as one run-on sentence ☺).
There is one extra answer.**

A. Danger Zone B. Deep C. Speed up D. Shallow

32. Soup should be stored in a _____ dish to
33. _____ the cooling process which reduces
34. the amount of time spent in the _____.

Unit 3: MyPlate, Dietary Guidelines, Nutrition through the Life Cycle, and Health Concerns

Directions: Mark the correct answer for each question below.

1. According to the Dietary Guidelines the average American needs to reduce their intake of _____:
- A. fiber, vegetables, whole grains.
 - B. fat, cookies, hamburgers.
 - C. fat, sugar, sodium.
2. Which of the following does not help you balance your calories?
- A. Increase empty calories.
 - B. Limit screen time.
 - C. Reduce portion sizes.
 - D. Limit physical activity.

3. If a food is “Nutrient Dense”, that means:
 - A. it has a lot of calories, and few nutrients.
 - B. it has a lot of nutrients, and few calories.
 - C. it has a lot of nutrients and calories.
 - D. None of the above.
4. Which of the following is a guideline for healthy eating?
 - A. Enjoy your food, but eat less.
 - B. Increase your refined grain intake.
 - C. Decrease consumption of fruits and vegetables.
 - D. Replace water with energy or sports drinks.
5. How often do they revise the Dietary Guidelines?
 - A. Every 2 years.
 - B. Every 3 years.
 - C. Every 4 years.
 - D. Every 5 years.
6. According to the Dietary Guidelines, the average American needs to increase their intake of _____.
 - A. Fiber, vegetables and whole grains.
 - B. Fat, cookies and hamburgers.
 - C. Fat, sugar, calories and sodium/salt.
 - D. Candy bars, milkshakes and fast food.
7. How long should TEENS exercise daily?
 - A. 10 minutes
 - B. 20 minutes
 - C. 40 minutes
 - D. 60 minutes
8. As you age:
 - A. Your metabolism slows down
 - B. Nutrient dense foods are important for you in your older age
 - C. Your taste sensation and sense of smell are less sensitive
 - D. All of the above
9. Two minerals teens especially need to make sure they get enough of are:
 - A. Iron and Sodium
 - B. Calcium and Sodium
 - C. Iron and Calcium
 - D. Iron and Zinc

10. A healthy snack for a child would be:
 - A. Lucky Charms
 - B. Ice Cream
 - C. Popsicle
 - D. Yogurt
11. What is a healthy weight loss per week?
 - A. 1-2 pounds
 - B. 2-3 pounds
 - C. 3-4 pounds
 - D. 5-6 pounds
12. Elderly people can be nutritionally challenged by:
 - A. Poor chewing ability and physical disabilities like arthritis
 - B. Reduced income
 - C. A lack of motivation or loss of interest
 - D. All of the above

True= A False= B

13. ____ Children need a variety of small servings of nutrient dense foods throughout the day
14. ____ Children need to be exposed to new foods one at a time, not all at once
15. ____ Adolescents do not need to monitor their intake of caffeine and carbonated drinks.
16. ____ Muscles are built by extra protein, not by exercise.
17. ____ Avoiding high sugar and high fat snack foods is important.
18. ____ There are about 3500 calories in 1 pound of fat.
19. ____ Low sodium and low-fat diets are more necessary among the elderly.
20. ____ It is unimportant to establish good eating habits with children.
21. ____ In the USA, childhood obesity is on the rise.
22. ____ Physical exercise is important for good health only as an adult
23. ____ Children who are overweight are at a greater risk to be overweight as adults.
24. ____ A person with coronary heart disease has clogged arteries to his/her heart.
25. ____ Being overweight and a lack of exercise contribute to developing type II diabetes.
26. ____ Obesity is a condition developed only by middle aged and elderly people.
27. ____ Loss of calcium in the bones is called anemia and can be common among the elderly.
28. ____ A person can help prevent heart disease by exercising regularly and eating lean foods.

Matching: Match the description with the health concern it represents

- A. Anemia
 - B. Colon/Rectal Cancer
 - C. Diabetes
 - D. Heart Disease
 - E. Osteoporosis
 - F. Obesity
29. ____ To avoid this disease, diets should consist of 20-35 grams of fiber per day.
 30. ____ Affects the body's production and use of insulin (hormone produced in the body)
 31. ____ Bones become porous and fragile due to the lack of calcium
 32. ____ High sodium/salty foods contribute to this disease

33. _____ High fiber diets can help with this illness (drink a lot of water along with the fiber)
34. _____ Symptoms of this deficiency are irritability, weakness and headaches due to low levels of iron
35. _____ Types: child/juvenile and adult onset

PIES AND PASTRIES

Matching

Match the ingredient on the left with its function in pies and pastries on the right. No function will be used more than once. There WILL be one extra function in the right-hand column.

- | | |
|-----------|-------------------------------------|
| 1. Fat | a. flakiness, tenderness |
| 2. Flour | b. flavor |
| 3. Liquid | c. hardening of glucose molecules |
| 4. Salt | d. mix with flour to form structure |

True or false: Circle whether the answer is true or false.

5. TRUE or FALSE Fat makes pie tough because it causes gluten development in flour.
6. TRUE or FALSE Shortening adds flakiness because it separates the layers of gluten.
7. TRUE or FALSE Water provides moisture to help gluten form.
8. TRUE or FALSE The shortening is cut into the flour until it resembles particles the size of grapes.
9. TRUE or FALSE Pie dough should be mixed with an electric mixer.
10. TRUE or FALSE Too much flour will make the pie crust tough.
11. TRUE or FALSE Dough that is stretched to fit the pie pan will shrink from the sides while baking.
12. Which of the following is the MAIN nutrient that is found in bread products?
 - a. carbohydrates
 - b. minerals
 - c. protein
 - d. vitamins
13. Where is the **best** place to thaw frozen meats?
 - a) On the counter
 - b) In the fridge
 - c) In the microwave
 - d) In the sink
14. Where should a meat thermometer be placed when checking for doneness?
 - a) 1 inch into the meat
 - b) Near the bone of the meat
 - c) Near the edge of the meat
 - d) Into the center of the meat

15. All of the following are **LEAN** cooking methods of meat **EXCEPT**:
- a) Roast
 - b) Braise
 - c) Broil
 - d) Grill
16. What happens when poultry and eggs are cooked at high temperatures?
- a) The protein will become carmelized
 - b) The protein will become tender
 - c) The protein will turn into fat
 - d) The protein will become tough
17. Which of the following grades of Beef is the highest quality?
- a) Standard
 - b) Select
 - c) Prime
 - d) Choice

Unit 1

Knives

Meat,
Salad

Pie, Soup

Life Cycle

Consum-
erism

100

100

100

100

100

100

200

200

200

200

200

200

300

300

300

300

300

300

400

400

400

400

400

400

500

500

500

500

500

500

Example

A public institution in the Pacific Northwest with a Husky named “Dubs” as its mascot

What is the University of Washington?

100

Why do we use a scale in
cooking?

**Weight is more
accurate than
cups!**

200

What do we use a food processor
for?

Chop, grind, puree

300

How many T in a C? How many t
in a T?

16, 3

400

What is oven spring?

**Final burst of
rising in the oven**

500

What is fermentation?

**Yeast breaks
sugar down into
energy**

100

What is a Chef's Knife used for?

**Anything! (chop,
dice, trim)**

200

What does mise en place mean?

**Everything in its
place**

300

How do we do a chiffonade cut?

**Roll leaves and
cut little strips**

400

What is a small dice cut?

$\frac{1}{4} \times \frac{1}{4} \times \frac{1}{4}$ " cube

500

How should you carry a knife?

**Close to body, tip
down, blade back**

100

What is the main nutrient in meat?
Why is it important?

**Protein, build and
repair body tissue**

200

When cooking meat, what cuts do you use dry heat with? What cuts do you use moist heat with?

Dry = support

Moist =

locomotion

300

What are the six types of salad?

**Tossed, bound,
composed, fruit,
vegetable, jello**

400

**Give an example of an appetizer,
side dish, main dish, and dessert
salad.**

Appetizer: green, caesar

Side: pasta, potato

Main: meat

Dessert: jello, fruit

500

The darker the color of the salad leaf, the more _____ it has.

Nutrients

100

What are the four ingredients in pie crust, and what is the purpose of each?

Flour: structure, gluten

Fat: moistness, tenderness

Salt: flavor, sweetness

Water: moisture

200

What are the three styles of pie crust? Name an example of each.

Pie shell: baked separately, filled later; vanilla cream

Single crust: bottom crust and filling baked together; pumpkin

Double crust: bottom crust, filling, top crust baked together; apple

300

**What is a mirepoix? What is a
roux?**

**Mirepoix: 2 parts onion, 1 part
celery, 1 part carrot**

**Roux: equal parts fat and
flour, used for thickening**

400

What are the five mother sauces?

**Bechamel, Veloute,
Espagnole, Hollandaise,
Tomato**

500

How should we store soups?

**In the fridge in a
shallow container**

100

What are two ways to encourage children to eat nutrient dense food?

Serve food that is aesthetically pleasing

Eat meals with children

Let children choose what they want to eat for some meals

Teach children to prepare foods on their own

Introduce new foods one at a time

Name and describe the two most common eating disorders.

Anorexia: loss or denial of appetite, self-starvation

Bulimia: large quantities of food are eaten and then purged through vomiting or laxative use

What are two health concerns related to diet, and how can we prevent them?

Diabetes: Insulin/Blood sugar issues. Type 1-manage with medication; Type 2-lifestyle change (exercise, diet)

Heart disease: less sodium, less saturated fat

Anemia: more iron in the diet

Colon cancer: more fiber in the diet

Osteoporosis: more calcium in the diet, weight-bearing exercises

Obesity: active lifestyle, eat healthy foods, exercise

400

An athlete's diet should consist of
_____ % carbs, _____ % protein, and
_____ % fat

**60% carbs, 20%
protein, 20% fat**

500

How do our bodies get energy
during exercise?

**Carbs, stored in
muscles as
glycogen**

100

What are the five aesthetic guidelines of meal planning?

**Color, Texture,
Flavor,
Temperature, Size
& Shape**

200

What are the four components of
a food label?

**Nutrition facts,
Ingredient list,
daily % values,
serving size**

300

What does it mean if a food is labeled a “good” source of something? A “high” source?

Good: 10-19% of the daily value of a nutrient per serving
High: 20% or more of the daily value of a nutrient per serving

400

**Define the following: Sell-by date,
Use-by date, Expiration date**

**Sell-by: tells store how long to display
product, allows for reasonable amount
of time for home use after the date**

**Use-by: date to use product by while
at peak quality, still safe to eat**

**Expiration date: LAST date food can
be eaten**

500

What is an advantage of convenience foods? What is a disadvantage?

Advantage: saves time, easy to make, fewer ingredients to buy

Disadvantages: higher in sodium/fat/sugar, higher cost, not as delicious

Final Jeopardy!

- What are three ways to save money at the grocery store?

- **Take a categorized shopping list**
- **Take a calculator**
- **Avoid shopping if hungry or tired**
- **Shop alone**
- **Beware of loss leaders**
- **Understand the layout of the store**
- **Don't buy impulse items**
- **Use coupons if final cost is less**
- **Compare unit price**
- **Buy store brands instead of name brands**

Names: _____

Period: _____

Foods 2 Final Review

Golden Grahams S'mores

4 C golden grahams cereal

2 ½ C mini marshmallows

¾ C chocolate chips

2 T light corn syrup

2 T + 1 ½ t butter

1 t vanilla

1. In a large bowl, measure cereal, and set aside.
2. Grease an 8x8" pan, set aside.
3. In a large microwavable bowl, combine mini marshmallows, chocolate chips, corn syrup, and butter.
4. Microwave for 2-3 ½ minutes, stirring after every minute, until melted and smooth.
5. Stir in vanilla.
6. Pour the melted mixture over the cereal; quickly toss until completely coated.
7. Press mixture evenly into the pan, using the back of a spoon. Let stand until cool. Enjoy!

Unit 1: Safety and Sanitation, Small Appliances, Yeast Bread

1. How can you prevent food borne illnesses?
2. Name the 4 conditions for bacteria growth.
 - a.
 - b.
 - c.
 - d.
3. When in doubt _____
4. Describe how you can contract each of the food borne illnesses:
 - a. Salmonella:
 - b. E.coli:
 - c. Botulism:
 - d. Hepatitis A:
 - e. Campylobacter:
 - f. Staphylococcus:
5. What is cross contamination?
6. How can you prevent cross contamination?
7. What are the three ways to safely thaw food?
 - a.
 - b.
 - c.
8. What temperature should food be stored at in the refrigerator?
9. What temperature should food be stored at in the freezer?
10. What order should meat be stored in the fridge?
11. What is the temperature danger zone?
12. What temperature should you reheat food to?
13. Define FIFO.
14. How long should you wash your hand for?
15. What is the difference between clean and sanitize?
16. How do you treat the following?
 - a. Cuts:
 - b. Slips/falls/strains:
 - c. Burns

17. To prevent kitchen fires:

- a. Use a _____
- b. Never leave food _____ while cooking
- c. Keep _____ materials away from the stove top.
- d. Do not use _____ on a grease fire.

18. Define mise en place.

19. Equivalents

- | | | |
|----------------------|------------------------------|--------------------------------|
| 1 cup = _____ oz | $\frac{3}{4}$ cup = _____ oz | $\frac{1}{8}$ cup = _____ Tbsp |
| 1 pint = _____ cup | 1 quart = _____ cup | 1 cup = _____ Tbsp |
| 1 gallon = _____ cup | 1 Tbsp = _____ tsp | $\frac{1}{2}$ cup = _____ Tbsp |

20. Describe what a food processor does.

21. Describe what an immersion blender does.

22. Why is a scale more accurate than any other measuring tool in the kitchen?

23. How do you calibrate a thermometer?

24. Define each type of dough and give an example of each.

- a. Lean dough:
examples:
- b. Rich dough:
examples:

25. What is the function of each in yeast dough?

- | | |
|------------|-----------|
| a. Flour: | d. Salt: |
| b. Fat: | e. Sugar: |
| c. Liquid: | f. Eggs: |

26. What kills yeast?

27. Define each mixing method.

- a. Straight mixing method:
- b. Batter/No-Knead method:
- c. Sponge mixing method:

28. Define each of the following terms.

- | | |
|------------------|-----------------|
| a. Fermentation: | c. Proofing: |
| b. Kneading: | d. Oven spring: |

29. What are the two major nutrients in grains and yeast breads?

- a.
- b.

Unit 2: Knife Skills, Meat, Salads

1. When cutting always use a _____.

2. To avoid cross contamination use a _____ cutting board for meat and fruits and vegetables.

3. To avoid cuts, store knives _____ from other utensils.

4. Describe each of the following knives and their use.
 - a. Paring knife:
 - b. Chef's knife:
 - c. Serrated knife:
5. Describe each of the knife cuts.
 - a. Julienne:
 - b. Brunoise:
 - c. Small Dice:
 - d. Medium Dice:
 - e. Chiffonade:
 - f. Diagonal:
6. Why do you use a thermometer when cooking?
7. What is the best way to take the temperature of meat?
8. Give the cooking temperatures.
 - a. Whole meats:
 - b. Ground meats:
 - c. Poultry:
9. Why is ground meat cooked to a high temperature?
10. Describe each type of meat.
 - a. Pork:
 - b. Lamb:
 - c. Beef:
 - d. Veal:
 - e. Poultry:
 - f. Finfish:
 - g. Shellfish:
11. Describe the difference of each.
 - a. White meat:
 - b. Dark meat:
12. What is marbling?
13. Describe each cooking method.
 - a. Braise:
 - b. Broil:
 - c. Grill:
 - d. Stew:
 - e. Roast:
 - f. Sauté:
 - g. Slow Cooking:
14. Which of the cooking methods are dry cooking methods? (put a star next to them)
15. Which of the cooking methods are moist cooking methods? (circle them)
16. Which type of cut would you use dry heat cooking method on?
17. Which type of cut would you use moist heat cooking method on?
18. What is the ratio of oil to vinegar for a vinaigrette dressing? _____ to _____
19. How do you ensure the freshness in a salad?
20. What is color and texture important in a salad?
21. Name 4 ways to serve a salad.
 - a.
 - b.
 - c.
 - d.
22. Name the 6 categories of salads.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

23. Name the nutrient in each ingredient in a salad.

| | |
|-----------------------|--|
| Pasta and potatoes | |
| Dressing | |
| Meat, cheese and egg | |
| Fruits and vegetables | |

Unit 3: Soups, Sports Nutrition, Lifespan, Nutritional Related Diseases, Pie

1. Name the 5 mother sauces and how they are made.

- a. d.
- b. e.
- c.

2. What is a roux?

3. What is a mirepoix?

4. What are the 4 steps to making a stock?

- a. c.
- b. d.

5. Name the nutrient in each ingredient in a soup.

| | |
|-----------------------|--|
| Pasta and potatoes | |
| Meat, cheese and milk | |
| Vegetables | |

6. How much fiber should we consume to be healthy?

7. What are nutrient dense foods?

8. How much should young children eat?

9. When do you add new foods to a young child's diet?

10. Sugary drinks or water for young children?

11. Name 2 things adults should do to stay healthy.

- a. b.

12. What 3 nutrients do the elderly need to increase? _____, _____ and _____

13. How much water should the elderly need every day?

- a. Why?

14. What is anemia?

- a. Symptoms? b. Treatment/Prevention?

15. What is obesity?

- a. Symptoms? b. Treatment/Prevention?

16. What is type 1 diabetes?

- a. Symptoms? b. Treatment/Prevention?

17. What is type 2 diabetes?

- a. Symptoms? b. Treatment/Prevention?

18. What is colon cancer?

- a. Symptoms? b. Treatment/Prevention?

19. What is heart disease?
 - a. Symptoms?
 - b. Treatment/Prevention?
20. What is osteoporosis?
 - a. Symptoms?
 - b. Treatment/Prevention?
21. What should an athlete's diet breakdown look like?
 - a. Carbohydrates:
 - b. Protein:
 - c. Fat:
22. What should an athlete eat 2-4 hours before an activity?
23. What is an athlete's primary energy source?
24. What effect does carbohydrates have on a workout?
25. What fuels working muscles?
26. How soon should an athlete refuel?
27. Name 4 reasons we should drink water.
 - a.
 - b.
 - c.
 - d.
28. How much should you drink during a workout/event?
29. What color should your urine be?
30. A bottom crust baked before filling is called what?
31. What is the function of each in a pastry?
 - a. Flour:
 - b. Fat:
 - c. Water:
 - d. Salt:
32. Why does pastry become tough?
33. How do you store a fruit pie?
34. How do you store a cream, custard or savory pie?
35. Pies and tart crusts are high in what nutrient?

Unit 4: Consumerism, Budgeting, Food Labels, Meal Planning and Meal Management

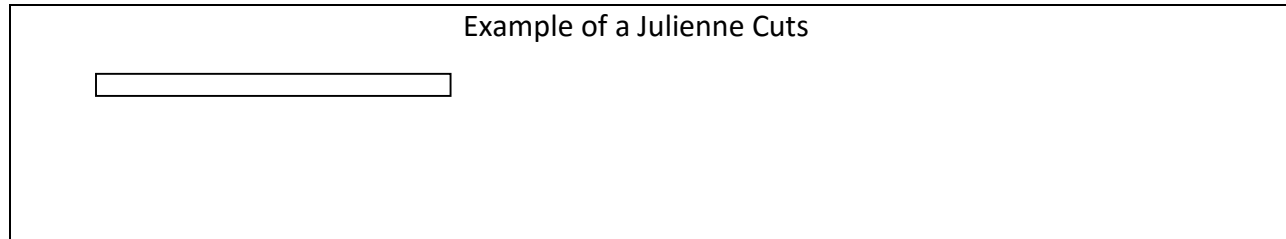
1. What is the purpose of a budget?
2. Name the 4 shopping strategies.
 - a.
 - b.
 - c.
 - d.
3. Describe each shopping strategy.
 - a. Loss leader:
 - b. Coupons:
 - c. Rebates:
 - d. Impulse buys:
 - e. Layout:
 - f. Shelf Placement:
4. What is comparison shopping?
5. What is unit pricing?
 - a. What does the equation look like? _____ / _____ = _____

6. What is the difference between each?
- a. Store brands:
 - b. National brands:
7. Describe each about convenience foods:
- a. Benefits:
 - b. Drawbacks:
8. Name the 4 parts of a nutrition fact label.
- a.
 - b.
 - c.
 - d.
9. How are ingredients listed on a label?
10. Define each of these food label terms.
- a. Low in:
 - b. Reduced, less:
 - c. Good source of:
 - d. Organic:
 - e. Natural:
 - f. High source of:
 - g. Juice:
11. Name the 5 elements of an aesthetically pleasing meal.
- a.
 - b.
 - c.
 - d.
 - e.
12. Name 6 steps in helping organizing your meal planning.
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
13. What is the proper amount to tip a waiter? _____%
14. What is proper cell phone etiquette?
15. Describe proper etiquette for each of the following:
- a. Table manners:
 - b. Chewing:
 - c. Buttering roll:
 - d. Flatware use:
 - e. Cutting food:
 - f. Elbows:

How Big or Small are the Different Cuts?

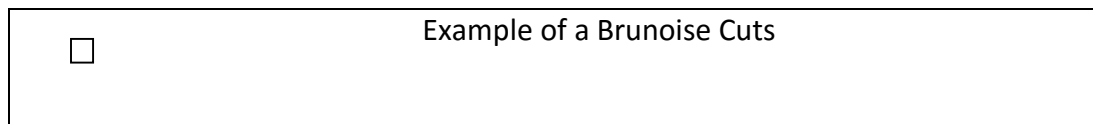
JULIENNE

- On orange paper draw a 1 x 2 ½ inch square
- Then make 1/8 inch marks across the square and then draw in the lines
- Cut each 1/8 inch line
- Use 4 to represent the Julienne cut and glue below:



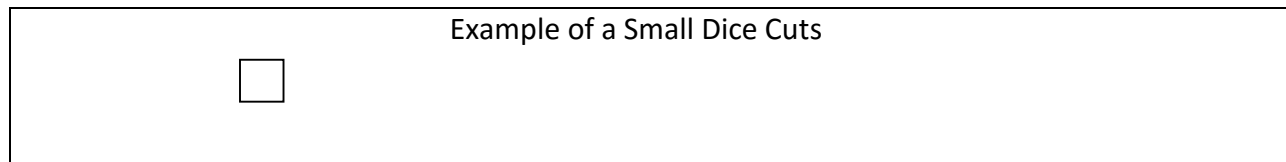
BRUNOISE- Brunoise

- Using the 4 remaining julienne line place strips on top of each other and cut 1/8" cubes to represent the Brunoise cut.
- Glue at least 10 examples of the Brunoise below



SMALL DICE- Small Dice:

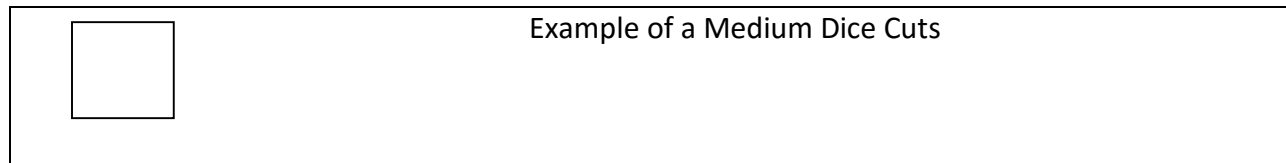
- On green paper draw a 1 x 2 ½ inch square
- Then make ¼ inch marks across the square and then draw in the lines
- Cut each ¼ inch line
- Place the strips on top of each other and cut ¼" cubes to represent the small dice cut
- Glue at least 10 examples of small dices below:



MEDIUM DICE-

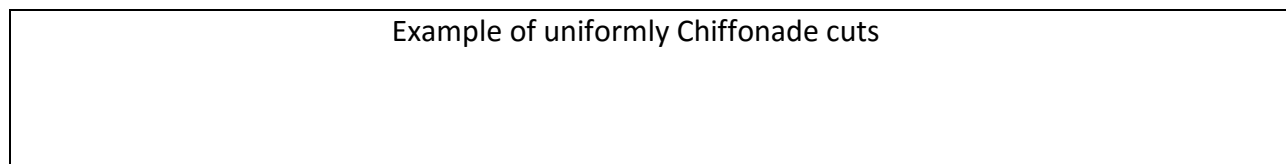
- On green paper draw a 2 x 2 ½ inch square
- Then make ½ inch marks across the square and then draw in the lines
- Cut each ½ inch line

- Place the strips on top of each other and cut $\frac{1}{2}$ cubes to represent the medium dice cut
- Glue at least 10 examples of medium dices below:



CHIFFONADE-

- On yellow paper cut 3 random sized leafs, such that would resemble a lettuce leaf or spinach leaf. Do not make them bigger than 4 inches long
- Stack each “leaf” on top of each other and roll them up together
- Hold the rolled up stack horizontally in your non-dominate hand
- Use scissors at a 60 degree angle in your dominate hand to cut tiny cuts, but no bigger than $\frac{1}{8}$ ” cuts.
- TRY TO MAKE EACH CUT THE SAME SIZE! (UNIFORM)



Knife Skills Rubric

Names: _____

Set up a knife work station correctly and demonstrate four of the six knife cuts

Work station:

| | |
|--|-----|
| Cutting board with wet towel under to keep it in place | Y/N |
| Dry towel to the side for tools | Y/N |
| Garbage container | Y/N |

Knife cuts:

| | | | |
|---|---|---|---|
| Garlic: Mince = consistent, tiny pieces (smaller than $\frac{1}{8}$ ”) | 3 | 2 | 1 |
| Onion: Dice = small dice, $\frac{1}{4}$ x $\frac{1}{4}$ x $\frac{1}{4}$ inch cube | 3 | 2 | 1 |
| Carrot: Chop = medium dice, $\frac{1}{2}$ inch cubes | 3 | 2 | 1 |
| Celery: Slice = diagonal cuts, consistent slices | 3 | 2 | 1 |
| Total: ____/15 | | | |

Knife Skills Soup

Ingredients

1 clove garlic, *minced*
½ yellow onion, *diced*
1 carrot, *chopped*
1 stalk celery, *sliced*
1 potato, *pared, cubed*
1 T olive oil
2 C water
2 t chicken broth mix
½ t dried thyme
¼ t salt
½ 14.5 oz can diced tomatoes

Instructions

1. Prepare all vegetables.
2. Show Ms. Carsten your knife cuts for the garlic, onion, carrot, and celery (mince, dice, chop, slice). THIS WILL GO ON YOUR GRADE—use your best knife skills!
3. Heat oil over medium heat in a large stockpot.
4. Add all vegetables to the stockpot.
5. Cook vegetables until slightly tender, about 5 minutes.
6. Add remaining ingredients (water, chicken broth mix, thyme, salt, and tomatoes).
7. Bring to a boil. Reduce heat to medium. Simmer partially covered for 20 minutes.

Asian Lettuce Wraps

2 cups water
¾ C. Rice
1 ½ C water
½ tsp salt
1 ½ tsp vegetable oil
1 chicken breast **MEDIUM DICE** (or 2 C Frozen Diced Chicken)
1 clove of garlic **BRUNIOSE/MINCED**
1 green onion **DIAGONAL**
1 Carrot **JULIENNED**
3 Cabbage leaves **CHIFFONADE**
1 T hoisin sauce
2 T soy sauce
1 tsp sesame oil
¼ tsp chile paste
5 lettuce leaves

1. In a sauce pan bring water and salt to boil . Add rice, cover and reduce heat to low. Simmer for 20 minutes
2. Cut chicken, garlic, and vegetables.
3. Heat vegetable oil in skillet over medium high heat. Cook the chicken and garlic for 5 minutes or until lightly brown. Add the carrot and stir for 3 minutes. Add cabbage, green onion, hoisin, and soy sauce; stirring frequently until heated through. Remove from heat and stir in the sesame oil and chili paste.
4. To serve: spoon a small amount of rice into each lettuce leaf, top with chicken mixture, drizzle additional soy sauce if desired. Wrap the lettuce to enclose the filling.

Kids Snack Tasting!

Evaluate each snack based on the items below.

| Snack | Taste | MyPlate Groups Included | Messy? | Healthy or Unhealthy |
|---------------------|-------|-------------------------|--------|----------------------|
| Pigs in a Blanket | | | | |
| Ants on a Log | | | | |
| Apple Smiles | | | | |
| Peanut Butter Chews | | | | |
| Pizza Bites | | | | |
| Crispy Pretzel Bars | | | | |
| Rice Crispy Treats | | | | |
| Blender Pancakes | | | | |

Pigs in a blanket

Refrigerated crescent rolls

Pre-cooked lil' smokies

Preheat oven to 375 degrees

Open biscuits. Take one lil smokie and roll it up in the biscuit. Make enough for each person in class to have half of one. Bake about 10 minutes or until golden brown and puffed up.

Ants on a Log

Celery sticks

Peanut butter

Raisins

Wash celery and cut into halves. Spread 1 Tablespoon of peanut butter onto each half of the celery sticks. Press raisins into the peanut butter and enjoy! Make enough for each person in class to have half of the “log.”

Apple Smiles

4 Miniature Marshmallows

2 Apples Slices

Peanut Butter

Take the two dry apple slices and share 1 T peanut butter between the two slices. Then take 4 marshmallow and place in between the two apple slices. It should like a smile when you are done. Make enough for each person in class to have half of a “smile.”

Peanut Butter Chews:

½ C peanut butter

½ C light corn syrup

2/3 C powdered sugar

1 C dry milk (no water!!)

Mix syrup and peanut butter and gradually add powdered sugar. Stir until smooth. Add dry milk a little at a time and mix well until mixture is stiff enough to handle. Roll into balls or into a log roll to be cut into pieces. Make enough for each person in class to have one.

Pizza bites:

English muffins

1 jar pizza sauce

½ lb grated mozzarella cheese

pepperoni

Place english muffin halves on a cookie sheet. Spread each with a spoonful of pizza sauce. Place 2 pepperonis on each muffin half. Top with cheese. Bake at 500 degrees for 5 minutes or until cheese melts. Serve hot. Make enough for each person in class to have one.

Crispy Pretzel Bars

½ C sugar

½ C light corn syrup

¼ C peanut butter

2 ½ C rice cereal

1 C pretzel sticks

½ C plain M&Ms

In a large microwave-safe bowl, combine the sugar and corn syrup. Microwave for 1 minute and 30 seconds, or until sugar is dissolved. Stir in peanut butter until blended. Add the cereal, pretzels and M&Ms. Stir until coated. Press into a greased 11x13 pan. Cut into bars for each person in class.

Rice Krispy Treats

3 T butter

1 package (10 oz, about 40) regular marshmallows OR 4 C mini marshmallows

6 C Rice Krispies cereal

In a large saucepan, melt butter over low heat. Add marshmallows and stir until completely melted. Remove from heat. Add Rice Krispies. Stir until well coated. Using a greased spatula, even press mixture in a 9x13 pan coated with cooking spray. Cut into squares for each person in class.

Blender pancakes

2 C milk

$\frac{3}{4}$ C sugar

2 eggs

1 t vegetable oil

1 t vanilla

2 C flour

1 $\frac{1}{2}$ T baking powder

Place milk, sugar, eggs, oil, and vanilla in the blender. Add flour and baking powder. Blend until smooth.

Spray electric skillet with cooking spray. Heat to medium. Pour or scoop the batter onto the griddle in fun shapes. Brown on both sides. Enjoy! Make enough so everyone in class can try them.

Senior Citizens Lab

Everyone in your kitchen **MUST** have at least one impairment before you begin to make your cake. Your options are:

Wear sunglasses (simulates loss of sight/cataracts)

Wrap masking tape around each finger on one hand (simulates arthritis)

Wear a glove and wrap tape around the tips of your fingers (simulates loss of skin sensitivity)

Put a cotton ball in each ear (simulates hearing loss)

**** IF YOU REMOVE ANY OF THE TAPE, COTTON BALLS, OR GLASSES BEFORE THE TEACHER CHECKS YOU OFF, YOU WILL LOSE YOUR POINTS FOR THE LAB!**

When you are done cooking, answer the following questions.

1. What “impairment” did you choose?

2. Did it make things difficult? How? (BE SPECIFIC!)

3. How could you make cooking easier and more fun for the senior citizens in your life?

One-Bowl Chocolate Cake

1 c. flour

1 c. sugar

1/4 c. cocoa

1 t. baking soda

1/2 t. baking powder

1/4 t. salt

1/2 c. vegetable oil

1/2 c. buttermilk

1 egg

1/2 c. hot water

1. In a large bowl, combine dry ingredients.
2. Stir in oil, buttermilk and egg.
3. Add water and stir until combined.
4. Pour into a greased 8” square pan.
5. Bake at 350° F for 30 minutes or until a toothpick inserted near the center comes out clean. Cool and frost your cake.

Chocolate Frosting

3 T. butter or margarine

2 T. cocoa

1 c. powdered sugar

2 T. milk

3/4 t. vanilla

1. In a bowl, beat butter until fluffy.
2. Add cocoa and blend well.
3. Gradually add 1 c. of the powdered sugar, beating well.
4. Slowly beat in the milk and vanilla.
5. Gradually beat in the remaining powdered sugar, adding a few drops of milk if needed to make of spreading consistency.

Health Concerns Notes

As you read about each health concern, fill out the boxes below.

| Disease | Cause | Symptoms | Treatment |
|--|-------|----------|-----------|
| Diabetes: Type 1 Child/Juvenile Type 2 Adult Onset | | | |
| Heart Disease | | | |
| Anemia | | | |
| Colon Cancer | | | |
| Osteoporosis | | | |
| Obesity | | | |

Low Cholesterol Oatmeal Drop Cookies

½ C flour

¼ t baking powder

1/8 t baking soda

1 ½ t molasses

¼ t salt

¼ t cinnamon

¼ C + 2 T brown sugar

¾ C oats

¼ C canola oil

½ egg (share with another kitchen!!)

1 T water

½ t vanilla

Preheat oven to 350.

In a mixing bowl, combine flour, baking powder, baking soda, salt, and cinnamon.

Add sugar and stir in oats.

Make a well in the center and add oil, molasses, egg, water, and vanilla.

Stir until dry ingredients are moistened.

Drop onto an ungreased cookie sheet.

Bake for 13 minutes. Cool and enjoy!

Stage 1 recovery snack: Whole-wheat Crepes with Peanut Butter

½ C white whole wheat flour
1 large egg
¼ C milk
¼ C water
1 T melted butter
2 T peanut butter per person in your group
½ C milk per person in your group

Place all ingredients in blender and blend until smooth

Lightly spray a frying pan and place over medium heat.

Pour ¼ C of batter into the skillet. Lift and tilt the pan in a circular motion to coat the bottom with batter.

Cook about 20 seconds, or until edges become dry and easily lifted with a turner. Flip crepe with turner. Cook about 20-30 seconds more, or until middle is set, then remove crepe from pan.

Repeat with rest of batter

Serve with peanut butter and milk as a great recovery snack!

With your group, create a 2-day menu (One normal day, one day of competition) with breakfast, lunch, dinner and snacks that fits the 60, 20, 20 % training formula.

| Day 1: Normal | Carbohydrate (60%) | Fat (20%) | Protein (20%) |
|------------------|--------------------|-----------|---------------|
| breakfast | | | |
| lunch | | | |
| dinner | | | |
| snack | | | |

| Day 2: Competition | Carbohydrate | Fat | Protein |
|-----------------------|--------------|-----|---------|
| breakfast | | | |
| lunch | | | |
| dinner | | | |
| snack | | | |

The competition is at 4pm and lasts until 6pm.

Pre-game meal: _____ eaten at _____

Event hydration: Water every _____ minutes

Recovery stage one: _____ eaten at _____

Recovery stage two: _____ eaten at _____

Recovery stage three: _____ eaten at _____

Café Rio Cilantro Lime Rice and Black Beans

Ingredients for beans:

1 t olive oil
½ onion, diced
1 garlic clove, minced
1 t ground chili powder
1/8 t cayenne pepper
¼ t ground cumin
¼ t dried oregano
1 can black beans
½ C water
1 T tomato paste

1. Dice onion, mince garlic.
2. Heat oil in a medium saucepan over medium-high heat. Add onion and cook, stirring, until translucent, 4 to 5 minutes.
3. Add garlic and cook, stirring constantly, for 30 seconds.
4. Add chili powder, cayenne pepper, cumin and oregano and cook, stirring, until fragrant, about 30 seconds more.
5. Add beans, water and tomato paste; stir to combine. Bring to a simmer, reduce heat to medium-low and cook, stirring occasionally, until the beans are heated through and the sauce is slightly thickened, 8 to 10 minutes.
6. Serve warm over rice.

Ingredients for rice:

½ C rice
1 ½ t oil
1/6 bunch cilantro
¼ t salt
¼ onion, chopped
1 C water
1 bouillon cube
2 t lime juice

1. Chop onion.
2. Brown onion and rice in oil.
3. Place water, bouillon cube, cilantro, lime juice, and salt in blender until blended thoroughly.
4. Add water/lime juice mixture to rice and bring to boil.
5. Reduce heat and cover. Simmer 20 minutes.
6. When rice is cooked, fluff with fork and serve with beans.

Name Brand vs. Store Brand Unit Pricing and Taste Test

**Put a star next to the item you would buy from each kitchen, taking into account unit price, flavor, and appearance.

[illegible]

Convenience Foods

- Group 1: Homemade Cheese its, name brand Cheez-Its
- Group 2: Homemade Chocolate Pudding
- Group 3: Chocolate Pudding mix, box Mac and Cheese
- Group 4: Chocolate Chip Cookie mix, Brownie mix
- Group 5: Homemade Chocolate Chip Cookies
- Group 6: Homemade Brownies
- Group 7: Homemade Biscuits, Bisquick Biscuits
- Group 8: Homemade Mac and Cheese

Homemade Cheese its

4 ounces cheddar cheese, shredded
2 T unsalted butter, at room temperature
½ t salt
½ C flour
1-2 T ice water

1. Preheat your oven to 375.
2. In the bowl of your kitchenaid, use the paddle to mix the cheese, butter, and salt on low speed until combined.
3. Add the flour and mix on low until it looks like little pebbles.
4. SLOWLY add 1 T of water, a little at a time, continuing to mix as the dough forms a ball. If needed, add extra water until the dough forms.
5. Pat the dough into a disk, place on a tray, and refrigerate for 10 minutes.
6. Roll the cold dough into a very thin, large rectangle.
7. Using a fluted pastry wheel, cut the rectangles into 1-inch squares and transfer them to a lightly greased cookie sheet.
8. Bake for 15-17 minutes, or until puffed and browning at the edges. Immediately move the crackers to wire racks to cool completely.
9. Enjoy!

Chocolate pudding:

2/3 C sugar
2 T cornstarch
¼ t salt
2 C low-fat milk
2 squares unsweetened chocolate, broken in pieces
1 egg
2 T butter
1 t vanilla

1. In a heavy saucepan, thoroughly mix the sugar, cornstarch, and salt.
2. Gradually stir in milk and unsweetened chocolate.
3. Cook over medium heat, stirring constantly, until thick and bubbly. Cook for 2 more minutes. Remove from heat.
4. Beat egg in a small bowl.

5. Add a small amount of the chocolate mixture to the egg and stir. DO NOT SCRAMBLE THE EGG!! Keep adding chocolate gradually until the egg is warm to the touch.
6. Add egg mixture to saucepan and stir continuously. Cook over medium heat for two minutes.
7. Remove from heat. Stir in butter and vanilla until thoroughly mixed.
8. Serve warm or chilled.

Homemade Chocolate Chip Cookies

- 1/3 C butter
- 1/3 C shortening
- 1/2 C packed brown sugar
- 1/2 C sugar
- 1 t vanilla
- 1 egg
- 1 1/2 C flour
- 1 t baking soda
- 1 t salt
- 1 1/2 C chocolate chips

1. Preheat oven to 350 degrees.
2. With the paddle, use your kitchenaid to cream together butter, shortening, brown sugar, sugar, vanilla, and egg until fluffy.
3. Add dry ingredients (flour, baking soda, salt) and mix until combined. (Mix SLOWLY at first—the flour will go everywhere!)
4. Once dough is complete, add in chocolate chips. Fold in with a spoon (your kitchenaid will crush them!)
5. Roll ALL dough into ping-pong ball size balls.
6. Bake on a greased cookie sheet for 8 minutes.

Homemade Biscuits

- 2 c. flour
- 4 tsp. baking powder
- 1/2 tsp. salt
- 1/4 c. shortening
- 3/4 c. milk

1. Preheat oven to 450 degrees.
2. Sift flour, salt, and baking powder into bowl.
3. Add shortening and cut into flour with fork or pastry blender.
4. Pour in milk and stir lightly until dough holds together.
5. Turn dough out on lightly floured board. Pat dough out until 1/2 inch thick and cut with biscuit cutter.
6. Bake for 12-15 minutes.

Homemade Mac and Cheese

- 8 oz elbow macaroni
- 1/4 C butter
- 1/4 C flour

½ t salt

1 dash black pepper

2 C milk

2 C shredded cheddar cheese

1. Cook macaroni according to package directions.
2. In a medium saucepan, melt butter over medium heat.
3. Stir in flour, salt and pepper to create your roux.
4. SLOWLY add milk to create your béchamel sauce.
5. Cook and stir until bubbly.
6. Stir in cheese until melted.
7. Drain macaroni, add noodles to cheese sauce, and stir to coat.

Homemade Brownies

½ C vegetable oil

1 C white sugar

1 t vanilla

2 eggs

½ C flour

1/3 C unsweetened cocoa powder

¼ t baking powder

¼ t salt

Directions:

1. Preheat oven to 350 degrees. Grease a 9x9 baking pan.
2. In a medium bowl, mix together the oil, sugar, and vanilla. Beat in the eggs.
3. Combine flour, cocoa, baking powder, and salt in a separate bowl.
4. Gradually combine the dry ingredients with the wet ingredients until well blended.
5. Spread the batter evenly into the prepared pan.
6. Bake for 20-25 minutes, or until the brownie begins to pull away from the edges of the pan. Cool before cutting.

| Item | Time to make | Cost per serving | Appearance (1-5) | Taste (1-5) | Texture (1-5) |
|----------------------------|--------------|------------------|------------------|-------------|---------------|
| Homemade Cheese-Its | | | | | |
| Cheez-It Crackers | | | | | |
| Homemade Chocolate Pudding | | | | | |
| Chocolate Pudding Mix | | | | | |
| Box Mac and Cheese | | | | | |
| Homemade Mac and Cheese | | | | | |
| Brownie Mix | | | | | |
| Homemade Brownies | | | | | |
| Chocolate Chip Cookie Mix | | | | | |
| Chocolate Chip Cookies | | | | | |
| Homemade Biscuits | | | | | |
| Bisquick Biscuits | | | | | |

Egg Drop Soup

4 C water
4 bouillon cubes
1 tablespoon + 1 teaspoon cornstarch
2 large eggs
1 green onion
1 tablespoon soy sauce

Chop green onion. Set aside.

Heat the water in a large saucepan until boiling. Add the bouillon cubes and stir until dissolved. Remove ½ C of the chicken stock. Add 1 T cornstarch to the stock and whisk together until there are no clumps.

Add cornstarch and stock back into the original pot and bring the entire mixture to a simmer. Let it simmer for 1-2 minutes.

In a separate bowl, whisk eggs and 1 t cornstarch together.

Soup should be barely simmering. GENTLY pour the eggs into the soup very SLOWLY. As you pour, GENTLY whisk the broth. Let the soup stand for a few seconds after you pour the eggs in to make sure they are fully cooked.

Serve immediately with green onions. Add soy sauce to taste. Eat with proper etiquette.

What's For Dinner? Assignment

Description:

You are planning a dinner party for yourself and five friends. Decide what you want to eat, remembering the MyPlate guidelines (see REQUIREMENTS below).

You will draw a table setting. (Refer to your etiquette notes for examples of the basic, informal, and formal place settings. You can choose any of those three to be the place setting for your meal.)

The picture must have color and include the food on the plate.

You will also find a recipe for at least one portion of your meal (a recipe for your protein, for example). Answer the questions about your recipe on the next page.

Requirements: _____/10

The table setting must be in the basic, informal, or formal style.

Must include a salad, a bread, a dessert and the MyPlate standards.

The setting must include 2 drinks: water and _____.

The picture must have color.

You do not have to include the coffee/tea after the meal.

ChooseMyPlate guidelines: _____/10

☐ ½ of the plate (meal) is fruits and vegetables

☐ The grains are whole grains (e.g. brown rice, oats, millet, whole wheat, corn, quinoa, etc...)

☐ The protein is only ¼ of the plate (meal).

☐ Must include a dairy product (e.g. could be the cream in a soup, could be a glass of milk or yogurt with the dessert) or a dairy substitute (e.g. almond milk instead of regular milk).

Recipe Questions: _____/15

1. What is the recipe called? Where did you find it? (1 point)

2. How does this recipe meet the MyPlate guidelines? If it doesn't, how could you change it to meet MyPlate guidelines? (3 points)

3. How does this recipe help your meal meet the five aesthetic guidelines for meal planning? (5 points)
Color:

Texture:

Size and Shape:

Flavor:

Temperature:

4. What is the recipe's yield? (How many servings does it make)? Will you need to double or half it to feed all six people? (1 point)

5. How long will it take you to prep BEFORE you begin the recipe? (Don't forget grocery shopping, chopping, and getting your mise en place prepared.) Explain your answer. (2 points)

6. What is the actual cooking/baking/chilling time? (1 point)

7. Would you want to prepare this recipe on your own? Explain your answer. (3 points)

Hawaiian Haystacks:

Ingredients

Rice:

1 C rice

2 C water

½ t salt

Chicken:

- 1 chicken breast
- 1 T + 1 t butter
- ¼ onion, finely chopped
- 1 clove garlic; finely minced
- ½ teaspoon salt
- ¼ teaspoon pepper
- 2 T flour
- 1 C milk
- ½ C chicken broth

Toppings:

1 green onion

¼ C chow mein noodles

2 T cheddar cheese

2 T pineapple chunks

2 T olives

Directions

For rice:

1. Bring 2 C water to a boil. Add rice and salt. Cover pot and lower heat. Simmer for 20 minutes, or until rice is tender. Set rice aside until chicken is done.

For Chicken:

1. Chop chicken into bite-size pieces.
2. In a large skillet melt the butter over medium heat and add the onion and raw chicken.
3. Sauté the onion and chicken, until the onions are soft and translucent and the chicken is cooked through, about 5 to 6 minutes.
4. Add the garlic and cook for about one minute, stirring, until fragrant.
5. Sprinkle the flour over the onions and chicken and stir to combine.
6. Cook over medium heat for one minute – this helps get rid of the starchy, flour taste.
7. Slowly whisk in the milk and chicken broth. Cook, stirring constantly with a whisk, and bring the sauce to a simmer over medium to medium-high heat. Add the salt and pepper.
8. Continue simmering, stirring the sauce frequently, until the sauce has thickened, about 5-8 minutes.

For toppings:

Chop green onion. Serve the chicken sauce over rice with your toppings of choice. Please bring extras to the front!

Meal Evaluation

Evaluate your Hawaiian Haystacks based on the following criteria. Use complete sentences.

| | |
|--|---|
| <p><u>How did you manage your kitchen?</u></p> <p>How did you use time effectively in class today? (Mise en place, clean as you go)</p> <p>Did the food finish cooking at the same time?</p> <p>Did you get checked off on time?</p> | |
| <p><u>Did you eat politely?</u></p> <p>Did you use a napkin?</p> <p>How did you use proper etiquette?</p> <p>Did you chew with mouth closed?</p> | |
| <p><u>Was this a balanced meal?</u></p> <p>How did it follow MyPlate?</p> <p>How did it not follow MyPlate?</p> <p>Did it include all food groups?</p> <p>Were there unhealthy ingredients like sugar, salt, or fat? How could you make it more healthy?</p> | |
| <p><u>How did it meet the 5 Guidelines of Meal Planning Aesthetics?</u></p> <p>Color</p> <p>Flavor</p> <p>Shapes</p> <p>Temperature</p> <p>Texture</p> | <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> |
| <p><u>How did you set the table?</u></p> <p>Did you use the correct tableware?</p> <p>Did you have the right amount of utensils set out?</p> <p>Did you have a napkin set out?</p> | |
| <p>What would you do differently next time?</p> | |

Pancake Lab Experiment

Everything plays a part in making something whole or right. What role does each ingredient play? Follow the instructions and prepare 5 different pancakes and evaluate each.

- 1 cup flour
- 1 cup milk
- 1 egg
- 2 tsp. baking powder
- 1 T sugar
- ½ tsp salt
- 2 T oil

1) Combine flour and milk. Stir. Make one tiny pancake.

Describe:

☐ Texture:

☐ Flavor:

☐ Color:

2) Add egg. Stir. Make one tiny pancake.

Describe:

☐ Texture:

☐ Flavor:

☐ Color:

3) Add baking powder. Stir. Make one tiny pancake.

Describe:

☐ Texture:

☐ Flavor:

☐ Color:

4) Add sugar and salt. Stir. Make one tiny pancake.

Describe:

☐ Texture:

☐ Flavor:

☐ Color:

5) Add oil. Stir. Make one tiny pancake.

Describe:

☐ Texture:

☐ Flavor:

☐ Color:

Word bank:

Texture: Gooey, tough, chewy, soft

Flavor: bland, sweet, salty

Color: pale, lightly brown, brown, black

Cinnamon Rolls

Ingredients:

120 grams ($\frac{1}{2}$ cup) milk
45 grams (3 T) margarine
525 grams ($3\frac{3}{4}$ cup) sifted flour
45 grams (3 T) sugar
2 eggs

For yeast, which Ms. Carsten did for you:

89 grams ($\frac{1}{4}$ C + 2 T) water
8.5 grams (1 T) yeast
15 grams (1 T) sugar

1. Activate the yeast with water and 1 T sugar. (MS. CARSTEN WILL DO THIS FOR YOU)
2. While yeast is activating cream the milk, margarine, sugar, and eggs using the paddle of your kitchenaid.
3. Add 1 cup flour. Mix well.
4. Switch to the dough hook on your kitchenaid. Add the yeast and the rest of the flour a little at a time. You might not need all the flour! **Stop** adding flour when the dough is **not** sticky. The dough should pull away from the sides of the bowl.
5. Cover bowl with a towel and let dough rise on top of your oven while you prepare the filling.

Filling ingredients:

55 grams ($\frac{1}{4}$ cups) brown sugar
30 grams (2 T) sugar
4 grams (1 tsp.) cinnamon
29 grams (2 T) margarine (melted)

1. Combine sugars and cinnamon.
2. Roll dough into a rectangle spread melted butter on dough, then sugar mixture.
3. Roll into a 12 inch log.
4. Slice log at 1 inch interval; arrange on their side to show the pinwheels.
5. Bake at 375 for 18-20 minutes. Top with icing and enjoy.

Rolls

Ingredients:

1 T yeast
2/3 C warm water
1 T sugar for water
2 T sugar for dough
2 T warm milk
½ t salt
1 T oil
1 egg
2 C sifted flour

1. Preheat oven to 425.
2. Activate the yeast by letting it sit in the warm water with 1 T sugar. Let it sit until bubbly. It should smell like bread.
3. While yeast is activating, mix sugar, milk, salt, oil, and egg in the Kitchenaid.
4. Add ½ C flour and mix well.
5. After it is mixed, add in the yeast mixture and another ½ C flour. Mix well.
6. Add in the rest of the flour a little at a time while mixing. (If your dough is really sticky, continue adding extra flour until it forms a tighter ball of dough.)
7. Put a towel over your bowl and let dough sit for 10 minutes to rise.
8. After rising, shape dough into rolls on a greased cookie sheet.
9. Let rolls rise on top of the oven for 5-10 minutes.
10. Cook rolls at 425 for 12-15 minutes

Honey Butter

½ stick of butter (1/4 C)
1 T + 1 t honey
1/8 t cinnamon
Pinch salt

1. Combine butter, honey, cinnamon, and salt.
2. Enjoy!