

Lab Manual

Culinary Essentials



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UNIVERSITY



Culinary Essentials

Lab Manual

For Review Purposes - Not for Sale



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Chapter 15 Cooking Techniques

Section 15.1 How Cooking Alters Food



Science Project

List Changes to Food

Directions Use Chapter 15 in your textbook as reference to describe five types of changes that you could expect to take place in chicken that is baked from its raw form to its finished state. Explain how the cooking process makes these changes occur.

1. Nutritive value

2. Texture

3. Color

4. Aroma

5. Flavor

Chapter 15 Cooking Techniques

Section 15.2 Dry Cooking Techniques



Science Project

Check Baking Progress

Directions Follow your teacher's instructions to form groups. As a group, bake a medium-size potato. Record your observations of the potato's progress every 8 to 10 minutes. Write the exact time of each report. Remove the potato from the oven when you think it is done and record the time. Cut open the potato. Did you undercook or overcook it? Compare your results with those of your classmates and summarize. Use another sheet of paper for your summary if you need more space.

Potato Baking Progress		
Stage	Starting Time of Stage	Observations
Place in oven		
First check		
Second check		
Third check		
Remove from oven		

Summary of Class Results

Chapter 15 Cooking Techniques

Section 15.3 Moist Cooking Techniques



Culinary Skills Project

Make Tomato Concassé

Directions Follow your teacher's directions to form teams. Working in teams, practice using the moist cooking techniques needed to prepare tomato concassé. Once you have finished, answer the questions.

Make Tomato Concassé

1. Gather a 1-quart saucepan, a 1-quart bowl of ice water, a tomato, a slotted spoon, a paring knife, a chef's knife, and a cutting board.
2. Set the saucepan on the burner. Rinse the tomato. Place the tomato in the saucepan. Fill the saucepan with enough water to cover the tomato.
3. Remove the tomato. Let the water begin to heat until it comes to a simmer.
4. Remove the stem and cut an "X" in the bottom of the tomato.
5. Put the tomato in the saucepan. Blanch the tomato for 15 to 30 seconds.
6. Remove the tomato from the simmering water.
7. Plunge the tomato into the ice water. This is called the shocking process.
8. Remove the skin from the tomato.
9. Cut the tomato in half crosswise.
10. Gently squeeze out the seeds, and dice the tomato. This is the final product.

1. How do you think blanching and shocking affected the process?

2. Why would a chef want to prepare tomatoes in this way?

3. In what dishes might a chef want to use tomato concassé?

Chapter 15 Cooking Techniques



Study Skills

Determining Your Learning Style

Directions Read about the different learning styles. Then, answer the questions.

Types of Learning Styles

People learn in different ways. For example:

- Auditory learners learn best by listening, such as to a teacher's lecture.
- Visual learners learn best by seeing, such as reading or viewing a demonstration.
- Tactile learners learn best by touching or doing, such as writing or performing an action.
- Interpersonal learners learn best by sharing, comparing, and cooperating.

Experiment with different styles. After determining your learning style, you can study more effectively in less time.

1. If you are a tactile learner, how could you become better organized?

2. If you are an auditory learner, how could you better prepare for a test?

3. If you are a visual learner, how could you remember what you hear while listening to a class discussion?

4. If you are a tactile learner, how could you remember what you hear while listening to a class discussion?

5. If you are an interpersonal learner, how could you best prepare for a test?

Chapter 15 Cooking Techniques



Certification Test Practice

Reviewing After a Test

Directions Read the tips for what to do after a test. Then, complete the test, which combines multiple-choice, true/false, fill-in-the-blank, and short-answer questions.

What to Do After a Test

- Fight the urge to turn in your test as soon as you have finished. Use any extra time to check your work.
- Make any changes you think are important.
- Consider whether any questions you answered later in the test provide information that might help you answer questions you were not sure of earlier.
- Evaluate your performance on the test. Think about what you can do to perform better on future tests.
- When you get your corrected test back, look it over to make sure there are no grading mistakes.
- Look over the answers you got wrong. Make sure you understand why they were wrong. Ask your teacher for clarification if you are unsure.
- Save the test for future study. Cumulative final exams often contain questions from previous tests.

Fill in the bubble next to the answer that best completes the statement.

1. Some people might choose to steam vegetables because

it is a gentle dry cooking method. no nutrients will be lost in cooking.

minimal nutrients will be lost in cooking. water is an inexpensive cooking medium.

Use a content vocabulary term from Chapter 15 to fill in the blank.

2. When you force foods to stand up to heat, you _____ them to chemical changes.

Circle the appropriate answer.

3. Placing meat on a metal rod and slowly rotating it over a heat source is called searing.

T F

Write a short answer for the question.

4. What is the difference between blanching and parboiling?

Chapter 15 Cooking Techniques



Content and Academic Vocabulary

English Language Arts

Directions Match the vocabulary terms to their definitions. Write in the letter corresponding to each term next to the definition that matches it.

- a. dry cooking technique _____ the process that occurs when liquids boil
- b. moist cooking technique _____ to expose
- c. coagulate _____ to change from a liquid or semiliquid state to a drier, solid state
- d. caramelization _____ the time it takes for the fat or oil to return to temperature after the food has been submerged
- e. carryover cooking _____ fragile
- f. recovery time _____ to decrease the volume of
- g. convection _____ the process of cooking sugar to a high temperatures
- h. blanching _____ uses oil, fat, hot air radiation, or metal to transfer heat
- i. reduce _____ uses liquid instead of oil to create the heat energy needed to cook food
- j. braising _____ cooking that takes place after you remove something from its heat source
- k. deglaze _____ using the boiling method to partially cook food
- l. subject _____ to add a small amount of liquid to a pan to loosen bits of food after searing or sautéing
- m. delicate _____ a long, slow cooking process
- n. extracted _____ drawn out

Chapter 15 Cooking Techniques

PROJECT Culinary Review Evaluate Food Browning

Scenario How important is browning to the flavor and texture of foods?

In this project, you will cook three different foods, evaluate their flavor and texture, and describe the importance of the results for a foodservice business.

Academic Skills You Will Use	Culinary Skills You Will Use
ENGLISH LANGUAGE ARTS Use different writing process elements to communicate effectively. SCIENCE Develop an understanding of chemical reactions.	<ul style="list-style-type: none"> Dry cooking skills Food safety and sanitation Sensory evaluation

Step 1 Cook Three Foods

Directions Follow your teacher's instructions to form teams. As a team, choose three food items from the list. Then, complete the cooking steps for each food.

<ul style="list-style-type: none"> Mushrooms Broccoli Carrots Pears Pork chops Fish 	<ul style="list-style-type: none"> Chicken Onions Bell peppers Apples Ham Sirloin tips
---	--

Cooking Steps:

1. Place a small amount of oil in a shallow pan or wok.
2. Heat the pan until you see ripples in the oil.
3. Add one food item to the pan. Note your start time, and mark it on the chart for Step 2.
4. Cook the food item until it browns, observing the browning process. Note your stop time, and mark it on the chart for Step 2.
5. Repeat Cooking Step 4 and Cooking Step 5 for each food item, recording your start and stop times on the chart on the next page.

Chapter 15 Cooking Techniques

PROJECT Culinary Review (continued) Evaluate Food Browning

Step 2 Assess Food Browning

Directions Contrast each food item to assess how dry heat cooking affected the finished product. What happened to the color of each food item? What was the crust like? How did browning affect the flavor of each food item? Use the chart to record your observations about each food item's texture, flavor, and aroma.

Browning Results			
Food Item	Start Time	Stop Time	Observations

Chapter 15 Cooking Techniques

PROJECT Culinary Review (continued) Evaluate Food Browning

Step 3 Assess the Impact of Browning

Directions Using your observations from Step 2, answer the questions.

1. What did you observe about the start and stop times of the different food items you cooked? Explain your observations.

2. What differences did you notice between the different browned foods?

Durpos

3. How could the observations you gathered about browning different food items impact customer opinions of a foodservice business?

Chapter 16 Seasonings and Flavorings

Section 16.1 Enhancing Food



Culinary Skills Project

Determine When to Season

Directions Read each of the cooking situations, and determine when to add the seasoning. Write your answer in the space provided.

1. **Food:** A large pot of chicken soup

Seasoning: Salt

When to add: _____

2. **Food:** A beef roast

Seasoning: Pepper

When to add: _____

3. **Food:** Baked stuffed pasta shells

Seasoning: Red pepper

When to add: _____

4. **Food:** A custard sauce for a dessert

Seasoning: Vanilla extract

When to add: _____

5. **Food:** Baked chicken

Seasoning: Monosodium glutamate

When to add: _____

6. **Food:** Berber lamb stew

Seasoning: Ground cinnamon

When to add: _____

7. **Food:** Tomato sauce

Seasoning: Minced garlic

When to add: _____

Chapter 16 Seasonings and Flavorings

Section 16.2 Herbs and Spices



Culinary Skills Project

Identify Herbs and Spices

Directions Smell the aroma of each of the herbs and spices in the numbered cups provided by your instructor. Identify each one by name and describe its key characteristics in the following chart.

Herb or Spice	Description
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Chapter 16 Seasonings and Flavorings

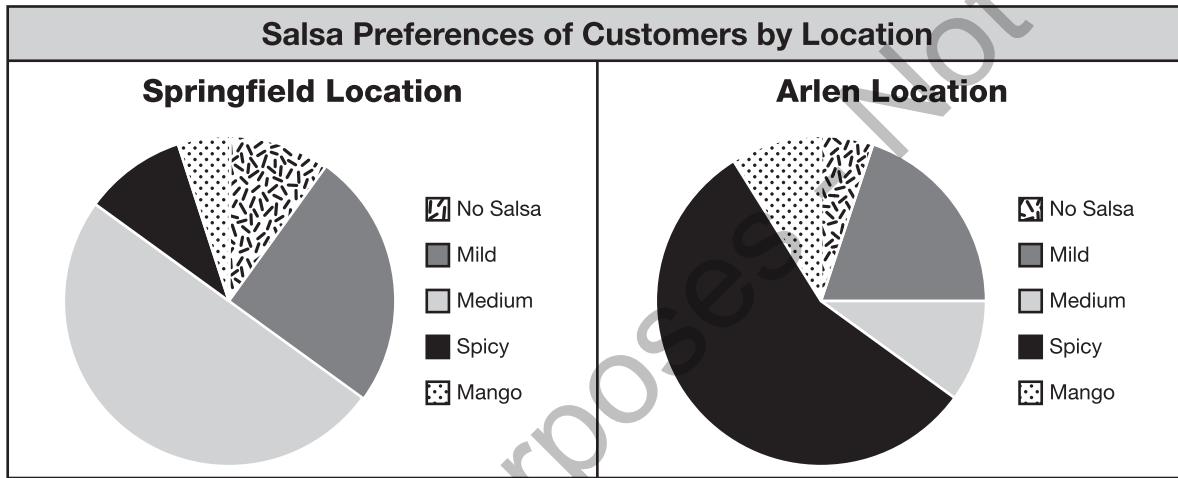
Section 16.3 Condiments, Nuts, and Seeds



Mathematics Project

Compare Charts

Directions Super Happy Taco is a quick-service restaurant with two different locations. The charts below display the salsa preferences for customers at each location. Study the charts, then circle whether each statement below is true (T), false (F), or unknown (U; if the answer cannot be found by looking at the charts).



- Over half of Arlen customers prefer spicy salsa. T F U
- More than 5% of Springfield customers prefer mild salsa. T F U
- A higher percentage of Springfield customers than Arlen customers prefers mango salsa. T F U
- About 40% of Springfield customers choose salsa other than mild or medium. T F U
- About 25% of Arlen customers choose mild or no salsa. T F U
- Less than 25% of all Super Happy Taco customers prefer no salsa. T F U
- People in Arlen prefer spicier foods compared to people in Springfield. T F U
- Mild is the second most popular salsa variety at both locations. T F U

Chapter 16 Seasonings and Flavorings

Section 16.4 Sensory Perception



English Language Arts Project

Evaluate Sensory Appeal

Directions Read the descriptions of different meals. Based on information from Section 16.4 in your textbook, evaluate whether the meal would be appealing, and explain why or why not.

Meal 1: Baked chicken breast, mashed potatoes with a white cream sauce, steamed cauliflower

Evaluation: _____

Meal 2: Pasta with tomato sauce, sprinkled with grated Parmesan cheese, served with a green salad with tomatoes

Evaluation: _____

Meal 3: Braised pork chop with caramelized onions, steamed green beans with almonds, and pilaf-style rice

Evaluation: _____

Meal 4: Tuna casserole and creamed corn

Evaluation: _____

Chapter 16 Seasonings and Flavorings



Study Skills

Using Note Cards

Directions Read the tips for using note cards to organize research. Then, imagine you will write a paper about seasonings and flavorings in food. Using Chapter 16 as a resource, fill in the sample note cards.

Tips for Using Note Cards

Sometimes, you have to do research to write a paper or give a presentation. You can organize your research using note cards that you fill in with information on the subject you are studying.

- In the upper left corner, write the topic of your research.
- In the upper right corner, write the name of the source.
- In the body of the card, enter a single fact, quote, or thought that you would like to include in your paper or presentation.
- Organize your cards to mirror the outline of your paper.
- Keep a separate set of cards for each type of resource you have used, such as books, magazines, or films.

TOPIC:

SOURCE:

Fact:

TOPIC:

SOURCE:

Fact:

TOPIC:

SOURCE:

Fact:

Chapter 16 Seasonings and Flavorings



Certification Test Practice

Evaluating Test Results

Directions Read the following tips for evaluating test results, then answer the questions.

How to Evaluate Test Results

When you get a graded test back, you have the opportunity to reflect on what you have learned, what you have not learned, and your overall performance. Begin by looking at your mistakes. Find out the correct answers to the items you missed. Summarize in writing the material you had trouble with. You have the power to improve your performance on the next test!

1. What is the difference between a seasoning and a flavoring?

2. How does monosodium glutamate enhance food?

3. How would you use green peppercorns?

4. Why should whole spices be added to food early in the cooking process?

5. How should fresh nuts and seeds be stored?

Chapter 16 Seasonings and Flavorings



Content and Academic Vocabulary

English Language Arts

Directions Correctly use 10 of the vocabulary terms in a short essay.

Content Vocabulary	Academic Vocabulary
seasoning	condiment
flavor enhancer	seed
flavoring	nut
spice	sensory properties
herb	savory
bouquet garni	plate composition
	distinct
	opaque
	complement
	indication

Chapter 16 Seasonings and Flavorings

PROJECT Culinary Review Taste-Test Seasonings

Scenario Seasonings and flavorings, herbs and spices, and condiments can enhance and even change the flavor of the foods to which they are added. In this project, you will boil potatoes, add various seasonings and flavorings to them, and describe their flavors.

Academic Skills You Will Use	Culinary Skills You Will Use
ENGLISH LANGUAGE ARTS Use different writing process elements to communicate effectively. SCIENCE Develop an understanding of science unifying concepts and processes: evidence, models, and explanation.	<ul style="list-style-type: none">Moist cooking techniquesSeasoning foodsSensory evaluation

Step 1 Boil Your Potatoes

Directions Follow your teacher's instructions to form small groups. As a group, peel, cube, and boil four medium potatoes. Follow all safety and sanitation precautions as you cook. Separate the potatoes into seven small batches. Taste the first batch of potato without any seasoning or flavoring added, and describe its flavor.

Batch #1: Plain potatoes (no seasoning)

Chapter 16 Seasonings and Flavorings

PROJECT Culinary Review (continued)

Taste-Test Seasonings

Step 2 Add Seasonings and Flavorings

Directions Choose two different seasonings and flavorings for each category, and mix with the other batches of potatoes.

Seasonings and Flavorings

Add a different seasoning or flavoring to two batches of potatoes. Make your selection using the information from Section 16.1 of your textbook. Write your selections in the chart.

Batch #2		Batch #3	
Seasoning/Flavoring Used		Seasoning/Flavoring Used	
Amount Used		Amount Used	

Herbs and Spices

Add a different herb or spice to two batches of potatoes. Make your selection using the information from Section 16.2 of your textbook. Write your selections in the chart.

Batch #4		Batch #5	
Herb/Spice Used		Herb/Spice Used	
Amount Used		Amount Used	

Condiments

Add a different condiment to two batches of potatoes. Make your selection using the information from Section 16.3 of your textbook. Write your selections in the chart.

Batch #6		Batch #7	
Condiment Used		Condiment Used	
Amount Used		Amount Used	

Chapter 16 Seasonings and Flavorings

PROJECT

Culinary Review (continued) Taste-Test Seasonings

Step 3 Describe the Flavors

Directions Taste each seasoned batch of potatoes. Describe the flavor in the chart. Compare it with the flavor of the unseasoned batch you tasted. Use creative language in your descriptions.

Flavor Comparisons	
Batch	Flavor Description
Batch #2	
Batch #3	
Batch #4	
Batch #5	
Batch #6	
Batch #7	

Chapter 17 Breakfast Cookery

Section 17.1 Meat and Egg Preparation



Culinary Skills Project

List Breakfast Food Cooking Techniques

Directions Write the cooking procedure for each breakfast food listed in these charts. Use Section 17.1 in your textbook as a guide.

Ham	
Step 1	
Step 2	

Bacon (Done in the Oven)	
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

Shirred Eggs	
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	

Chapter 17 Breakfast Cookery

Section 17.2 Breakfast Breads and Cereals



Social Studies Project

Research the Pancake

Directions Use at least two different sources, including books, magazines, cookbooks, and the Internet, to research the history of the pancake. Then, answer the questions.

1. What cultures feature pancakes as part of their cuisine?

2. How do pancakes rise?

3. What kinds of toppings can be used with pancakes?

4. How can pancakes be used in meals?

Chapter 17 Breakfast Cookery



Study Skills

Studying in a Group

Directions Read the tips for successful group study. Then, write a paragraph about group study using each of the content vocabulary words from Chapter 17.

Study Successfully in a Group

- Ask two or three others to come with you.
- Select a leader. The leader's task is to develop an agenda that can keep everyone in the group focused on studying.
- Before the group meets, the leader assigns sections of the text to each member. Members should read the entire text, and then write questions covering their assigned section.
- Schedule enough time for your group to cover all the material. Make sure there is time for questions and discussion.
- During the session, take turns asking and answering one another's questions.
- All members of the group should come to the session prepared to answer questions. This will help everyone be prepared for an upcoming class discussion, project, or test.
- Plan for a short social time before and after the session. Take at least one short break during the session. The leader should keep track of time and get everyone focused after a break.

designate
alternative

mainstay
function

Chapter 17 Breakfast Cookery



Certification Test Practice

Jogging Your Memory

Directions Read the tips for jogging your memory. Then, take the multiple-choice test. Circle the letter of the correct answer to each question.

Tips to Jog Your Memory

Sometimes you know the answer, but you cannot remember it during the test. Try these techniques to help you jog your memory:

- Relax and slowly reread the question.
- Put a mark next to the question, and then go on to the next question.
- Recall material that relates to the question, and then revisit the question.
- Try writing the question on the back of your test. Writing can jog your memory.

1. Fresh eggs are better for poaching because
 - older eggs taste funny when poached.
 - older eggs will fall apart in the poaching liquid.
 - older eggs will have a flatter yolk when poached.
 - older eggs will turn a slightly gray color when poached.
2. For the best results, eggs used for frying should be
 - Grade AA.
 - Grade A.
 - Grade B.
 - Grade C.
3. A quick-service breakfast should include
 - eggs, bacon, toast, and coffee.
 - hash browns, pancakes, and fruit.
 - French toast, ham, and yogurt.
 - Any of the above.
4. Granular cereals include
 - grits, barley, and farina.
 - oatmeal and cracked wheat.
 - boxed sugar-coated loops.
 - popcorn.

Chapter 17 Breakfast Cookery



Content and Academic Vocabulary

English Language Arts

Directions Circle the letter of the phrase that best completes the sentence.

1. **Albumin** is
 - a. a portfolio for pictures.
 - b. the shell that protects an egg.
 - c. where most of an egg's calories can be found.
 - d. the thickest part of the white that surrounds the yolk of an egg.
2. **To curdle** means to
 - a. coagulate.
 - b. separate.
 - c. bind together.
 - d. digest.
3. **Shirred** refers to
 - a. eggs baked with cream and bread crumbs.
 - b. pleats in a dress.
 - c. beaten eggs.
 - d. a flan.
4. If an egg is **porous**, it means.
 - a. it is easily poured
 - b. it is easily broken.
 - c. flavors and odors can be absorbed through the shell.
 - d. it is rotten.
5. When you choose a **side order**, you
 - a. get an order of food in addition to the main dish.
 - b. get the special of the day.
 - c. get an entrée.
 - d. get a double order of food.
6. An **omelet** is
 - a. an egg dish made of beaten eggs cooked without stirring.
 - b. exactly the same as a frittata.
 - c. eggs baked with cream and bread crumbs.
 - d. another name for fried eggs.
7. A **soufflé** is
 - a. an egg dish made of whole eggs.
 - b. another name for quiche.
 - c. a breakfast meat.
 - d. a puffed egg dish baked in the oven.

Chapter 17 Breakfast Cookery

PROJECT

Culinary Review Produce Breakfast Orders

Scenario Timing is very important when producing orders for breakfast. Some breakfast foods are cooked very quickly, while others take more time. In this project, you will review several breakfast orders, decide which foods must be cooked first, and produce several breakfast orders at one time.

Academic Skills You Will Use	Culinary Skills You Will Use
SCIENCE Develop an understanding of personal and community health.	<ul style="list-style-type: none"> Sanitation and safety knowledge Dry cooking techniques Production timing
MATHEMATICS Apply appropriate techniques, tools, and formulas to determine measurements.	

Step 1 Review Breakfast Orders

Directions Follow your teacher's directions to form groups. Review the breakfast orders as a group. List the ingredients you will need for each order.

Breakfast Order #1	Breakfast Order #2	Breakfast Order #3
Pancakes with a side of bacon	Two fried eggs over easy with a side of white toast	Oatmeal with a side of sliced fruit

Ingredients needed: _____

Chapter 17 Breakfast Cookery

PROJECT Culinary Review (continued) Produce Breakfast Orders

Step 2 Make a Production Schedule

Directions Determine the order in which the breakfast foods must be cooked for all orders to be ready at the same time. List the information in the chart.

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Chapter 17 Breakfast Cookery

PROJECT

Culinary Review (continued)

Produce Breakfast Orders

Step 3 Serve Breakfast

Directions If possible, make the breakfast orders, or a variation supplied by your teacher. Then, answer the questions.

1. What was the easiest part of making the three breakfast orders?

2. What was the most difficult part of making the three breakfast orders?

3. What skills do you think line cooks need to be able to handle cooking breakfasts to order?

4. What role does the service staff play in a successful breakfast service?

Chapter 22 Poultry Cookery

Section 22.1 Poultry Basics



Science Project

Identify Poultry Characteristics

Directions List the physical characteristics and habitat for each kind of poultry.

Chicken _____

Turkey _____

Goose _____

Duck _____

Pigeon _____

Guinea _____

Chapter 22 Poultry Cookery

Section 22.2 Cooking Poultry



Culinary Skills Project

Compare Poultry Textures

Directions Follow your teacher's instructions to form teams. As a team, cook three small pieces of chicken in three different ways:

- Sautéing
- Pan-Frying
- Baking

Once the chicken is completely done, taste each piece of chicken and answer the questions.

1. Describe any taste differences between the three pieces of chicken.

2. Describe any texture differences between the three pieces of chicken.

3. Describe any appearance differences between the three pieces of chicken.

Chapter 22 Poultry Cookery



Study Skills

Evaluating Web Sites

Directions Read the tips for evaluating Web sites. Then, apply the tips as you use the Internet to research how poultry is raised. Identify and research how one kind of poultry is raised for human consumption. Write a paragraph about your findings.

How to Evaluate Web Sites

Before using a Web site for research, ask these questions to help you evaluate the site:

- Are the writers authorities on the subject that you are researching? If so, what are their credentials?
- Is the site timely? When was it created? When was it last updated?
- Do the writers cite other Web sites or authorities? If so, are they legitimate?
- Is this a local, state, national, or foreign government site?
- Is this a Web site for an educational institution, such as a college or university?

Poultry-Raising Methods

Chapter 22 Poultry Cookery



Certification Test Practice

Taking Online Tests

Directions Read the tips for taking online tests. Then, take the multiple-choice test. Fill in the bubble of the correct answer.

Tips for Taking Online Tests

Before the online test, ask your teacher these questions:

- Will I see one question at a time, or can I scroll through the entire exam?
- Will the questions be text only, or will there be illustrations?
- Will I need to answer each question before I can go on to the next question?
- Can I skip difficult questions and return to them later?
- Can I review the test once I am done?
- How do I change an answer?

1. The term maturity refers to a poultry's
 - age.
 - sex.
 - size.
 - height.
2. Poultry that has been prepared and packaged for use is called
 - ready-to-use.
 - ready-to-cook.
 - partially prepared.
 - service-ready.
3. Poultry that has received a Grade A should have all the following characteristics except
 - plump and meaty.
 - clean skin.
 - pinfeathers.
 - intact bones.
4. The term roasting in poultry cookery is usually used when cooking
 - turkeys.
 - whole birds.
 - chicken legs.
 - ducks or geese.
5. _____ are ideal for broiling or grilling.
 - Large birds
 - Giblets
 - Trussed chickens
 - Poultry pieces
6. There should never be more than one layer of chicken in a frying basket because
 - the pieces will stick together.
 - the chicken will not cook.
 - the oil will cool.
 - the batter coating will be too crispy.
7. Simmering is a cooking technique usually used for
 - older, tougher birds.
 - younger, tender birds.
 - game birds.
 - whole birds.

Chapter 22 Poultry Cookery



Content and Academic Vocabulary

English Language Arts

Directions Write the vocabulary term that best completes each sentence. You will not use all of the terms. The first one is done for you. You will not use all of the terms.

Content Vocabulary		Academic Vocabulary	
poultry	render	acceptable	indicate
kind	baste	process	principle
connective tissue	dredging		
giblets	stuffing		
market form	cavity		
trussing	ready-to-cook (RTC)		

1. Chris waited for the thermometer to reach 165°F to indicate that the roasted chicken was done.
2. Birds that get more exercise will have more _____.
3. Jan knew that _____ the turkey with twine would allow for an attractive final product.
4. Remove the _____, consisting of the liver, gizzard, and heart from the _____ of the turkey before roasting.
5. The fat in the skin will _____ when the poultry is cooked at a high temperature, resulting in a beautifully browned bird.
6. It is _____ to serve pre-sliced poultry to customers in some restaurants, while other foodservice establishments prefer to carve tableside.
7. Tige preferred his grandmother's recipe for cornbread _____ to accompany poultry.
8. The _____ of _____ includes coating poultry parts in seasoned flour.
9. The USDA categorizes poultry according to _____, or species, such as geese, ducks, or pigeons.
10. Sheryl's mom taught her to _____ her chicken with its own juices as it roasts in the oven.

Chapter 22 Poultry Cookery

PROJECT Culinary Review

Create a Simmered Poultry Dish

Scenario Simmered poultry also creates a flavorful liquid that can be used in many types of sauces. In this project, you will cut poultry into pieces, simmer it, create a sauce, and evaluate your results.

Academic Skills You Will Use	Culinary Skills You Will Use
ENGLISH LANGUAGE ARTS Use language to accomplish individual purposes.	<ul style="list-style-type: none">Sanitation and safety knowledgeMoist cooking techniquesMaking sauces
SCIENCE Develop an understanding of interactions of energy and matter.	

Step 1 Cut Up Poultry

Directions Follow your teacher's instructions to form groups. Inspect the bird provided by your instructor. In the space provided, record the kind and type of poultry, and its age. Then, describe the quality characteristics of your bird. Once you are finished, cut the bird into pieces as described on pages 572–573 of your textbook.

Poultry Kind and Type: _____

Poultry Age: _____

Quality Characteristics: _____

Chapter 22 Poultry Cookery

PROJECT

Culinary Review (continued)

Create a Simmered Poultry Dish

Step 2 Simmer Your Poultry

Directions As a group, select a recipe for simmering poultry that includes a sauce. Attach a copy of the recipe to this page. Prepare the poultry as directed in your recipe. Record the start time and end time for your cooking, and the internal temperature of the chicken, in the right column of the chart.

Simmering Poultry	
Recipe Name	
Start Time for Simmering	
End Time for Simmering	
Internal Temperature When Done	

Once the poultry is completely cooked, remove the poultry from the cooking liquid and prepare the sauce as directed in your recipe. After you are done, answer the questions.

1. What additional ingredients, seasonings, and/or flavorings did you use in your sauce?

2. How did you thicken your sauce? Describe any methods or ingredients you used.

3. How will your sauce complement the poultry you simmered?

Chapter 22 Poultry Cookery

PROJECT

Culinary Review (continued)

Create a Simmered Poultry Dish

Step 3 Evaluate Your Dish

Directions Taste your poultry to evaluate its appearance, flavor, and texture. Complete the evaluation.

Appearance: _____

Flavor: _____

Texture: _____

Unit 5 Culinary Applications**COMPETITIVE EVENTS PRACTICE****Make Chicken Chasseur**

Directions Follow your teacher's instructions to form competition teams of two to four people. Each team will be given a recipe for chicken chasseur to make for competition. Special attention should be paid to safety and sanitation procedures.

Judging**In this competition, you will be judged on:**

- How your team handles food safely
- The appearance and flavor of your chicken chasseur
- The sanitation procedures you follow
- The cleanliness of your workspace

Preparation Phase

1. Write a work plan of how your team will make the chicken chasseur. Turn in a copy of your work plan to your teacher.

2. Prepare your workspace for competition. During preparation:

- Retrieve all necessary equipment and tools
- Observe all safety and sanitation procedures
- Keep foods at the proper temperature
- Use a sanitizing solution to clean your workspace before beginning

Do not prepare any part of the chicken chasseur at this time.

Cooking Phase

1. Make your chicken chasseur, using the work plan you created. You must make two portions of your chicken chasseur—one to be tasted, and one for presentation. There should not be a visible difference between the two plates. You will have one hour to make your chicken chasseur.

2. Bring both plates to the tasting area designated by your teacher when it is completed and ready for judging, or at the end of the time period. Display your chicken chasseur with the work plan you wrote earlier.

Unit 5 Culinary Applications



COMPETITIVE EVENTS PRACTICE (continued)

Competitive Events Review

Once the competition has been completed, write a short essay on the experience of creating a more complex dish than the ones you have created for competition so far. How did you handle the extra ingredients? What were your biggest challenges? What would you have done differently next time?

Food Safety Rules

Food safety is everyone's responsibility. Remember these general food safety rules. You can learn to keep food fresh and safe and to keep everyone healthy.

Wash Hands Properly Wash your hands with warm, running water and soap for at least 20 seconds. Scrub the front and back of your hands, between your fingers, and under your fingernails. Use a paper towel to turn off the faucet after washing your hands. Dry your hands well with a clean towel or air dryer.

Avoid Spreading Bacteria Do not handle other people's food if you are sick. Cover an open cut or sore on your hands with a clean waterproof bandage.

Cover your nose and mouth with clean tissue when you sneeze or cough. Handle food with clean utensils. Tie back any long hair before preparing food. Wear clean clothes and roll up the sleeves. Wear a clean apron. Use a clean spoon for each tasting. Do not taste foods containing raw or partly cooked meat, poultry, fish, or eggs.

Keep the Kitchen Clean Use a disinfectant, a mixture of chlorine bleach and water, or hot, soapy water to clean kitchen surfaces. Wipe up spills right away. Sweep the floor whenever needed. Keep dirty dishes, pots, and pans away from food preparation areas. Wash dirty dishes immediately in hot soapy water and rinse in hot water. Clean the can opener after each use. Use different towels for drying dishes and your hands. Keep kitchen garbage in a tightly covered can.

Avoid Cross-Contamination Keep raw meat, poultry, fish, and their juices away from ready-to-eat foods. If possible, keep one cutting board just for raw meat, poultry, and fish. Wash everything that touches raw food before reusing it. Use paper towels to wipe up food scraps, spills, or meat juices. Then, wash the counter and your hands right away.

Thaw and Cook Food Properly Never thaw food at room temperature. Cook food fully. Check internal temperature with a clean meat thermometer. Avoid raw or partly cooked eggs. Keep foods out of the temperature danger zone (41°F to 135°F; 5°C to 57°C).

Safety in the Kitchen

Accidents in the kitchen can happen—but they are easily prevented. The main cause of kitchen accidents is carelessness. Remember the following rules to help prevent accidents:

Basic Kitchen Safety Rules

For General Safety Pay attention to the task. Use the right tool for the job. Do not let hair, jewelry, or clothing dangle. They could catch fire or get tangled in equipment.

To Prevent Cuts Store knives in a container or block designed for them. Do not soak any sharp utensils in a sink where you may not see them. Always use a cutting board. Clean up broken glass carefully using a broom and dustpan for big pieces, and a wet paper towel for glass dust.

To Prevent Falls and Other Injuries Keep drawers and doors closed. Wipe up spills, splatters, and peelings on the floor immediately. Use a sturdy stool to reach higher shelves. Store heavy items within easy reach.

To Prevent Electrical Shock Keep small electrical appliances away from water. Keep cords away from heat sources. Unplug small appliances before cleaning them and do not immerse them in water. Do not plug too many appliances into one outlet. Keep utensils such as forks out of toasters and other electrical appliances.

To Prevent Burns Keep potholders within easy reach and use them to handle hot items. Turn the handles of pots and pans toward the inside of the range to prevent accidental spills. Carefully lift the cover of a hot pan to prevent steam from burning you. Wait until a spill cools before wiping it up.

To Prevent Fires Keep flammable items away from the range. Watch foods as they cook on the range. Store aerosol cans away from heat. Keep a fire extinguisher at hand and know how to use it.

To Prevent Accidental Poisoning Store all household chemicals away from food and out of children's reach. Keep chemicals in a locked cabinet if possible and clearly labeled. Follow label directions when you use household chemicals.

Tr = Trace amount
 *1 RE = 3.33 IU from animal foods or 1 mcg retinol
 1 RE = 10 IU from plant foods or 6 mcg beta carotene.

Nutritive Value of Foods Appendix

Item No.	Food Description	Approximate Measure	Weight	Nutrients in Indicated Quantity									
				Grams	Calories	Grams	Grams	Milligrams	Milligrams	Milligrams	Milligrams	Retinol equivalents	Vitamin C
Beverages													
9	Club soda	12 fl oz	355	0	0	0	0	18	Tr	75	0	0	0
10	Regular cola	12 fl oz	369	137	Tr	Tr	0	7	0.4	15	0	0	0
11	Diet, artificially sweetened cola	12 fl oz	355	7	Tr	Tr	0	11	0.4	28	0	0	0
20	Fruit punch drink	8 fl oz	248	119	0	0	0	20	0.2	25	0	1	1
Dairy Product													
Natural Cheese													
32	Cheddar, cut pieces	1 oz	28	114	7	9	30	205	0.2	176	75	0	0
38	Cottage cheese, lowfat (2%)	1 cup	226	163	28	2	9	138	0.3	918	25	0	0
43	Mozzarella, part skim milk	1 oz	28	86	7	6	15	208	Tr	150	39	0	0
46	Parmesan, grated	1 tbsp	5	22	2	1	4	55	Tr	76	6	0	0
52	Pasteurized process American cheese	1 oz	28	105	6	9	26	155	Tr	417	71	0	0
Milk, fluid:													
78	Whole (3.3% fat)	1 cup	244	146	8	8	24	276	Tr	98	68	0	0
79	Reduced fat (2%)	1 cup	244	122	8	5	20	285	Tr	100	134	1	1
83	Nonfat (skin)	1 cup	247	86	8	Tr	5	504	0.1	128	338	3	3
85	Buttermilk	1 cup	245	98	8	2	10	284	0.1	257	17	2	2
88	Evaporated skim milk	1 cup	245	100	10	Tr	5	372	0.4	149	149	2	2
91	Dried, nonfat, instantized	1 cup	245	81	8	Tr	5	284	Tr	130	162	1	1
Milk beverages:													
94	Chocolate milk, low-fat (1%)	1 cup	250	158	8	3	8	288	0.6	152	145	2	2
105	Shakes, thick; Vanilla	10 oz	283	379	8	13	48	275	0.3	133	133	8	8
Milk desserts, frozen:													
Ice cream, vanilla, regular (about 11% fat):													
107	Hardened	1 cup	133	267	5	14	53	168	0.2	98	146	1	1
109	Frozen yogurt	1 cup	200	214	9	3	10	318	0.5	120	24	1	1
Ice cream, vanilla, low-fat:													
113	Hardened (about 4% fat)	1 cup	131	216	6	6	35	211	0.3	97	168	2	2
116	Sherbet (about 2% fat)	1 cup	193	278	2	4	0	104	0.3	89	19	11	11
Yogurt, made with low-fat milk:													
117	Fruit-flavored	8 oz	245	250	11	3	10	372	0.2	142	24	2	2
118	Plain	8 oz	245	154	13	4	15	448	0.2	172	34	2	2

Tr = Trace amount
 *1 RE = 3.33 IU from animal foods or 1 mcg retinol
 1 RE = 10 IU from plant foods or 6 mcg beta carotene.

Nutritive Value of Foods Appendix

Item No.	Food Description	Approximate Measure	Weight	Nutrients in Indicated Quantity										
				Calories	Grams	Grams	Grams	Milligrams	Milligrams	Milligrams	Milligrams	Retinol equivalents	Vitamin A value*	Vitamin C
287	Plantains, without peel, cooked, boiled, sliced	1 cup	190	220	2	Tr	0	4	1.1	10	86	21		
288	Plums, raw, 2 1/8-in. diam.	1 plum	66	30	Tr	Tr	0	4	0.1	0	11	6		
297	Raisins, seedless, cup, not pressed down	1 cup	145	434	5	Tr	0	72	2.7	16	0	3		
303	Strawberries, raw, capped, whole	1 cup	144	46	1	Tr	0	23	0.6	1	1	85		
309	Watermelon, 4 by 8 in. wedge	1 piece	286	86	2	Tr	0	20	0.7	3	80	23		
Grain Products														
311	Bagels, plain or water, enriched	1 bagel	69	177	7	1	0	61	4.1	309	0	1		
314	Biscuits, from mix, 2 in. diameter	1 biscuit	30	97	2	4	2	54	0.6	274	7	Tr		
Breads:														
319	Cracked-wheat bread (18 per loaf)	1 slice	26	68	2	1	0	27	0.9	138	0	0		
332	Pita bread, enriched, white, 6 1/2-in. diam.	1 pita	85	234	8	1	0	73	2.2	456	0	0		
346	White bread, enriched (18 per loaf)	1 slice	26	69	2	1	0	39	0.9	177	0	0		
353	Whole-wheat bread (16 per loaf)	1 slice	29	80	3	1	0	23	1.1	172	0	0		
355	Bread stuffing, dry type, from mix	1 cup	140	246	4	12	0	41	1.5	720	109	0		
Breakfast cereals:														
359	Cream of Wheat®, cooked	1 cup	241	106	3	Tr	0	94	8.0	431	0	0		
367	Cheerios®	1 oz	30	111	4	2	0	122	10.3	213	150	6		
368	Kellogg's® Corn Flakes	1 oz	25	90	2	Tr	0	15	6.7	197	136	5		
383	Shredded Wheat	1 oz	25	84	3	1	0	12	0.7	2	0	3		
386	Sugar Frosted Flakes, Kellogg's®	1 oz	31	114	1	Tr	0	2	4.5	148	160	6		
390	Wheaties®	1 oz	30	106	3	1	0	0	8.1	218	150	6		
Cakes prepared from cake mixes:														
394	Angel food, 1/2 of cake	1 piece	57	143	3	Tr	0	47	0.1	283	0	0		
396	Coffeecake, crumb, 1/2 of 8" cake	1 piece	42	136	3	4	40	47	0.7	181	15	0		
398	Devil's food with chocolate frosting, 1/2 of cake	1 piece	109	405	4	16	31	102	2.7	289	61	0		
Cookies, commercial:														
424	Brownies with nuts and frosting	1 brownie	34	129	2	5	12	11	1.1	50	2	0		
426	Chocolate chip, 2 1/4-in. diam.	4 cookies	30	147	2	7	0	10	1.1	89	0	0		
429	Fig bars, square, 1 1/8-in. square	4 cookies	64	224	2	2	0	40	1.8	224	0	4		
430	Oatmeal with raisins, 2 5/8-in. diam.	4 cookies	30	135	2	5	0	11	0.7	115	2	Tr		
437	Corn chips	1-oz pkg.	28	145	2	8	0	46	0.4	172	0	0		
Crackers:														

Nutritive Value of Foods Appendix

Nutritive Value of Foods Appendix

Source: USDA Home and Garden Bulletin
No. 72, "Nutritive Value of Foods"

444	Graham, plain, 2½-in. square	2 crackers	14	59	1	1	0	3	0.5	85	0	0
448	Snack-type, standard	1 cracker	3	15	Tr	1	0	4	0.1	25	0	0
449	Wheat, thin	4 crackers	8	36	1	2	0	4	Tr	64	0	0
Doughnuts, made with enriched flour:												
456	Cake-type, plain, 3¼-in. diam.	1 doughnut	25	105	1	6	9	11	0.5	136	10	0
457	Yeast-leavened, glazed, 3¾-in. diam.	1 doughnut	60	242	4	14	4	26	1.2	205	2	Tr
458	English muffins, plain, enriched	1 muffin	58	132	5	1	0	95	2.3	246	0	1
461	Macaroni, enriched, cooked	1 cup	140	220	8	1	0	10	1.9	325	0	0
Muffins, 2½-in. diam., commercial mix:												
467	Blueberry	1 muffin	66	183	4	4	20	38	1.1	295	15	1
468	Bran	1 muffin	58	127	5	1	0	54	3.1	183	39	0
470	Noodles (egg noodles), enriched, cooked	1 cup	160	219	7	3	46	19	2.3	378	10	0
Pancakes, 4-in. diam.:												
474	Plain mix (with enriched flour), egg, milk, oil added 1 pancake	29	65	2	2	5	21	0.6	146	19	Tr	
Pies, 9-in. diam.:												
478	Apple, ¼ of pie	1 piece	150	356	3	17	0	16	0.7	399	48	5
488	Lemon meringue, ¼ of pie	1 piece	137	367	2	12	62	77	0.8	200	70	4
494	Pumpkin, ¼ of pie	1 piece	155	316	2	14	65	146	1.9	349	660	3
Popcorn, popped:												
497	Air-popped, unsalted	1 cup	8	31	1	Tr	0	1	0.3	1	1	0
498	Popped in vegetable oil, salted	1 cup	11	55	1	3	0	1	0.3	97	0	0
499	Sugar syrup coated	1 cup	35	135	2	1	0	2	0.5	Tr	3	0
500	Pretzels	10 twists	60	229	5	2	0	22	1.0	1,029	0	0
Rice:												
503	Brown, cooked, served hot	1 cup	195	214	5	2	0	20	0.8	587	0	0
505	White, enriched, cooked, served hot	1 cup	158	204	4	Tr	0	16	1.9	577	0	0
Rolls, enriched, commercial:												
509	Dinner 2½-in. diam.	1 roll	28	87	3	2	1	50	1.0	150	0	Tr
510	Frankfurter and hamburger	1 roll	43	120	4	2	0	59	1.4	206	0	0
514	Spaghetti, enriched, cooked	1 cup	140	220	8	1	0	10	1.9	325	0	0
Legumes, Nuts, and Seeds												
526	Almonds, shelled, whole	1 oz	28	162	6	14	0	69	1.2	0	0	0
Beans, dry, cooked, drained:												
527	Black	1 cup	177	312	12	15	0	64	2.3	414	0	0
528	Great Northern	1 cup	180	356	16	15	0	149	6.1	356	0	0
531	Pinto	1 cup	178	313	12	15	0	57	2.4	352	0	2
536	Black-eyed peas, dry, cooked (with cooking liquid)	1 cup	224	419	11	20	20	36	3.6	844	0	Tr

Tr = Trace amount
 *1 RE = 3.33 IU from animal foods or 1 mcg retinol
 1 RE = 10 IU from plant foods or 6 mcg beta carotene.

Nutritive Value of Foods Appendix

		Nutrients in Indicated Quantity											
Item No.	Food Description	Approximate Measure	Weight	Food energy	Protein	Fat	Cholesterol	Calcium	Iron	Sodium	Vitamin A value*	Retinol equivalents	Vitamin C
		Grams	Grams	Grams	Grams	Grams	Milligrams	Milligrams	Milligrams	Milligrams	Milligrams	Milligrams	Milligrams
544	Chickpeas, cooked, drained	1 cup	169	399	15	18	0	74	3.8	409	2	2	
550	Lentils, dry, cooked, with peanuts	1 cup	196	323	16	13	0	35	6.1	431	0	3	
553	Mixed nuts, dry roasted, salted	1 oz	28	173	5	16	0	30	0.9	111	0	1	
555	Peanuts, toasted in oil, salted	1 cup	144	863	40	76	0	88	2.2	461	0	1	
557	Peanut butter	1 tbsp	16	94	4	8	0	7	0.3	73	0	0	
564	Refried beans, canned	1 cup	253	367	16	13	15	96	4.2	711	0	10	
567	Soy Products:												
568	Miso	1 cup	275	547	32	17	0	157	6.9	10,252	11	0	
569	Tofu, piece 2 1/4 by 2 3/4 by 1 in.	1 piece	124	76	8	5	0	138	1.4	10	0	Tr	
570	Sunflower seeds, dry, hulled	1 oz	28	162	7	14	0	33	1.9	1	1	Tr	
	Tahini	1 tbsp	15	89	3	8	0	64	1.3	17	0	0	
Meat and Meat Products													
	Beef, cooked:												
	Braised or pot roasted:												
575	Chuck blade, lean and fat, piece	3 oz	85	258	24	17	80	10	2.5	189	0	0	
577	Round, bottom, lean and fat piece	3 oz	85	190	29	8	84	7	2.3	37	0	0	
578	Lean only from item 577	3 oz	85	144	24	5	61	5	2.0	32	0	0	
580	Ground beef, regular, broiled, patty	4 oz	85	235	22	16	75	26	2.0	340	0	0	
585	Round, eye of, lean and fat, roasted	3 oz	85	143	25	4	46	6	2.0	32	0	0	
587	Sirloin, steak, broiled, lean and fat	3 oz	85	214	23	13	70	14	1.6	317	0	0	
590	Beef, dried, chipped	2.5 oz	71	109	22	1	56	4	2.1	1,981	0	0	
	Lamb:												
593	Chops, loin, broiled, lean and fat	4 oz	72	226	16	18	68	14	1.4	281	0	0	
	Pork, cured, cooked:												
599	Bacon, regular	3 slices	16	87	6	7	18	2	0.2	370	2	0	
601	Ham, light cure, roasted, lean and fat	3 oz	85	137	17	7	54	7	0.6	936	9	0	
	Luncheon meat:												
605	Chopped ham (8 slices per 6-oz pkg.)	1 slice	28	45	5	2	15	2	0.3	358	0	0	
	Pork, fresh, cooked:												
610	Chop, loin, pan fried, lean and fat	3 oz	44	123	12	8	35	10	0.4	169	1	Tr	
614	Rib, roasted, lean and fat	3 oz	85	279	20	22	78	21	0.9	44	3	Tr	
	Sausages:												

Nutritive Value of Foods Appendix

Source: USDA Home and Garden Bulletin
No. 72, "Nutritive Value of Foods"

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618	Bologna, slice (8 per 8-oz pkg.)	1 slice	28	86	4	7	17	24	0.3	206	7	Tr
620	Brown and serve, browned	1 link	13	44	2	4	7	2	0.2	150	0	0
621	Frankfurter, cooked (reheated)	1	57	176	8	15	43	28	1.0	712	5	0
Mixed Dishes												
629	Beef and vegetable stew, home recipe	1 cup	249	182	25	5	42	47	2.5	817	271	7
631	Chicken à la king, home recipe	1 cup	241	460	25	33	190	142	1.9	952	323	5
642	Spaghetti in tomato sauce with cheese, home recipe	1 cup	248	293	10	4	0	40	2.7	563	32	4
Fast Foods												
645	Cheeseburger, regular	1 sandwich	107	317	17	15	46	164	2.8	547	29	0
648	English muffin, egg, cheese, bacon	1 sandwich	135	382	21	19	247	258	3.7	932	140	1
649	Fish sandwich, regular, with cheese	1 sandwich	207	596	27	30	72	286	4.2	1,176	43	Tr
651	Hamburger, regular	1 sandwich	93	270	15	11	34	86	2.7	369	0	0
653	Pizza, cheese, 1/8 of 12-in. diam.	1 slice	86	237	11	10	21	181	1.6	462	68	Tr
654	Roast beef sandwich	1 sandwich	136	341	27	14	67	86	4.3	602	0	0
655	Taco	1 taco	76	98	7	3	50	64	0.9	306	9	3
Poultry and Poultry Products												
Chicken:												
	Fried, flesh, with skin and bones:											
656	Breast, 1/2 breast, batter dipped	4.9 oz	140	365	34	19	102	27	1.9	396	35	0
657	Drumstick, batter dipped	2.5 oz	112	280	31	17	133	16	1.5	473	47	0
	Roasted, flesh only:											
660	Breast, 1/2 breast	3.0 oz	86	162	25	6	76	13	1.0	351	14	0
662	Stewed, flesh only, light and dark meat	1 cup	140	332	43	17	116	18	2.0	109	48	0
	Turkey, roasted, flesh only:											
665	Dark meat, piece, 2 1/2 by 1 5/8 by 1/2 in.	4 pieces	78	145	22	6	66	25	1.8	188	0	0
666	Light meat, piece, 4 by 2 by 1/4 in.	2 pieces	75	117	22	2	52	14	1.0	170	0	0
667	Chopped or diced	1 cup	135	279	38	13	111	35	2.4	310	0	0
Soups, Sauces, and Gravies												
	Soups, condensed:											
	Canned, prepared with milk:											
679	Cream of mushroom	1 cup	248	169	6	10	10	159	1.4	861	67	0
680	Tomato	1 cup	248	136	6	3	10	159	1.4	742	82	16
	Canned, prepared with water:											
681	Bean with bacon	1 cup	253	172	8	6	3	83	2.0	954	46	2
682	Beef broth, bouillon, consomme	1 cup	240	17	3	1	0	14	0.4	782	0	0
684	Chicken noodle	1 cup	241	65	3	2	14	14	1.7	868	51	0
693	Vegetarian	1 cup	241	72	2	2	0	24	1.1	827	174	1

Tr = Trace amount
 *1 RE = 3.33 IU from animal foods or 1 mcg retinol
 1 RE = 10 IU from plant foods or 6 mcg beta carotene.

Nutritive Value of Foods Appendix

Item No.	Food Description	Approximate Measure	Weight	Nutrients in Indicated Quantity										
				Grams	Calories	Grams	Grams	Milligrams	Milligrams	Milligrams	Milligrams	Iron	Sodium	Vitamin A value*
Dehydrated, prepared with water:														
697	Onion	1 pkt	100	349	9	Tr	0	257	1.6	21	1	75		
703	Sauces, ready to serve:	2 tbsp	35	52	0	Tr	0	4	0.1	392	4	Tr		
704	Barbecuer	1 tbsp	16	8	1	Tr	0	3	0.3	902	0	0		
704	Soy													
Gravies:														
708	Brown, from dry mix	1 cup	233	123	9	6	7	14	1.6	1,305	2	0		
709	Chicken, from dry mix	1 serving	8	30	1	1	2	12	0.1	332	3	0		
Sugars and Sweets														
Candy:														
711	Chocolate, milk, plain	1 oz	28	150	2	8	6	53	0.7	22	14	0		
712	Chocolate, milk, with almonds	1 oz	41	216	4	14	8	92	0.7	30	18	Tr		
717	Fondant, uncoated (mints, other)	1 oz	22	82	0	0	0	0	0.0	4	0	0		
720	Hard candy	1 oz	28	112	0	Tr	0	1	Tr	11	0	0		
723	Custard, baked	1 cup	244	232	12	9	198	271	0.9	215	159	0		
724	Gelatin dessert	½ cup	120	74	1	0	0	4	Tr	90	0	0		
726	Honey, strained or extracted	1 tbsp	21	64	Tr	0	0	1	0.1	1	0	Tr		
727	Jams and preserves	1 tbsp	21	55	Tr	Tr	0	4	0.1	8	2	2		
739	Pudding, vanilla, instant	1 cup	267	358	7	10	13	238	0.9	352	21	2		
Sugars:														
741	Brown, pressed down	1 cup	220	829	0	0	0	187	4.2	86	0	0		
742	White, granulated	1 tsp	4.2	16	0	0	0	0	0.0	0	0	0		
745	White, powdered, sifted	1 cup	120	467	0	Tr	0	1	Tr	1	0	0		
Syrups:														
748	Molasses, cane, blackstrap	2 tbsp	40	116	0	Tr	0	82	1.9	15	0	0		
749	Table syrup (corn and maple)	2 tbsp	41	106	0	Tr	0	3	Tr	34	0	0		
Vegetables and Vegetable Products														
750	Alfalfa sprouts, raw	1 cup	33	10	1	Tr	0	11	0.3	2	3	3		
761	Beans, string, cooked, drained, from frozen (cut)	1 cup	140	83	3	4	0	59	0.9	433	88	13		
771	Broccoli, raw	1 spear	31	11	1	Tr	0	15	0.2	10	10	28		
772	Broccoli, cooked	1 spear	38	21	1	1	0	15	0.3	110	37	24		
778	Cabbage, common variety, raw, coarsely shredded	1 cup	89	21	1	Tr	0	42	0.5	16	8	29		

Miscellaneous Items

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