Baking I

Course Description

The Baking course is offered to juniors who have successfully completed Introduction to Culinary Arts. Students will further develop skills such as

organization, teamwork, critical thinking, & time management. Students will have an understanding of baking formulas and bakeshop production.

Through practice, students will gain the ability to produce high quality items in a safe manner. The following units will be covered in the Baking course and

will be ongoing: Unit 1 – Safety and Sanitation, Unit 2 – Baking Principles /Measuring and Understanding Formulas, Unit 3 – Quick Breads, Yeast Breads,

and Laminated Doughs, Unit 4 – Cookies and Assorted Pastries

Pacing Chart		
Unit 1	Unit #1 Safety & Sanitation	45 days
Unit 2	Unit #2 Baking Principles, Measuring,& Formulas	45 days
Unit 3	Unit #3 Bakeshop Application- Quick Breads, Yeast Breads, & Laminated Doughs	45 days
Unit 4	Unit #4 Bakeshop Application- Cookies & Pastries	40 days
Review & Final Exam		5 days

Educational Technology
Standards **Note: Insert additional educational technology standards that align with the specific CTE standards for this course**
8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

➢ **Technology Operations and Concepts**
- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➢ **Creativity and Innovation**
- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➢ **Communication and Collaboration**
- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➢ **Digital Citizenship**
- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➢ **Research and Information Literacy**
- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

➢ **Critical Thinking, Problem Solving, Decision Making**
- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

21st Century Life & Career Skills

Standards:

9.1.8.A.1, 9.1.8.A.2, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.2, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.3, 9.3.8.B.3

Learning and Innovation Skills:
- ➢ **Creativity and Innovation**
  - Use multiple points of view to create alternative solutions.

- ➢ **Critical Thinking and Problem Solving**
  - Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
  - Implement problem-solving strategies to solve a problem in school or the community.

- ➢ **Communication and Collaboration Skills**
  - Determine an individual's responsibility for personal actions and contributions to group activities.
  - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
  - Model leadership skills during classroom and extra-curricular activities.

- ➢ **Cross-Cultural Understanding and Interpersonal Communication**
  - Demonstrate the ability to understand inferences.
  - Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- ➢ **Career Exploration**
  - Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. **Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures,

materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

WIDA Performance Definitions – Speaking and Writing Grades K-12

Within sociocultural contexts for language use…

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**

Level 6- Reaching

English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas	• A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas	• Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas	• Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

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Differentiated Instruction

Links to District Resources for Differentiation (please click the links below)

➜ **Options for Accommodations and Modifications**

➜ **Matrix of Accommodations and Modifications by Student Group**

Key Elements for Differentiation

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Gifted and Talented

Accommodate Based on Students individual Needs: Strategies

Adaption of Material and Requirements

Evaluate Vocabulary

Elevated Text Complexity

Additional Projects

Independent Student Options

Projects completed individual or with Partners

Self Selection of Research

Tiered/Multilevel Activities

Learning Centers

Individual Response Board

Independent Book Studies

Open-ended activities

Community/Subject expert mentorships

Assessments	
Formative/Summative/Benchmark/Classroom Assessments	
	Benchmark Assessment - End of Course Written and Practicum Exam
	ServSafe Certification Exam
	Unit Assessments, Chapter Assessments, Quizzes
	DBQ, Essays, Short Answer
	Projects, Portfolio, Presentations, Prezi, Gallery Walks
	Homework
	Concept Mapping
	Primary and Secondary Source analysis
	Photo, Video, Political Cartoon, Radio, Song Analysis
	Create an Original Song, Film, or Poem
	Glogster to make Electronic Posters
	Tumblr to create a Blog
	Timelines, Maps, Charts, Graphic Organizers
	Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

Interdisciplanary Connections

English Literacy https://www.nj.gov/education/cccs/2016/ela/CompanionG1112.pdf

- NJSLSA.R1. Read closely to determine what the text says explicitly and make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and the style of a text.

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4. Determine the meaning of words and phrases sas they are used in a text. Including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLA.W5. Develop and strengthen writing as needed by planning, revision, editing, rewriting or trying a new approach.

- NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Mathematics https://www.state.nj.us/education/cccs/2016/math/standards.pdf

- NJSLS. Perform arithmetic operations with complex numbers.
- NJSLS. Choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions (modeling).
- NJSLS.Perform modeling functions:

- ○ Identify variables in the situation and select those that represent essential features.
- ○ Formulate a model by New Jersey Student Learning Standards for Mathematics 76 creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables.
- ○ Analyze and perform operations on these relationships to draw conclusions.
- ○ Interpret the results of the mathematics in terms of the original situation.
- ○ Validate the conclusions by comparing them with the situation.

Social Studies https://www.state.nj.us/education/cccs/2014/ss/standards.pdf

- NJSLS. 6.1.4.C.1. Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

- NJSLS. 6.1.4.C.2 .Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

- NJSLS. 6.1.4.C.3. Explain why incentives vary between and among producers and consumers.

- NJSLS. 6.1.4.C.4. Describe how supply and demand influence price and output of products.
- NJSLS. 6.1.4.C.10. Explain the role of money, savings, debt, and investment in individuals' lives.
- NJSLS. 6.1.4.C.11. Recognize the importance of setting long-term goals when making financial decisions within the community.

Technology https://www.state.nj.us/education/cccs/2014/tech/81.pdf

- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g. camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.PA.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.
- 8.1.2.A.5 Enter information into a spreadsheet and sort the information.
- 8.1.2.A.6 Identify the components of a database.
- 8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.12.A.4 Construct a worksheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
- 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

Grade:11	Unit/Module: #1 Safety & Sanitation	Topic: Unit #1 will include participation in the ServSafe program. We will cover food safety guidelines. Certification is available.
		Description/SWBAT: Understand that food safety involves many factors including: kitchen design, food purchasing, personal hygiene, cleaning & sanitizing, food preparation, cooking, and table service.
	Unit #2 Baking Principles, Measuring, & Formulas	Unit #2 will include measuring techniques, following a standardized recipe, increasing or decreasing recipes/formulas, & mixing procedures in baking. Description/SWBAT: Select the proper measuring equipment for liquid & dry ingredients, read & follow a standardized recipe, demonstrate how to change recipe yield, & identify staple ingredients along with their functions when baking.
	Unit #3 Bakeshop Application- Quick Breads, Yeast Breads, & Laminated Doughs	Unit #3 will include a variety of quick breads, rich & lean yeasted doughs, leavening agents, gluten, & various mixing methods and techniques. Description/SWBAT: Produce quick breads, understand leavening agents, prepare yeast doughs, demonstrate how to control fermentation, & demonstrate knowledge of shaping and baking breads and pastries.

	Unit #4 Bakeshop Application -Cookies & Pastries	Unit #4 will include a variety of cookies along with mixing methods & techniques, Pate a Choux and cream filled pastries, & an assortment of sweet and savory pastries. Description/SWBAT: Define and demonstrate the production of a variety of popular cookies, make a variety of individual pastries, & plate desserts.
21st Century Skills Standard and Progress Indicators: **9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.** **9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest** **service.**		

9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry. **9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer** **service in food and beverage service facilities.** Standards/Cumulative Progress Indicators (Taught and Assessed): CCSS.ELA-Literacy.W.11-12.7 **Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.** CCSS.ELA-Literacy.W.11-12.8 **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience;**		

integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **CCSS.ELA-Literacy.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			

NJDOE Student Learning Objective	Essential Questions	Skills	Resources	Sample Activities

Unit #1 SWBAT- Define foodborne illness outbreak **Identify the costs associated with a foodborne illness outbreak** **Identify who is at high risk for contracting foodborne illness** **Describe FATTOM** **Identify the characteristics of TCS food**	**What is foodborne- illness outbreak?** **Who is at high risk for contracting foodborne illness?** **Who is part of the high - risk population?** **What 6 conditions do pathogens need to grow?**	**Practice set standards for receiving, storing, handling, & serving safe food** **Knowledge of the temperature danger zone** **Know the 4 types of pathogens that can contaminate food, causing foodborne illness** **Understand the 3 forms of contamination**	**Digital media presentations** **Technology/laptops** **ServSafe course book** **Teacher created assignments & activities** **Foundations of Restaurant Management & Culinary Arts**	**Digital/media presentations from the ServSafe materials** **Student note-taking** **Lecture and class discussion as it applies to receiving, storing, handling, & serving foods** **Formal lab activities related to the bakeshop** **Worksheets & practice exams**
SWBAT- **Determine personal behaviors that contaminate food**	**What personal behaviors contaminate food?** **What are the proper handwashing steps & when should hands be washed?**	**Practice set standards for receiving, storing, handling, & serving safe food** **Define personal hygiene** **Expound upon how dirty clothes make a bad**	**Digital media presentations** **Technology/laptops** **ServSafe textbook**	**Digital/media presentations from the ServSafe materials** **Student note-taking** **Lecture and class discussion as it applies to**

Provide the steps & timing of proper handwashing **Describe handling of ready to eat foods** **Determine when foodhandlers should be prevented from working around food**	**What are proper personal cleanliness practices?** **What is proper work attire?** **When should foodhandlers be prevented from working with or around food?**	**impression & may carry pathogens** **Knowing when to wash hands** **Knowledge of hand maintenance** **How to handle ready to eat foods** **Using gloves correctly**	**Teacher created assignments & activities** **Foundations of Restaurant Management & Culinary Arts**	**receiving, storing, handling, & serving foods** **Formal lab activities related to the bakeshop** **Worksheets & practice exams**
SWBAT- Define cross contamination **Describe time & temperature abuse** **Have an understanding of the flow of food** **Describe FIFO** **Identify common thermometers**	**How can cross-contamination be prevented?** **How can time & temperature abuse be prevented?** **What are the proper procedures for storing food?** **Why do thermometers have to regularly be adjusted or calibrated?** **Why should deliveries be carefully inspected & put away quickly?**	**Understanding the flow of food** **Understanding cross-contamination** **Defining the temperature danger zone** **Use first in, first out when storing foods** **Checking temperatures of various foods** **Deciding if food items should be accepted or rejected during receiving**	**Digital media presentations** **Technology/laptops** **ServSafe course book** **Teacher created assignments & activities** **Foundations of Restaurant Management & Culinary Arts**	**Digital/media presentations from the ServSafe materials** **Student note-taking** **Lecture and class discussion as it applies to receiving, storing, handling, & serving foods** **Formal lab activities related to the bakeshop** **Worksheets & practice exam**

SWBAT- Define food safety management system **Understand HACCP or hazard analysis critical control point** **Understand the flow of food through an operation**	**What are the HACCP principles?** **Why are these principles important in a professional kitchen?**	**Perform a HACCP inspection** **Identify critical control points where things could go wrong** **Consider corrective actions or remedies** **Monitor the progress of the improvements**	**Digital media presentations** **Technology/laptops** **ServSafe course book** **Teacher created assignments & activities** **Foundations of Restaurant Management & Culinary Arts**	**Digital/media presentations from the ServSafe materials** **Student note-taking** **Lecture and class discussion as it applies to receiving, storing, handling, & serving foods** **Formal lab activities related to the bakeshop** **Worksheets & practice exams**
SWBAT- Define the difference between cleaning & sanitizing	**What is the difference between cleaning & sanitizing?** **What factors affect the effectiveness of sanitizers?**	**Understanding that food can become contaminated easily if equipment & kitchen surfaces are not kept clean & sanitized**	**Digital media presentations** **Technology/laptops**	**Digital/media presentations from the ServSafe materials** **Student note-taking**

Identify the factors that affect the effectiveness of sanitizers Identify the elements of a master cleaning schedule Identify proper procedures for managing pests	What are the elements of a master cleaning schedule? What are the proper procedures for managing pests?	Knowledge of various cleansers & sanitizers Use of a three-compartment sink Knowledge of controlling pests Developing a cleaning program	ServSafe course book Teacher created assignments & activities Foundations of Restaurant Management & Culinary Arts	Lecture and class discussion as it applies to receiving, storing, handling, & serving foods Formal lab activities related to the bakeshop Worksheets & practice exams Servsafe Exam
Unit #2 SWBAT- Identify common ingredients used in baking Increase & decrease recipes Measure properly Understand mixing & overmixing Identify mixing methods	What are the functions & characteristics of major baking items? How would you increase or decrease a standardized recipe? Why is proper measuring & use of a scale important? What factors control the development of gluten in baked products? What are the different mixing procedures in baking?	Selecting the proper measuring equipment for liquid & dry ingredients Reading & following standardized recipes/formulas Demonstrate how to change a formula yield Identify stape ingredients & their functions when baking Display knowledge of various mixing techniques or methods Applying food safety	Standardized recipes & formulas Laptops & digital media Teacher's demonstrations & lessons Textbooks- Foundations of restaurant Management & Culinary Arts On Baking Professional Baking/Gisslen	Preparation of a vocabulary list with baking terms, mixing methods, & the baking process Lecture & class discussion Formal lab activities related to this unit Formal Labs: Measuring Mixing methods Baking

				Understanding when items are finished baking **Cooling & serving**
SWBAT- Identify the function of various ingredients within a formula **Measure properly** **Apply food safety** **Practice an assortment of mixing methods**	**What are the staple ingredients used in baking?** **Why do mixing methods matter & how will those methods affect the final product?** **What are the different mixing procedures in baking?** **How would you increase or decrease a standardized recipe?** **Why is proper measuring & use of a scale important?**	**Selecting the proper measuring equipment for liquid & dry ingredients** **Reading & following standardized recipes/formulas** **Demonstrate how to change a formula yield** **Identify stape ingredients & their functions when baking** **Display knowledge of various mixing techniques or methods** **Applying food safety**	**Standardized recipes & formulas** **Laptops & digital media** **Teacher's demonstrations & lessons** **Textbooks-** **Foundations of restaurant Management & Culinary Arts** **On Baking** **Professional Baking/Gisslen**	**Preparation of a vocabulary list with baking terms, mixing methods, & the baking process** **Lecture & class discussion** **Formal lab activities related to this unit** **Formal labs:** **Measuring** **Mixing methods** **Baking** **Understanding when items are finished baking** **Cooling & serving**
		Reading & following a standardized recipe		**Preparation of a vocabulary list with**

SWBAT- Use basic math calculations to alter standardized recipes **Read & understand a standardized recipe** **Understand proper measuring & how mistakes alter finished products** **Describe the difference between customary & metric units of measurement** **Become familiar with metric units**	**What is the importance of following a standardized recipe?** **Can you describe the parts of a standardized recipe?** **What are the proper measuring techniques?** **What is the difference between weight & volume measurements?** **Can you explain the factors that affect recipe conversion?** **Why is understanding the metric system important?**	**Identify the 7 parts of standardized recipes** **Implemented measuring methods** **Determining accuracy when measuring** **Customary measure & metric equivalent**	**Standardized recipes & formulas** **Laptops & digital media** **Teacher's demonstrations & lessons** **Textbooks-** **Foundations of restaurant Management & Culinary Arts** **On Baking** **Professional Baking/Gisslen**	baking terms, mixing methods, & the baking process Lecture & class discussion Formal lab activities related to this unit **Formal Labs:** Units of measure Weight & volume measurements The difference between weight & fluid ounces Baker's Percentage Recipe conversion
SWBAT- Describe the different mixing methods used in baking **Practice accurate measuring** **Apply food safety**	**Why are there different mixing procedures in baking?** **Why is accurate measuring important?** **What is the importance of following a standardized recipe?**	**Understanding the creaming method** **Practicing the muffin method** **Demonstrating the biscuit method** **Apply food safety**	**Standardized recipes & formulas** **Laptops & digital media** **Teacher's demonstrations & lessons** **Textbooks-**	**Preparation of a vocabulary list with baking terms, mixing methods, & the baking process** **Lecture & class discussion** **Formal lab activities related to this unit**

			Foundations of restaurant Management & Culinary Arts On Baking Professional Baking/Gisslen	Formal Labs: Assorted recipes Creaming method Biscuit method Muffin method
Unit #3 SWBAT: List common ingredients used when baking Have a basic understanding of the baker's percentage Define gluten Describe quick breads Understand leavening agents	What are the main ingredients used in baking? What are the primary percentages needed for proper baking? What is gluten? What are some different quick breads & how are they prepared? Can you list & describe the three categories of leavening agents?	Classify common flours & other products used in bakeshops & describe their characteristics and uses Understanding how baking formulas are set up differently from recipes Define gluten & its influence on baked products Describing quick breads Understanding types of leaveners	Standardized recipes & formulas Laptops & digital media Teacher's demonstrations & lessons Reading and answering questions from textbook Textbooks- Foundations of restaurant Management & Culinary Arts On Baking Professional Baking/Gisslen	Preparation of a vocabulary list with baking terms, mixing methods, & the baking process Lecture & class discussion Formal lab activities related to this unit Formal Labs: Muffins Biscuits/Scones Pancakes, Dutch baby, & crepes Popovers

SWBAT- Describe a variety of flours based on gluten content **Understand how flour is chosen for recipes based on gluten content** **Understand gluten sensitivity & alternatives to flour derived from wheat**	**What are the most significant differences between flour made from wheat & flour made from other grains?** **What is gluten sensitivity?**	**Assess the quantity of gluten in hard wheat flours** **Assess the quantity of gluten in soft wheat flours** **Assess the qualities of flours milled from rice, rye, & oats**	**Standardized recipes & formulas** **Laptops & digital media** **Teacher's demonstrations & lessons** **Reading and answering questions from textbook** **Textbooks-** **Foundations of restaurant Management & Culinary Arts** **On Baking** **Professional Baking/Gisslen**	**Preparation of a vocabulary list with baking terms, mixing methods, & the baking process** **Lecture & class discussion** **Formal lab activities related to this unit** **Formal Labs:** **Examining amount & quality of gluten in various flours** **Defining gluten free with descriptions of various flours** **Scones** **Muffins** **Gluten free items** **Preparation of a vocabulary list with**

SWBAT- Thoroughly understand yeast doughs **Describe lean doughs** **Describe rich doughs** **Define proofing** **Understand yeast dough must be kept in the danger zone to proof**	**What are the two basic types of yeast bread doughs?** **What are the two basic methods used to make yeast breads?** **What are the 10 basic steps to making yeast breads?** **Why is the danger zone favorable for yeast breads?** **How do we define proofing?**	**Explain mixing methods for lean dough** **Explain mixing methods for rich doughs** **Understanding the straight dough method & sponge method** **Knowledge of the basic steps in making yeast breads** **Understanding that yeast is a fungus & will thrive under favorable conditions** **Acknowledging what it means to proof doughs**	**Standardized recipes & formulas** **Laptops & digital media** **Teacher's demonstrations & lessons** **Reading and answering questions from textbook** **Textbooks-** **Foundations of restaurant Management & Culinary Arts** **On Baking** **Professional Baking/Gisslen**	**baking terms, mixing methods, & the baking process** **Lecture & class discussion** **Formal lab activities related to this unit** **Formal Labs:** **Pizza & calzones** **White & wheat breads** **French & Italian breads** **Raisin, cinnamon loaves** **Cinnamon buns** **Babka** **Sweet & savory cheese breads** **Rolls, English muffins, & bagels** **Challah** **Preparation of a vocabulary list with baking terms, mixing**

SWBAT- Describe a starter Explain how sourdough is made	How does the sponge method differ from the straight dough method? What is the purpose of a starter?	Further understanding of the sponge method Creating a starter Preparing sourdough bread & rolls	Standardized recipes & formulas Laptops & digital media Teacher's demonstrations & lessons Reading and answering questions from textbook Textbooks- Foundations of restaurant Management & Culinary Arts On Baking Professional Baking/Gisslen	methods, & the baking process Lecture & class discussion Formal lab activities related to this unit Formal Labs: Starter Sourdough bread Sour Rye
			Standardized recipes & formulas	Preparation of a vocabulary list with baking terms, mixing methods, & the baking process

SWBAT- Prepare laminated doughs for class use **Utilize laminated doughs to create danish, puff pastry, & croissants** **Prepare brioche**	**What is laminated dough & how is it different from lean or rich doughs?** **What are the two basic kinds of rolled in yeast doughs? (Sweet/Danish pastry or Not sweet/ Puff Pastry & Croissants)** **What is brioche?**	**Controlling fat & dough consistency and temperature during lamination** **Demonstrate how to condition, shape, cool proof, & bake a variety of laminated doughs**	**Laptops & digital media** **Teacher's demonstrations & lessons** **Reading and answering questions from textbook** **Textbooks-** **Foundations of restaurant Management & Culinary Arts** **On Baking** **Professional Baking/Gisslen**	**Lecture & class discussion** **Formal lab activities related to this unit** **Formal Labs:** **Various laminated doughs** **Danish** **Croissants** **Puff pastry/Sweet & savory uses** **Brioche bread**
			Standardized recipes & formulas	**Preparation of a vocabulary list with baking terms, mixing methods, & the baking process**

Unit #4 SWBAT- Identify a variety of popular cookies & pastries and understand how they are produced **Use a variety of mixing methods** **Apply the creaming method** **Use the convection oven & describe the advantage of using it to bake cookies & pastries**	**What kinds of dough are used for pastries?** **What is the creaming method?** **What are the seven makeup methods of cookie preparation?** **What causes crispness, moistness, chewiness, & spread in cookies?** **Why are cookies best when baked in convection ovens**	**Prepare a variety of doughs for cookies & pastries** **Discover basic mixing methods for preparing cookie doughs** **Preparing a variety of cookies** **Understanding ingredients, mixing methods, baking, cooling, & storing**	**Laptops & digital media** **Teacher's demonstrations & lessons** **Reading and answering questions from textbook** **Textbooks-** **Foundations of restaurant Management & Culinary Arts** **On Baking** **Professional Baking/Gisslen**	**Lecture & class discussion** **Formal lab activities related to this unit** **Formal Labs:** **Lady fingers (can be used for Tiramisu & Charlotte Russe) ,macaroons, macarons** **Biscotti** **Dropped cookies** **Icebox & rolled cookies** **Molded- peanut butter** **Brownies & blondies**
			Standardized recipes & formulas	**Preparation of a vocabulary list with baking terms, mixing methods, & the baking process** **Lecture & class discussion**

SWBAT- Prepare pate a choux **Create cream puffs , eclairs, & profiteroles** **Create a variety of French pastries** **Make delicate pastries from phyllo dough**	**How do we prepare basic dough for assorted pastries & desserts?** **What is pate a choux?** **What is the natural leavening process of pate a choux?** **What are some different cream filled pastries?** **What is phyllo dough & how should it be handled to create delicate pastries?**	**Prepare pate a choux & demonstrate simple sweet & savory pastries that can be made from it** **Preparing cream puffs, eclairs, & profiteroles** **Preparing Napoleons, Paris Brest , & other French pastries** **Basic use of phyllo dough**	**Laptops & digital media** **Teacher's demonstrations & lessons** **Reading and answering questions from textbook** **Textbooks-** **Foundations of restaurant Management & Culinary Arts** **On Baking** **Professional Baking/Gisslen** **Standardized recipes & formulas**	**Formal lab activities related to this unit** **Formal Labs:** **Pate a choux** **Cream puffs** **Eclairs & profiteroles** **Paris Brest & Napoleons** **Gougeres** **Strudel & Baklava** **Preparation of a vocabulary list with baking terms, mixing methods, & the baking process** **Lecture & class discussion**

SWBAT- Prepare a variety of dessert sauces Prepare & present a variety of small desserts Understand why presentation sells	Why does dessert presentation matter when selling a product? Can you prepare a variety of desserts & create plate designs? What is Anglaise? What is a coulis?	Understand the components of a plated dessert Compare & contrast simple and complex presentations Prepare a variety of small desserts Prepare a variety of dessert sauces	Laptops & digital media Teacher's demonstrations & lessons Reading and answering questions textbook Textbooks- Foundations of restaurant Management & Culinary Arts On Baking Professional Baking/Gisslen	Formal lab activities related to this unit Formal Labs: Fruit coulis Anglaise Sauce Chocolate Sauce Caramel Sauce Small desserts- molten chocolate cake, sticky toffee pudding, and pies & tarts

Unit 1 Vocabulary	

Unit Project (Choose 1)	
Unit Project (Suggested)	**Unit Project (Suggested)**

Rubric(s) https://mt15000219.schoolwires.net/cms/lib07/mt15000219/centricity/domain/47/prostart_cook_rubric.pdf

https://www.bing.com/search?q=cooking+lab+rubric&form=EDGSPH&refig=d70080b857e949ccb60ff66dfb79ee6e&mkt=en-us&msnews=1&PC=ACTS&sp=-1&ghc=1&pq=cooking+lab+rubric&sc=3-18&qs=n&sk=&cvid=d70080b857e949ccb60ff66dfb79ee6e#

https://mrlaef.org/images/ESFDocs/TeacherResources/Kitchen-Lab-Evaluation-Rubic.pdf

Insert rubric(s) referenced in course guide.

Structured Learning Experience:

Field Trip Ideas: Wegmans

      The Gingered Peach