

Baking II



Course Description

Advanced Baking will focus on principles & techniques required to produce high quality items. There will be an understanding of ingredients necessary to produce fine products. Students will have an understanding of food safety, mixing methods, techniques, and presentation of baked goods. The following units will be covered in Advanced Baking: Unit 5 – Cakes, Frosting, and Basic Cake Decorating, Unit 6 – Pies and Tarts, Unit 7 – Custards, Mousses, Cheesecakes, Ice Cream, and Unit 8 – Professionalism and Career Exploration

Pacing Chart

Unit #5	Bakeshop Application of Cakes, Frostings, & Cake Decorating	45 days
Unit #6	Bakeshop Application of Pies & Tarts	45 days
Unit #7	Bakeshop Application of Custards, Mousses & Cheesecakes	45 days
Unit #8	Professionalism & Career Exploration through Portfolio Development	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...				
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas 	
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas 	
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas 	
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions 	

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

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● 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 - End of Course Assessment Written and Practical
	Unit Assessments, Chapter Assessments, Quizzes
	DBQ, Essays, Short Answer
	Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
	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

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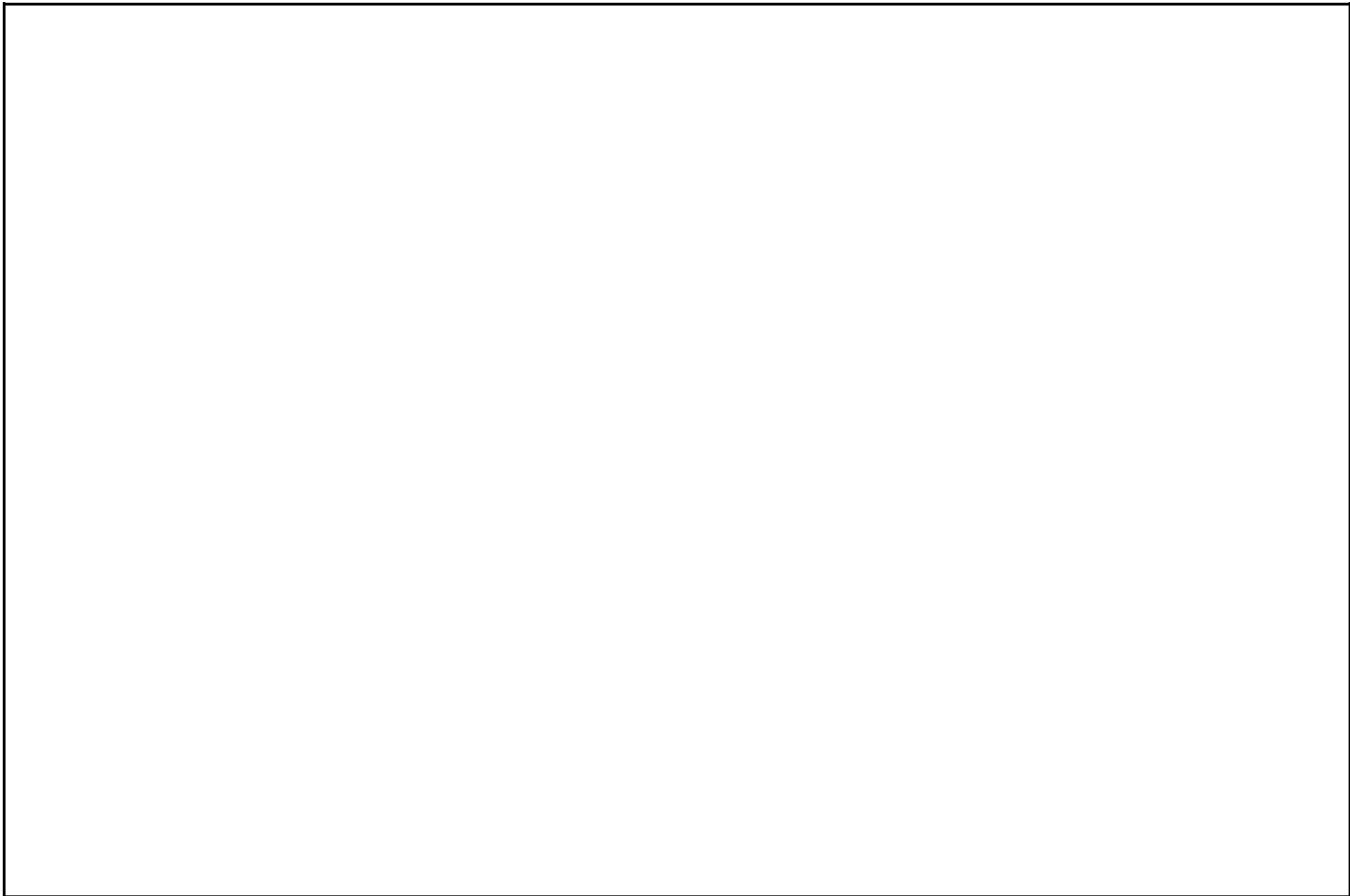
Interdisciplinary Connections

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

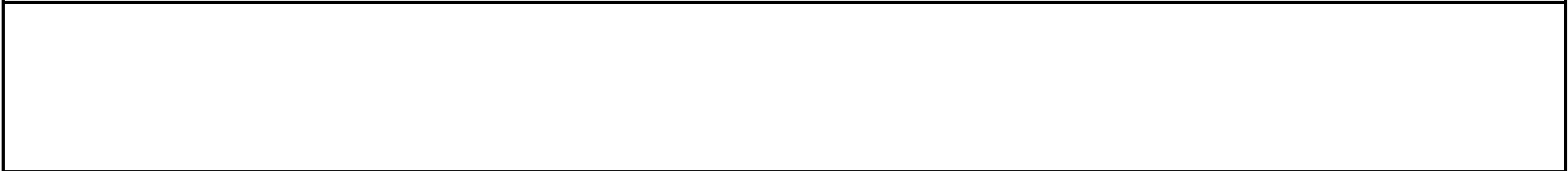
- **NJSLSA.R1.** Read closely to determine what the text says explicitly and make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R2.** Determine central ideas or themes of a text and analyze 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.
- **NJSLSA.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 as 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.
- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revision, editing, rewriting or trying a new approach.
- **NJSLSA.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.**







<p>Grade: 12</p> <p>21st Century Skills Standard and Progress Indicators:</p> <p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.</p> <p>9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.</p>	<p>Unit/Module: #5 Bakeshop Application - Cakes, Frosting, & Cake Decorating</p> <p>Unit #6 Bakeshop Application- Pies & Tarts</p> <p>Unit #7 Bakeshop Application- Custards, Mousses, & Cheesecakes</p>	<p>Topic: Unit #5 will include a variety of cakes, mixing methods, frostings & buttercreams, cake assembly, and basic decorating.</p> <p>Description/ SWBAT: Create a variety of cakes along with preparation procedures, prepare different buttercreams & meringues used in cake decorating, use a pastry bag, use decorating tips, & decorate and garnish cakes and tortes.</p> <p>Unit #6 will include types of doughs used for pies & tarts, the differences between pies & tarts, and different fillings that can be used for each.</p> <p>Description/SWBAT: Understand how fat distribution causes a flaky or mealy pie crust, know how to use pie crust & short dough to make shells and envelope filled products, list the steps for various pie fillings, and understand how starch functions.</p> <p>Unit #7 will include how to safely handle cream products, tempering, pastry cream, mousses, ice creams, baked custards, and water baths.</p> <p>Description/SWBAT: Describe the cooking principles for creams and custards, prepare puddings, mousses, ice creams/frozen desserts, and a variety of cheesecakes.</p> <p>Unit #8 will include dessert menu items served in restaurants, professional skills</p>
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	<p>Unit #8 Professionalism and Career Exploration through Portfolio Development</p>	<p>needed for the industry, available occupations, & the importance of a portfolio.</p> <p>Description/SWBAT: Understand their personal development & action to take when making career choices, think about aptitudes & attitudes necessary for a successful food service career, and organize a collection of work samples & materials to reflect a professional persona.</p>
<p>21st Century Skills Standard and Progress Indicators:</p> <p>Standards/Cumulative Progress Indicators (Taught and Assessed):</p> <p><u>CCSS.ELA-Literacy.W.11-12.7</u></p> <p>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.</p> <p><u>CCSS.ELA-Literacy.W.11-12.8</u></p> <p>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,</p>		

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.

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NJDOE Student Learning Objective	Essential Questions	Skills	Resources	Sample Activities
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<p>Unit #5: SWBT- identify basic ingredients frequently used when baking</p> <p>Perform basic mixing methods</p> <p>Produce high-fat or shortened cakes, including high-ratio cakes & cakes mixed by creaming</p> <p>Produce foam-type cakes, including sponge, angel food, & chiffon cakes</p> <p>Scale & bake cakes correctly</p> <p>Correct failures</p>	<p>What are the different types of cakes?</p> <p>What are the different mixing methods that are used to prepare a variety of cakes?</p> <p>What are the primary percentages needed for proper baking?</p>	<p>Describe the five types of cakes</p> <p>Explain the function of each ingredient used in a cake batter</p> <p>Knowledge of the main ingredients used in baking</p>	<p>Formatted standardized recipes for commercial baking</p> <p>Commercial tools & equipment</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Textbooks: Foundations of Restaurant Management & Culinary Arts</p> <p>On Baking</p> <p>Professional Baking/Gisslen</p>	<p>Teacher lecture/ student note taking using a Promethean Board with related pictures or videos</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Reading related text chapter with completion of chapter questions</p> <p>Bakeshop tour with explanation of all kitchen equipment used for heat applications</p> <p>Demonstration of proficiencies during production & formal labs to prepare saleable products according to facility based HACCP plans</p> <p>Formal Labs:</p> <p>Creaming method</p> <p>Muffin method</p> <p>Sponge or Foam method -</p> <p>Angel Food & Chiffon</p> <p>Pound cake</p> <p>Genoise</p>
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<p>SWBT- identify basic ingredients frequently used when baking</p> <p>Perform basic mixing methods</p> <p>Produce high-fat or shortened cakes, including high-ratio cakes & cakes mixed by creaming</p> <p>Produce foam-type cakes, including sponge, angel food, & chiffon cakes</p> <p>Scale & bake cakes correctly</p> <p>Correct failures</p>	<p>What are the different mixing methods in preparing a variety of cakes?</p> <p>What are the main ingredients used in baking?</p>	<p>Understand and explain formulas and mixing methods of various cakes</p> <p>Demonstrate the different mixing methods</p> <p>Demonstrate how to prepare cake pans for baking</p> <p>Demonstrate baking, cooling, garnishing, & finally serving cakes</p>	<p>Formatted standardized recipes for commercial baking</p> <p>Commercial tools & equipment</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Textbooks: Foundations of Restaurant Management & Culinary Arts</p> <p>On Baking</p> <p>Professional Baking/Gisslen</p>	<p>High-Ratio layer cake</p> <p>Teacher lecture/student note taking using a Promethean Board with related pictures or videos</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Reading related text chapter with completion of chapter questions</p> <p>Demonstration of proficiencies during production & formal labs to produce quality products according to facility based HACCP plans</p> <p>Formal Labs:</p> <p>Pound cake</p> <p>Genoise</p> <p>High-Ratio Layer Cake</p>
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<p>SWBAT- Understand that flavor, texture & color of the icing or buttercream must be compatible with the cake</p> <p>Heavy frostings go with heavy cakes & light frostings go with light cakes. For example, angel food cake can be iced with a simple flat icing. High-ratio cakes go well with buttercreams & fudge-type icings. Sponge layer cakes are often iced with light or European style buttercreams</p>	<p>What are the common frostings & buttercreams used in a professional kitchen?</p> <p>How are the methods & techniques of preparation different?</p>	<p>Understand how frostings, icing, & buttercreams are used</p> <p>Describe how to control aeration & the melting points of buttercreams</p> <p>Understand how to control the consistency of icings & frostings</p> <p>Understanding how to prepare a meringue</p>	<p>Formatted standardized recipes for commercial baking</p> <p>Commercial tools & equipment</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Textbooks: Foundations of Restaurant Management & Culinary Arts</p> <p>On Baking</p> <p>Professional Baking/Gisslen</p>	<p>Teacher lecture/student note taking using a Promethean Board with related pictures or videos</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Reading related text chapter with completion of chapter questions</p> <p>Demonstration of proficiencies during production & formal labs to produce quality products according to facility based HACCP plans</p> <p>Formal Labs:</p> <p>American Buttercream</p> <p>Swiss Buttercream</p> <p>Italian Buttercream</p> <p>French Buttercream</p> <p>Meringue</p> <p>Ganache</p> <p>Royal icing & glazes</p>
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<p>SWBAT- Assemble and ice simple layer cakes</p> <p>Make and use a paper decorating cone</p> <p>Use a pastry bag to make simple icing decorations</p> <p>Prepare a simple syrup</p> <p>Assemble a variety of American & European style cakes</p>	<p>What are the procedures in assembling a cake?</p> <p>What tools are needed to assemble a professionally looking cake?</p> <p>What is a simple syrup?</p> <p>What techniques must be followed in order to have a clean,professional looking product?</p>	<p>Slice and cut cake layers evenly in preparation for enrobing and decorating</p> <p>Prepare a simple syrup</p> <p>Make & decorate European-style tortes</p> <p>Describe methods for producing American layer cakes</p> <p>Understand how to properly use tools & equipment needed for cake decorating</p> <p>Explain how to decorate & garnish cakes and tortes</p> <p>Use of pastry bags</p> <p>Knowledge of pastry tips</p> <p>Use of a parchment pastry bag</p>	<p>Formatted standardized recipes for commercial baking</p> <p>Commercial tools & equipment</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Textbooks: Foundations of Restaurant Management & Culinary Arts</p> <p>On Baking</p> <p>Professional Baking/Gisslen</p>	<p>Teacher lecture/student note taking using a Promethean Board with related pictures or videos</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Reading related text chapter with completion of chapter questions</p> <p>Demonstration of proficiencies during production & formal labs to produce quality products according to facility based HACCP plans</p> <p>Formal Labs:</p> <p>Cake decorating -cutting cake layers, filling, & icing</p> <p>Using a pastry bag</p> <p>Using a paper cone</p>
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<p>Unit #6: SWBAT-</p> <p>Prepare pie doughs & short pastry</p> <p>Prepare baked & unbaked fruit tarts & pastries</p> <p>Understand the significance of measuring properly</p> <p>Understand success or failure of a dough depends on how the fat & flour are mixed and gluten development</p>	<p>What are the different types of doughs used for pies & tarts?</p> <p>What is the Biscuit Method?</p> <p>How important is proper measuring?</p>	<p>Discuss the various types of doughs that can be used as a base for pies & tarts</p> <p>Discuss how to use pie crust & short dough are used to make shells & envelope sweet and savory filled products</p> <p>Prepare assorted doughs</p> <p>Roll doughs & line pie/tart pans</p> <p>Fill assemble, & bake single crust, double crust, & lattice-topped pies as well as tarts</p>	<p>Formatted standardized recipes for commercial baking</p> <p>Commercial tools & equipment</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Textbooks: Foundations of Restaurant Management & Culinary Arts</p> <p>On Baking</p> <p>Professional Baking/Gisslen</p>	<p>Teacher lecture/student note taking using a Promethean Board with related pictures or videos</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Reading related text chapter with completion of chapter questions</p> <p>Demonstration of proficiencies during production & formal labs to produce quality products according to facility based HACCP plans</p> <p>Formal Labs:</p> <p>Flaky Pie Dough</p> <p>Mealy Pie Dough</p> <p>Sweet Dough</p> <p>Rolling & shaping dough</p> <p>Turnovers</p> <p>Pocket pies</p>
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<p>SWBAT -Prepare pie doughs & short pastry</p> <p>Prepare baked & unbaked fruit tarts & pastries</p> <p>Understand the significance of measuring properly</p> <p>Understand success or failure of a dough depends on how the fat & flour are mixed and gluten development</p> <p>Roll pie doughs & line pie pans</p> <p>Describe blind baking</p>	<p>What is the difference between pies & tarts?</p> <p>How is a flaky pie crust made?</p> <p>Why is proper measuring important?</p>	<p>Explain how fat distribution causes a flaky or mealy pie crust</p> <p>Prepare baked & unbaked tarts and tartlets</p> <p>Practice docking & blind baking</p>	<p>Formatted standardized recipes for commercial baking</p> <p>Commercial tools & equipment</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Textbooks: Foundations of Restaurant Management & Culinary Arts</p> <p>On Baking</p> <p>Professional Baking/Gisslen</p>	<p>Teacher lecture/student note taking using a Promethean Board with related pictures or videos</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Reading related text chapter with completion of chapter questions</p> <p>Demonstration of proficiencies during production & formal labs to produce quality products according to facility based HACCP plans</p> <p>Formal Labs:</p> <p>Pie & tart dough</p> <p>Sweet & savory fillings</p>

				Docking & blind baking
SWBAT- Roll pie doughs & line pie pans Form & bake pie shells for unbaked pies Prepare fruit fillings Prepare soft or custard-type pie fillings Prepare cream fillings Prepare chiffon fillings	What fillings can be used for pies & tarts? What are food safety concerns with custard pies? What is the temperature danger zone temperature range?	List the steps for cooking pie filling Describe the different types of pie fillings & prepare a wide variety Demonstrate proper pie storage	Formatted standardized recipes for commercial baking Commercial tools & equipment Commercial baking labs Digital media Textbooks: Foundations of Restaurant Management & Culinary Arts On Baking Professional Baking/Gisslen	Teacher lecture/student note taking using a Promethean Board with related pictures or videos Digital media of professional chefs demonstrating applications Reading related text chapter with completion of chapter questions Demonstration of proficiencies during production & formal labs to produce quality products according to facility based HACCP plans Formal Labs: Cream Pies Custard Pies Chiffon Pies Fruit Pies

<p>SWBAT- Understand the basic methods for making pie fillings</p> <p>Fruit sources, for example, fresh, frozen, or canned</p> <p>Storage of fresh fruit & product rotation to maintain quality</p> <p>Prepare popular fruit desserts</p>	<p>What are the different categories of fruit?</p> <p>What is oral allergy syndrome?</p> <p>How does ethylene gas affect fruit storage?</p> <p>What factors affect purchasing decisions?</p> <p>What are the various methods for cooking fruit?</p>	<p>Recognize the different types of commonly used fruits</p> <p>Apply cutting, preparation, & cooking techniques to fruits and fruit fillings</p> <p>Identify nutritional values of fruits & understanding that importance when menu planning</p> <p>Recognize a variety of market fruit forms</p>	<p>Formatted standardized recipes for commercial baking</p> <p>Commercial tools & equipment</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Textbooks: Foundations of Restaurant Management & Culinary Arts</p> <p>On Baking</p> <p>Professional Baking/Gisslen</p>	<p>Teacher lecture/student note taking using a Promethean Board with related pictures or videos</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Reading related text chapter with completion of chapter questions</p> <p>Demonstration of proficiencies during production & formal labs to produce quality products according to facility based HACCP plans</p> <p>Formal Labs:</p> <p>Enzymatic browning</p> <p>Handling & storage of fruit</p> <p>Fruit crisps</p> <p>Cobblers</p>
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<p>Unit #7: SWBAT -</p> <p>Judge the quality of ice creams</p> <p>Prepare ice cream, sorbets, & sherbets</p> <p>Describe milk & milk products by categories and definitions</p>	<p>What are TCS foods?</p> <p>What is the temperature danger zone?</p> <p>What is tempering?</p> <p>What is an Anglaise Sauce?</p> <p>How is pastry cream different from an Anglaise sauce?</p> <p>How do we define European butter?</p> <p>What is lactose intolerance?</p> <p>If the fat in milk or cream is reduced, will the ingredient perform differently in a recipe?</p>	<p>Define important sanitation & handling procedures related to creams and custards</p> <p>Describe how to best store milk & milk products</p> <p>Evaluate milk & dairy products</p> <p>Identify the nutritional value of a number of dairy products</p> <p>Define homogenization & pasteurization</p>	<p>Formatted standardized recipes for commercial baking</p> <p>Commercial tools & equipment</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Textbooks: Foundations of Restaurant Management & Culinary Arts</p> <p>On Baking</p> <p>Professional Baking/Gisslen</p>	<p>Reading related text chapter with completion of chapter questions</p> <p>Teacher lecture/student note taking using a Promethean Board with related pictures or videos</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Demonstration of proficiencies during production & formal labs to produce quality products according to facility based HACCP plans</p> <p>Formal Labs:</p> <p>Ricotta Cheese</p> <p>Cream Cheese</p> <p>Variety of ice creams</p> <p>Sorbets & sherbets</p> <p>Functions of milk & milk products</p>
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<p>SWBAT - Define a custard & understand that there are two basic types which are starch thickened and baked</p> <p>Prepare a variety of popular custards</p> <p>Prepare cheesecakes with & without water baths</p>	<p>What are the cooking principles for creams & custards?</p> <p>How do we define tempering?</p> <p>How does a water bath affect baking?</p> <p>How do you properly mix a cheesecake?</p> <p>What are the different kinds of cheesecake?</p>	<p>Prepare scratch thickened puddings</p> <p>Prepare baked custards</p> <p>Understand the reasons why a custard can separate</p> <p>List the steps for making puddings & custards</p> <p>Prepare a variety of mousses</p> <p>Understand why a water bath is important to the success of cooked custard</p> <p>Prepare cheesecakes</p>	<p>Formatted standardized recipes for commercial baking</p> <p>Commercial tools & equipment</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Textbooks: Foundations of Restaurant Management & Culinary Arts</p> <p>On Baking</p> <p>Professional Baking/Gisslen</p>	<p>Reading related text chapter with completion of chapter questions</p> <p>Teacher lecture/student note taking using a Promethean Board with related pictures or videos</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Demonstration of proficiencies during production & formal labs to produce quality products according to facility based HACCP plans</p> <p>Formal Lab:</p> <p>Pastry cream</p> <p>Creme brulee</p> <p>Pots de Creme</p> <p>Flan</p> <p>Panna cotta</p> <p>Mousse</p> <p>Cheesecake</p> <p>Bavarian cream</p>
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<p>Unit #8: SWBAT</p> <p>Demonstrate professionalism & career exploration</p> <p>Plan to make informed decisions for career planning & opportunities</p> <p>Identify professional attributes needed to obtain a career in the restaurant/baking industry</p>	<p>What are the communication, personal, academic, & leadership skills that you must have in order to have a successful career in the restaurant/hospitality industry?</p>	<p>Identify organizational skills to develop a career portfolio demonstrating & documenting work ability samples</p> <p>Planning a course of action to make an informed career decision through portfolio development and activities</p>	<p>Laptop Computers</p> <p>Portfolio materials</p> <p>Professional organizations/partnerships</p> <p>Textbooks</p> <p>Commercial bakeshop</p>	<p>Digital media of professional chefs demonstrating applications</p> <p>Teacher lecture with student note taking</p> <p>Portfolio samples</p> <p>Community service events & possible competitions</p> <p>Guest presenters from colleges or the industry</p> <p>Skill presentation from senior class members</p>
<p>SWBAT - Demonstrate professionalism & career exploration</p> <p>Plan to make informed decisions for career planning & opportunities</p> <p>Identify professional attributes needed to</p>	<p>What are the different levels of occupations available in a bakeshop setting?</p>	<p>The history of the baking & pastry industry</p> <p>Identify skills appropriate for successful completion of job tasks in a bakeshop or food service operation</p>	<p>Laptop Computers</p> <p>Portfolio materials</p> <p>Professional organizations/partnerships</p> <p>Textbooks</p> <p>Commercial bakeshop</p>	<p>Digital media of professional chefs demonstrating applications</p> <p>Teacher lecture with student note taking</p> <p>Portfolio samples</p> <p>Community service events & possible competitions</p> <p>Guest presenters from colleges or the industry</p>

<p>obtain a career in the restaurant/baking industry</p>				<p>Skill presentation from senior class members</p>
<p>SWBAT - Demonstrate professionalism & career exploration</p> <p>Plan to make informed decisions for career planning & opportunities</p> <p>Identify professional attributes needed to obtain a career in the restaurant/baking industry</p>	<p>What is the importance of having a portfolio & how is it created?</p>	<p>Demonstrating satisfactory verbal, written, & listening skills during formal lab applications and productions</p> <p>Documenting work samples through technology to enhance the professional persona in the career portfolio</p>	<p>Laptop Computers</p> <p>Portfolio materials</p> <p>Professional organizations/partnerships</p> <p>Textbooks</p> <p>Commercial bakeshop</p>	<p>Digital media of professional chefs demonstrating applications</p> <p>Teacher lecture with student note taking</p> <p>Portfolio samples</p> <p>Community service events & possible competitions</p> <p>Guest presenters from colleges or the industry</p> <p>Skill presentation from senior class members</p>

Field Trip Ideas

Wegmans Princeton

The Gingered Peach

Project Rubrics

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&refid=d70080b857e949ccb60ff66dfb79ee6e&mkt=en-us&msnews=1&PC=ACTS&sp=-1&ghc=1&pq=cooking+lab+rubric&sc=3-18&qsn=&sk=&cvid=d70080b857e949ccb60ff66dfb79ee6e#>

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

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&refid=d70080b857e949ccb60ff66dfb79ee6e&mkt=en-us&msnews=1&PC=ACTS&sp=-1&ghc=1&pq=cooking+lab+rubric&sc=3-18&qsn=&sk=&cvid=d70080b857e949ccb60ff66dfb79ee6e#>

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