

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
CULINARY ARTS ACADEMY

Introduction to Commercial Baking

COURSE DESCRIPTION

Grade Level: 9

Department: Culinary Arts Academy

Course Title: Introduction to Commercial Baking Credits: 5.0

Course Code: 270500

Board of Education adoption date: August 27, 2012

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Introduction to Commercial Baking

Introduction

Course Philosophy

The Freehold Regional High School District's Culinary Arts Academy is a Four-Year Career and Technical Education Program (CTE) that consists of a wide range of courses, training, experiences and activities. The Introduction to Commercial Baking course is specifically designed to develop and enhance student skills necessary to make a smooth transition from high school to entry-level food service positions and/or college level articulated career courses. All students will demonstrate evidence of ability, aptitude, and interest in identified components of the curriculum, both general and specific, through structured training. Specific task objectives are relative to current industry standards which are meshed with student abilities and opportunities. This approach contributes to the development of a well-rounded student, one who demonstrates good citizenship, critical thinking and problem solving skills, sound mental and physical health and the ability to establish personal and professional goals with commitment to a plan of action to achieve them. Curricula are established to provide educational milestones and benchmarks to assist educators and parents in achieving students' educational goals, to foster efficient classroom instruction, and evaluate students' growth. The vitality of the curriculum will come from the individual teacher whose knowledge, experience and creativity will make it meaningful for each student. It is hoped that this curriculum will provide a sound foundation for students' learning and acquisition of skills to gain employment and be a productive member of society.

Course Description

This course earns 5 credits and is open to sophomore students for the purpose of career exploration of the commercial baking industry, and is a pre-requisite course to enter Culinary Arts I/ Culinary Math in the student's junior year. This class meets five days a week for one class period. Emphasis is placed on bakery production including equipment operation and maintenance and the preparation of all types of yeast products, quick breads, puff pastry, creams, custards, pies, and cookies. Scaling and bakery production based on classical European and American baking techniques is emphasized. Student involvement in production will develop organizational skills, bench skills, teamwork, time management skills, and critical thinking skills. Positive work attitudes and employable skills are meshed into all aspects of curriculum applications. It is intended to provide students with a solid skill based foundation through a combination of lecture and practical applications of the skills necessary to successfully function in the back house operation of a multi-phase food service operation.

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
9.4.12. I.39 9.4.12. I.40 9.4.12. I.41 9.4.12. I.42 9.4.12. I.43 9.4.12. I.45 9.4.12. I.46 9.4.12. I.51 9.4.12. I.55 9.4.12. I.56 9.4.12.I.(1).8	Current industry standards mandate a thorough understanding and effective application of safety and sanitation measures involved with the professional use of commercial knives, small wares and equipment applied to baking.	<p>What are food-borne illnesses and how can they be prevented?</p> <p>Why is good personal hygiene imperative to a safe work place?</p> <p>Why should proper cleaning and sanitizing procedures be identified and practiced for commercial baking equipment and small wares?</p> <p>What fire and equipment safety rules are imperative to all food service operations?</p>	<p>Open-ended questions As Introduction to Commercial Foods students, you demonstrated safety and sanitation in the preparation and service of safe foods following all facility based guidelines and mandates as per the National Restaurant Association's ServSafe course book and local board of health mandates.</p> <p>Identify the concepts/categories that you practiced last year. Which of these will be particularly emphasized in Introduction to Commercial Baking where dairy products and eggs are used on a daily basis?</p>	<p>Students will view National Restaurant Association ServSafe digital media presentations. After which, a facility based pre-test will be administered.</p> <p>Student will take formal notes during teacher lecture/ demonstrations and multimedia presentation with rubric class work grade.</p> <p>Students view and evaluate Culinary 2 Management training presentations on Safety and Sanitation. Students compose a reactionary essay and complete and evaluation questionnaire which is rubric graded.</p> <p>Weekly professionalism grading rubric will include teacher observation of the safe and sanitary use of knives, bakeshop small wares and equipment.</p>	<p>Comprehensive facility and ServSafe based test to include: higher level thinking questions of learned materials and application</p> <p>Application of learned safety and sanitation concepts with the professional use of commercial knives, small wares, and equipment applied to baking for the student run licensed restaurant, the 5 Star Café</p>

<p>9.4.12. I.39 9.4.12. I.3 9.4.12.I.8</p>	<p>Standardized recipes produce a consistent product through accurate measuring and demonstration of professional baking principles and skills.</p> <p>Accurate measurement considering industry standards for formulating quantity yields in commercial baking is paramount for production of a <i>saleable product</i>.</p>	<p>What is the importance of following a standardized recipe/formula?</p> <p>What are the correct measuring techniques?</p> <p>How would you increase or decrease a standardized recipe/formula?</p> <p>Why are there different mixing procedures in baking?</p>	<p>Pre-test to include: standardized recipes, industry standards for formulating/ adjusting yields and the definition of a <i>saleable product</i> to assess previously learned materials in the Introduction to Commercial Foods course</p>	<p>Students will take formal notes during teacher lectures, demonstrations and multimedia presentations with rubric class work grade.</p> <p>Culinary Math worksheets and Culinary Academy formatted standardized recipes will be completed to practice identification and conversion of yields and measurements as per industry standards.</p> <p>Unit test</p> <p>Dry Lab: students locate measuring devices and set up a mise en place to accurately measure ingredients with proper device/ skill as per lab sheet standardized recipe directions. Assessment: teacher observation with lab sheet grading rubric.</p> <p>Weekly professionalism grading rubric includes teacher observation of proper standardized recipe procedures and measuring techniques.</p>	<p>Formal and production labs to prepare and finish saleable bakery products for the student run restaurant menu</p> <p>Work samples to be documented through graded lab sheets and/or digital media for authentic portfolio assessment</p> <p>Midterm examination</p>
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<p>9.4.12. I.39 9.4.12. I.28 9.4.12. I.29 9.4.12. I.55 9.4.12. I.66 9.4.12. I.69 9.4.12. I.72 9.4.12. I.81 9.4.12.I.9 9.4.12. I.12 9.4.12. I.76</p>	<p>Bread is a staple food prepared by cooking dough of flour & water with the addition of other ingredients. The art of bread making has been around for centuries.</p>	<p>What are the varieties of ingredients in bread making?</p> <p>What are the 12 steps in yeast dough production?</p> <p>What are the different methods of making yeast bread?</p> <p>What are the different leavening agents in bread making?</p> <p>What is gluten?</p> <p>What are the different quick breads and their different methods of preparing?</p>	<p>View professional video on yeast dough and the art of bread making with related evaluative test</p>	<p>Student note taking of teacher lecture/ demonstrations and multimedia presentations with rubric</p> <p>Text reading: <i>Baking Fundamentals</i> with students outlining related chapter</p> <p>Homework: Vocabulary Worksheet</p> <p>Science lab experiment: the conditions necessary to "activate and rise yeast dough"</p> <p>Team work evaluation activity: prepare box mix and scratch quick bread recipes with evaluation and conclusions.</p> <p>Unit test</p>	<p>Formal and production labs to prepare and finish saleable yeast and quick bread products for the student restaurant menu</p> <p>Using technology, work samples to be documented through graded lab sheets and/or digital media for authentic portfolio assessment</p> <p>Midterm examination</p>
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<p>9.4.12. I.39 9.4.12. I.15 9.4.12. I.3 9.4.12.I.8 9.4.12. I.19 9.4.12.I.83 9.4.12.I.66 9.4.12.I.56</p>	<p>Pastry can refer to a variety of pastes and dough. Many products are made from this dough.</p>	<p>Describe the two main mixing methods for cookies.</p> <p>What are the different types of cookies?</p> <p>What does the term "dock" mean?</p> <p>What is Pate a Choux?</p> <p>What are the different cream filled pastries?</p> <p>What is puff pastry?</p>	<p>Anticipatory Set: teacher questioning with class discussion to evaluate pre - learned materials from Introduction to Commercial Foods course work and general knowledge?</p> <p>What are the different types of cookies served in the student run restaurant?</p> <p>What pastries were on the menu in the 5 Star Café?</p> <p>What are examples of pastries/ cookies that you included on your menu projects last year?</p>	<p>Student note taking of teacher lecture/ demonstrations and multimedia presentations with rubric class work grade.</p> <p>Text reading: "Baking Fundamentals" with students outlining related chapter.</p> <p>Unit test</p> <p>Project based learning: a comprehensive project to design a gingerbread house; construct a template; apply art and design concepts to finish the house. A literacy component has students writing a press release describing the houses and their display criteria in the 5 Star Cafe.</p> <p>Weekly professionalism grading rubric includes teacher observation of proper standardized recipe procedures for the preparation of pastries and cookies</p>	<p>Formal and production labs to prepare and finish saleable pastries and cookie products for the student run restaurant menu.</p> <p>Using technology, the Gingerbread House Project will be documented through graded lab sheets and digital media for authentic portfolio assessment.</p> <p>Midterm exam</p>
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<p>9.4.12. I.39 9.4.12. I.15 9.4.12. I.3 9.4.12.I.8 9.4.12. I.9 9.4.12. I.19 9.4.12.I.83 9.4.12.I.66 9.4.12.I.56</p>	<p>Bakers who have mastered the art of baking a perfect cake have knowledge of certain techniques, including time, practice, and patience.</p>	<p>What are the different types of cakes?</p> <p>What are the different mixing methods in preparing a variety of cakes?</p> <p>What is simple syrup?</p> <p>What are the different variety of frostings and how are each used?</p> <p>What are the procedures in assembling a cake?</p> <p>What are piping techniques that must be followed in order to have a clean design/product?</p>	<p>Students take a technology based pre-test. A variety of cakes are digitally displayed with the LCD projector. Students use laptop computers to "match" appropriate frostings and decorations displayed on their computer.</p>	<p>Student note taking of teacher lecture/ demonstrations and streaming video with rubric class work grade.</p> <p>Unit test</p> <p>Weekly professionalism grading rubric includes teacher observation of proper standardized recipe procedures for the preparation of cakes.</p> <p>Project Based Learning: Students design a specialty cake with matching frosting and design with a theme. Yield adjustments of a standardized recipe appropriate for the event are calculated. A "sample cake for client tasting" is prepared and digitally photographed and imported onto recipe.</p>	<p>Formal and production labs will be documented to prepare and finish saleable cakes for the student run restaurant menu.</p> <p>Using technology, the Special Event Cake Project will be documented through a graded lab sheets and digital media for authentic portfolio assessment.</p> <p>Midterm examination</p>
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<p>9.4.12. I.15 9.4.12. I.3 9.4.12.I.8 9.4.12. I.9 9.4.12. I.19 9.4.12.I.83 9.4.12.I.66 9.4.12.I.56</p>	<p>Understanding the components of standardized recipes and applying the concepts to the production of pies, tarts and their fillings with demonstrated skill proficiency is necessary for successful completion and service of safe and quality food products.</p>	<p>What are the different types of doughs used for pies and tarts?</p> <p>What is the difference between pies and tarts?</p> <p>What are the different fillings that can be used for pies and tarts?</p>	<p>Pre- test: pies and tarts</p>	<p>Student note taking of teacher lecture/ demonstrations and streaming video with rubric class work grade.</p> <p>Text reading: <i>Baking Fundamentals</i> with students outlining related chapter.</p> <p>Seasonal fruit and related cooking application activity</p> <p>Unit test</p> <p>Weekly professionalism grading rubric includes teacher observation of proper standardized recipe procedures for the preparation of pies and tarts.</p>	<p>Formal and production labs to prepare and finish saleable pies and tarts for the student run restaurant menu</p> <p>National Student Organization (NSO) Skills USA community service Thanksgiving pie sale</p> <p>Midterm examination</p>
<p>9.4.12.I.56 9.4.12.I.83 9.4.12. I.19 9.4.12. I.9 9.4.12.I.8 9.4.12. I.3 9.4.12. I.15</p>	<p>Understanding the components of standardized recipes and applying the concepts to the production of custard, mousse and a variety of different creams is necessary for successful completion and service of safe and quality food products.</p>	<p>What are the 6 rules for safe handling of cream products?</p> <p>How does pastry cream differ from English Sauce?</p> <p>What causes the separation of custard?</p> <p>What is a mousse?</p> <p>What is a Bavarian cream?</p> <p>What is a water bath and why is it used?</p>	<p>ServSafe digital media presentation of safe food service: eggs and dairy products with related "check your knowledge" questionnaire</p>	<p>Students will take formal notes from teacher lecture, demonstrations and multimedia presentations with rubric class work grade.</p> <p>Weekly professionalism grading rubric includes teacher observation of proper standardized recipe procedures for the safe preparation of creams, custards and mousse.</p> <p>Text reading: <i>Baking Fundamentals</i> with students outlining related chapter</p> <p>Unit test</p>	<p>Formal and production labs to prepare and finish saleable and safe creams, custard and sauce standardized recipes for the student-run restaurant menu</p> <p>Enter formal lab sheets in to career portfolio for possible college articulation credit</p> <p>Midterm examination</p>

<p>9.4.12.1.56 9.4.12.1.66 9.4.12.1.83 9.4.12. 1.19 9.4.12. 1.9 9.4.12.1.8 9.4.12. 1.3 9.4.12. 1.15</p>	<p>Demonstrated professionalism and career exploration applied to portfolio development provide logical and appropriate materials for authentic assessment and informed decisions for career planning and opportunities.</p>	<p>What types of dessert menus are designed and served in a variety of restaurants?</p> <p>What are the communication, personal, academic and leadership skills you must have in order to obtain a career in the baking and pastry industry?</p> <p>What are the different levels of occupations available in a bakeshop setting?</p> <p>What is the importance of having a portfolio and how is it created?</p>	<p>Anticipatory set questions leading to class discussion of professionalism and career planning</p>	<p>Menu planning activity for desserts</p> <p>Career research project</p> <p>National Student Organization Skills USA professional career presenters</p>	<p>Professional skill and work samples are entered into student portfolio for possible college articulation credit.</p>
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Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit #1: Safety and Sanitation Applied to Knives, Bakeshop Small Wares and Equipment	<p>Current industry standards mandate a thorough understanding and effective application of safety and sanitation measures involved with professional use of commercial knives, small wares and equipment applied to baking.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Function in a commercial bakeshop demonstrating safe and sanitary culinary applications while using knives, bakery small ware and equipment. 2. Identify and match tasks with the appropriate knives, bakery small wares and equipment. 3. Identify regulatory agencies and interpret their guidelines and mandates to the production of safe foods in a safe work environment. 4. Demonstrated safety with 100% accuracy. 	3 weeks (on going)
Unit #2: Baking Principles, Measuring and Formulas	<p>Standardized recipes produce a product through accurate measuring and demonstration of professional baking principles and skills.</p> <p>Accurate measurement considering industry standards for formulating quantity yields in commercial baking is paramount for production of a <i>saleable product</i>.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Select the proper measuring equipment for liquids and dry ingredients. 2. Properly read and follow a standardized recipe/formula. 3. Demonstrate how to change a formula yield based on production requirements. 4. Calculate and convert yields for formulas based on bakers' percentage. 5. Identify staple ingredients and their functions in baking and dessert production. 6. Understand the science concepts and formulas of producing a baked good. 	5 weeks (on going)

<p>Unit # 3: Bakeshop Application - Quick Breads, Yeast Breads & Laminated Doughs</p>	<p>Bread is a food prepared by cooking dough of flour & water with the addition of other ingredients. The art of bread making has been around for centuries.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the formulas and make-up of chemically leavened batters. 2. Explain the different actions of baking soda, baking powder and yeast in the baking process. 3. Demonstrate how to prepare yeast dough through the 12 steps of yeast dough production. 4. Demonstrate how to control dough temperature for fermentation. 5. Discuss and demonstrate how to mix, condition, shape and bake a variety of breads and rolls. 	<p>5 weeks (on going)</p>
<p>Unit # 4: Bakeshop Application - Cookies and Pastries</p>	<p>Pastry can refer to a variety of pastes and dough. Many products are made from this dough.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Define and demonstrate the production of a variety of different cookies that are popular in all commercial food operations. 2. Make a variety of individual pastries using several different types of dough, batter and pastries. 3. Describe the components of a plated dessert. 4. Created plated desserts with pies, tarts, cakes and pastries. 	<p>5 weeks (on going)</p>
<p>Unit # 5 : Bakeshop Application - Cakes, Frosting and Cake Decorating</p>	<p>Bakers who have mastered the art of baking a perfect cake have knowledge of certain techniques, including time, practice, and patience.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Define and create a variety of different cakes and their procedures in preparing. 2. Describe the methods of producing American layers cakes and European-style tortes. 3. Explain and prepare different types of creamed frosting and meringues used in cake decorating. 4. Slice and cut layers evenly in preparation for enrobing and decorating. 5. Use a pastry bag for filling and decorating. 6. Select and properly use the correct decorating tips. 7. Explain how to garnish and decorate cakes and tortes. 	<p>5 weeks (on going)</p>

<p>Unit # 6: Bakeshop Application - Pies and Tarts</p>	<p>Understanding the components of standardized recipes and applying the concepts to the production of pies, tarts and their fillings with demonstrated skill proficiency is necessary for successful completion and service of safe and quality food products.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain how fat distribution causes a flaky and mealy pie crust. 2. Discuss how to use pie crust and short dough to make shells and envelope-filled products. 3. List the steps for cooking pie fillings. 4. Describe starch functions. 	<p>5 weeks (on going)</p>
<p>Unit # 7: Bakeshop Application - Custards, Mousses and Cheesecakes</p>	<p>Understanding the components of standardized recipes and applying the concepts to the production of custard, mousse and a variety of different creams is necessary for successful completion and service of safe and quality food products.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the cooking principles for creams and custards. 2. List the steps for cooking puddings and custards. 3. Describe the steps and prepare steamed puddings. 4. Prepare Bavarian creams and mousses. 5. Understand gelatin and its use in a variety of different custard and mousses. 	<p>5 weeks (on going)</p>
<p>Unit # 8: Professionalism and Career Exploration Through Portfolio Development</p>	<p>Demonstrated professionalism and career exploration applied to portfolio development provide logical and appropriate materials for authentic assessment and informed decisions for career planning and opportunities.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand their personal development and concrete action to take in making career choices. 2. Research resources taught skills and encouraged to think about aptitudes and attitudes necessary for a successful food service career. 3. Recognize the different cultural, regional or customary considerations for desserts that will be included on a menu. 4. Organize a collection of work samples and materials to reflect a professional persona in the hospitality and tourism job cluster. 	<p>3 weeks (on going)</p>

Unit 01: Safety and Sanitation Applied to Knives, Bakeshop Small Wares and Equipment

Unit Plan

Enduring Understandings:

Current industry standards mandate a thorough understanding and effective application of safety and sanitation measures involved with professional use of commercial knives, small wares, and equipment applied to baking.

Essential Questions:

What are food-borne illnesses, and how can they be prevented?

Why is good personal hygiene imperative to a safe work place?

Why should proper cleaning and sanitizing procedures be identified and practiced for commercial baking equipment and small wares?

What fire safety, rules, equipment and preventive techniques are imperative to all food service operations?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Function in a commercial bakeshop demonstrating safe and sanitary culinary applications while using knives, bakery small wares and equipment.
2. Identify and match tasks with the appropriate knives, bakery small wares and equipment.
3. Identify regulatory agencies and interpret their guidelines and mandates for the production of safe foods in a safe work environment.
4. Demonstrate safety with 100% accuracy.

Recommended Duration: 3 weeks (on going)

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are food borne illness and how can they be prevented?</p>	<p>Practice set standards for receiving, storing, handling and serving safe food.</p> <p>Demonstrate ongoing safety and sanitation procedures for receiving, handling, storing and serving safe food in a sanitary facility with 100% accuracy.</p> <p>Identify Critical Control Points (CCP) in the preparation of foods in a commercial operation and understand the need for the facility identified Hazard Analysis of Critical Control Points (HACCP).</p> <p>Research common food borne illnesses and their sources.</p>	<p>Reference text on baking</p> <p>Culinary student presentations of facility based safety and sanitation components</p> <p>National Restaurant Association ServSafe course book</p> <p>Culinary Academy rules</p> <p>Digital media presentations</p> <p>Standardized recipes in Culinary Academy format with identified Hazard Analysis and Critical Control Point procedures</p> <p>Technology: computer lab/internet</p>	<p>Lecture, class discussion, and application of the "Culinary Academy's Facility Based Guidelines" and "Rules for Safety and Sanitation" applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Student note-taking</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>View and comment on digital media presentations from the National Restaurant Association's ServSafe Training and facility based materials</p> <p>Research food-borne illnesses and ways to prevent incidences</p>	<p>Teacher made facility-based safety and sanitation exam with mandatory passing with 100% accuracy</p> <p>Daily grading rubric component for safety and sanitation as per chef instructor's professional observation</p> <p>Formal and production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic portfolio assessment</p>

<p>What are the safety and sanitation guidelines for handling knives, small wares and equipment?</p>	<p>Identify and interpret factors that govern and regulate the guidelines of a commercial bakeshop operation that are relevant to the safe and sanitary handling of knives, small wares and equipment.</p> <p>Identify and interpret manufacturer guidelines for the proper use of equipment.</p> <p>Demonstrate industry standards for knife skills and knife cuts.</p>	<p>Culinary Academy Rules</p> <p>Commercial knives, small wares and bakery equipment</p> <p>Digital media</p> <p>Technology: computer lab/internet</p>	<p>Lecture, class discussion and application of the "Culinary Academy's Facility Based Guidelines" and "Rules for Safety and Sanitation" applicable to the safe and sanitary handling of knives, small wares, and equipment</p> <p>Note-taking</p> <p>Teacher demonstration and explanation of proper use of knives, equipment and small wares</p> <p>Displays and digital picture charts of small wares, knives and equipment</p> <p>Formal and production lab activities introducing/ focusing on specific knives, small wares and equipment used in the student run restaurant</p>	<p>Teacher-made facility based safety and sanitation exam must be passed with 100% accuracy</p> <p>Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Formal and production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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<p>Why should proper cleaning and sanitizing procedures be identified and practiced for commercial baking equipment and small wares?</p>	<p>The N.J. Sanitary Code 24 is the local guideline for preparing and serving safe foods considering, food borne illness, the Danger Zone and biological, chemical and physical hazards.</p> <p>It is the law that all food service operations prepare and serve their foods under the specific direction and guidelines of state, local and federal agencies.</p>	<p>N.J. Sanitary Code 24</p> <p>National Restaurant Association ServSafe course book and training videos</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the safe and sanitary use of commercial equipment</p> <p>Note-taking</p> <p>Identifying and focusing on manufacturer's directions which focus on safety, formal and production lab activities related to the student run restaurant are completed</p> <p>Researching the National Safety Foundation and identifying their trade mark on small wares, knives and equipment used in the student run restaurant</p>	<p>Teacher made facility based safety and sanitation exam (pass with 100% accuracy)</p> <p>Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Formal and production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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<p>What are the personal hygiene and dress code mandates and guidelines for the food service worker?</p>	<p>Identification, analysis, and demonstrated compliance with all Board of Health and Culinary Academy personal hygiene and dress codes, both mandated and recommended.</p>	<p>Computer lab with software programs</p> <p>NJ Board of Health Code 24</p> <p>National Restaurant Association ServSafe course book/handouts</p> <p>Professional organizations/partnerships</p> <p>Culinary library</p> <p>Reference text on baking</p> <p>Internet resources</p> <p>Handouts: proper dress and personal hygiene (Culinary Academy and NRA ServSafe)</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the safe and sanitary use of commercial equipment</p> <p>Note- taking</p> <p>Identifying and focusing on manufacturer's directions which focus on safety, formal and production lab activities related to the student run restaurant are completed</p> <p>Researching the National Safety Foundation and identifying their trade mark on small wares, knives and equipment used in the student run restaurant</p> <p>Presentations from Senior class members and members of the professional community/advisory board members</p>	<p>Teacher made facility based safety and sanitation exam (pass with 100% accuracy)</p> <p>Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Formal and production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic Portfolio Assessment</p>
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<p>What fire safety, rules, equipment and preventive techniques that are imperative to all food service operations?</p>	<p>Compare Culinary Academy standards for professional and good personal hygiene to NRA ServSafe guidelines and NJ Board of Health Code 24 to determine compliance.</p> <p>Understand and follow all governing regulations and guidelines.</p> <p>Identify and interpret factors that govern and regulate the guidelines of a commercial food service operation.</p> <p>Establish criteria to maintain a safe work place.</p>	<p>Reference text on baking</p> <p>Culinary Academy Rules</p> <p>Digital media</p> <p>Manufacturer's manuals/instructions for commercial equipment</p> <p>Technology: computer lab/internet</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the safe and sanitary use of commercial equipment</p> <p>Note-taking</p> <p>Identifying manufacturer directions which focus on safety and are relevant to formal and production lab activities in the student run restaurant</p> <p>Researching the National Safety Foundation and identifying their trade mark on small wares, knives and equipment used in the student run restaurant</p>	<p>Teacher made facility based safety and sanitation exam (pass with 100% accuracy)</p> <p>Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation.</p> <p>Formal and production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic portfolio assessment</p>
<p>How do proper lifting techniques, the compliance with fire safety rules and basic knowledge of first aide procedures contribute to a Safe Work Place?</p>	<p>A safe work place is desirable for a professional environment which is in compliance with local, state and federal guidelines.</p>	<p>Internet website for Labor Laws, Occupational Health and Safety Administration and Right to Know</p> <p>Copies of Culinary Academy Right to Know Information</p>	<p>Lecture, student note-taking and teacher demonstration/role play of proper lifting and safety techniques</p>	<p>Teacher made facility based safety and sanitation exam (pass with 100% accuracy)</p> <p>Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Formal and production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>

Differentiation

Students will work at different stations or skill application assignments during the same class period. This will lend opportunity for student's needing assistance/ remediation to be placed with peers for role modeling, tutoring or self-esteem building situations.

All unit lessons utilize auditory, visual and written components. In addition, visual display of materials, data and skill demonstration(s) relevant to the unit of study are utilized.

Reasonable extended time accommodations will be allowed on an individual basis provided in accordance with food safety guidelines.

Technology

Students will reference the web sites of regulatory agencies such as the National Restaurant Association and local Board of Health.

College and Workplace Readiness

College articulation credit is in place for the Safety and Sanitation Course (National ServSafe Manager Certification). Related coursework will be documented for this unit for entry into the career portfolio. All commercial equipment is safely used for commercial food production according to industry standards in anticipation of workplace readiness.

Unit 02: Baking Principles, Measuring and Formulas

Unit Plan

Enduring Understandings:

Standardized recipes produce a product through accurate measuring and demonstration of professional baking principles and skills. Accurate measurement considering industry standards for formulating quantity yields in commercial baking is paramount for production of a saleable product.

Essential Questions:

What is the importance of following a standardized recipe/formula?
What are the correct measuring techniques?
How would you increase or decrease a standardized recipe/formula?
Why are there different mixing procedures in baking?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Select the proper measuring equipment for liquids and dry ingredients.
2. Properly read and follow a standardized recipe/formula.
3. Demonstrate how to change a formula yield based on production requirements.
4. Calculate and convert yields for formulas based on bakers' percentage.
5. Identify the staple ingredients and their functions in baking and dessert production.
6. Understand the science concepts and formulas of producing a baked good.

Recommended Duration: 5 weeks (on going)

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are the proper baking and cooking principles to build and advance culinary practices and expertise?</p>	<p>Understand the different cooking process within the bakeshop and their importance.</p> <p>Successfully prepare baked items using the baking terminology and application formulated and mastered.</p> <p>Chart various recipes and items listing the appropriate heat applications, processing and treatment methods.</p> <p>Describe the skills and knowledge required to become a successful baker.</p> <p>Define the dynamics of the baking industry.</p>	<p>Reference text on baking</p> <p>Culinary Academy Rules</p> <p>Digital Media</p> <p>Standardized recipes in Culinary Academy Format with identified Hazard Analysis and Critical Control Point procedures</p> <p>Technology: computer lab/internet</p> <p>Chef Instructor lectures</p>	<p>Preparation of a vocabulary list with baking terms, mixing methods and the baking process, with definitions, as part of a personal reference journal</p> <p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying HACCP and Food Safety concepts</p> <p>Formal Labs: Methods of Heat Transfer Mixing Baking Cooling</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic Portfolio Assessment</p>

<p>What are the staple ingredients we use in baking and pastry?</p>	<p>Recognize the major ingredients and staples used in baking and dessert production.</p> <p>Understand the science concepts and formulas for the staples used in baking and dessert production.</p> <p>Understand the function and reaction of the different ingredients within a formula.</p>	<p>Reference text on baking</p> <p>Culinary Academy Rules</p> <p>Digital Media</p> <p>Standardized recipes in Culinary Academy Format with identified Hazard Analysis and Critical Control Point procedures</p> <p>Technology: computer lab/internet</p> <p>Chef Instructor lectures</p>	<p>Prepare a vocabulary list with baking terms, mixing methods and the baking process, with definitions, as part of a personal reference journal</p> <p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic Portfolio Assessment</p>
<p>What is the importance of following a standardized recipe/formula?</p>	<p>Explain the role that standardized recipes play in maintaining product consistency.</p> <p>Describe the parts of a standardized recipe.</p> <p>Contrast formulas and recipes.</p>	<p>Reference text on baking</p> <p>Culinary Academy Rules</p> <p>Digital Media</p> <p>Standardized recipes in Culinary Academy Format with identified Hazard Analysis and Critical Control Point procedures</p> <p>Technology: computer lab/internet</p> <p>Chef Instructor lectures</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Formal Labs: Standardized Recipe</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic Portfolio Assessment</p>

<p>What are the correct measuring techniques?</p>	<p>Describe different recipe measurements and when each is used.</p> <p>Contrast volume and weight measurements.</p> <p>Use a baker's scale.</p>	<p>Reference text on baking</p> <p>Culinary Academy Rules</p> <p>Digital Media</p> <p>Standardized recipes in Culinary Academy Format with identified Hazard Analysis and Critical Control Point procedures</p> <p>Technology: computer lab/internet</p> <p>Chef Instructor lectures</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Formal Labs: Units of Measure Weight and Volume Measurements The difference between weight ounces and fluid ounces</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic Portfolio Assessment</p>
<p>How would you increase or decrease a standardized recipe/formula?</p>	<p>Convert standard recipes.</p> <p>Explain the factors that affect recipe conversion.</p>	<p>Reference text on baking</p> <p>Culinary Academy Rules</p> <p>Digital Media</p> <p>Standardized recipes in Culinary Academy Format with identified Hazard Analysis and Critical Control Point procedures</p> <p>Technology: computer lab/internet</p> <p>Chef Instructor lectures</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Formal Labs: Baker's Percentage Recipe Conversion</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic Portfolio Assessment</p>

<p>Why are there different mixing procedures in baking?</p>	<p>Understand the different mixing method of product in baking and pastry.</p>	<p>Reference text on baking Culinary Academy Rules Digital Media Standardized recipes in Culinary Academy Format with identified Hazard Analysis and Critical Control Point procedures Technology: computer lab/internet Chef Instructor lectures</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts Formal Labs: Creaming method Biscuit Method Muffin Methods Blending Method</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation Production lab safety/sanitation assessment criteria Worksheets Quiz Unit test Authentic Portfolio Assessment</p>
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Differentiation

Chef Instructor may provide:

- Large/ bold print measuring devices
- Laminated reference charts for conversions and equivalents
- Access to a calculator for conversions
- Copies of teacher notes and commonly used charts
- Partner with strong math/measuring skills
- Appropriate measuring labs given in advance for student to review/ practice at home

Technology

The computer lab will be used to create standardized recipes using the culinary academy format and use standard units of measure to reflect appropriate yields.

Digital cameras will be used to photograph 5 Star Café standardized recipe foods which will be imported to recipes to assist in preparing a consistent product.

Digital scales, thermometers and state of the art kitchen technology are use in the commercial kitchens.

College and Workplace Readiness

College credit is awarded for culinary math. Work samples are compiled from student work from the four years and entered into their career portfolios. All baking skill performance activities are mirrored to current industry standards which successfully prepare students the world of work.

Unit 03: Bakeshop Application - Quick Breads, Yeast Breads & Laminated Doughs

Unit Plan

Enduring Understandings:

Bread is a staple food prepared by cooking a dough of flour & water with the addition of other ingredients. The art of bread making has been around for centuries.

Essential Questions:

What are the varieties of ingredients in bread making?

What are the 12 steps in yeast dough production?

What are the different methods of making yeast bread?

What are the different leavening agents in bread making?

What is gluten?

What are the different quick breads and their different methods of preparing?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Explain the formulas and make-up of chemically leavened batters.
2. Explain the different actions of baking soda, baking powder and yeast in the baking process.
3. Demonstrate how to prepare yeast dough through the 12 steps of yeast dough production.
4. Demonstrate how to control dough temperature for fermentation.
5. Discuss and demonstrate how to mix, condition, shape and bake a variety of breads and rolls.

Recommended Duration: 5 weeks (on going)

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are the varieties of ingredients in bread making?</p>	<p>Classify common flours and other wheat products used in bakeshops and describe their characteristics and uses.</p> <p>Describe the makeup of the wheat kernel and its endosperm.</p> <p>Describe the functions of salt in baked goods.</p> <p>Discuss the effect on fermentation and flour absorption from hard and soft water.</p>	<p>Culinary Academy formatted standardized recipes commercial baking</p> <p>Bakeshop staples</p> <p>Digital media</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking lab</p> <p>Reference text on baking</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Note-taking</p> <p>Chef instructor demonstrates basic baking, mixing method and decorating techniques matched with appropriate foods</p> <p>Digital media of culinary college chefs demonstrating unit methods and skills for basic baking methods/skills</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Read and answer related chapter questions from class text</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation Assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>

<p>What are the most significant differences between flour made from wheat and flour made from other grains?</p>	<p>Assess the quantity and quality of gluten in hard wheat flours.</p> <p>Assess the qualities of flours milled from rye, corn, oats and rice.</p>	<p>Culinary Academy formatted standardized recipes commercial baking</p> <p>Bakeshop staples</p> <p>Digital media</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking lab</p> <p>Reference text on baking</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Note-taking</p> <p>Chef instructor demonstration of basic baking, mixing method and decorating techniques matched with appropriate foods</p> <p>Digital media of culinary college chefs demonstrating unit methods and skills for basic baking methods/skills</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Answering related chapter questions from class text</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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<p>What are the 12 steps in yeast dough production?</p>	<p>Discuss the sequence in yeast dough mixing.</p> <p>Explain proper methods of preparing yeast breads and rolls.</p> <p>Prepare quality yeast breads.</p>	<p>Culinary Academy formatted standardized recipes commercial baking</p> <p>Bakeshop staples</p> <p>Digital media</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking lab</p> <p>Reference text on baking</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Note-taking</p> <p>Chef instructor demonstration of basic baking, mixing method and decorating techniques matched with appropriate foods</p> <p>Digital media of culinary college chefs demonstrating unit methods and skills for basic baking methods/skills</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Answering related chapter questions from class text</p> <p>Formal Labs: Lean Dough</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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<p>What are the different methods of making yeast bread?</p>	<p>Understand and apply the straight dough method and the sponge dough method.</p>	<p>Culinary Academy formatted standardized recipes commercial baking</p> <p>Bakeshop staples</p> <p>Digital media</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking lab</p> <p>Reference text on baking</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Note taking</p> <p>Chef instructor demonstration of basic baking, mixing method and decorating techniques matched with appropriate foods</p> <p>Answering related chapter questions from class text</p> <p>Digital media of culinary college chefs demonstrating unit methods and skills for basic baking methods/skills</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Formal Labs: Sour Dough</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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<p>What is the importance of correct temperatures and function of ingredients in bread production?</p>	<p>Describe the process of fermentation in yeast dough.</p> <p>Identify common causes of failure in yeast bread production.</p>	<p>Culinary Academy formatted standardized recipes commercial baking</p> <p>Bakeshop staples</p> <p>Digital media</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking lab Reference text on baking</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Note-taking</p> <p>Chef Instructor demonstration of basic baking, mixing method and decorating techniques matched with appropriate foods</p> <p>Digital media of culinary college chefs demonstrating unit methods and skills for basic baking methods/skills</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Answering related chapter questions from class text</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Examinations</p> <p>Authentic portfolio assessment</p>
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<p>What is laminated dough and how is it different from lean dough?</p>	<p>Identify products made from regular yeast doughs and rolled-in fat.</p> <p>Control fat and dough consistency and temperature for lamination.</p> <p>Demonstrate how to condition, shape, retard, proof, and bake a variety of laminated doughs.</p>	<p>Culinary Academy formatted standardized recipes commercial baking</p> <p>Bakeshop staples</p> <p>Digital media</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking lab</p> <p>Reference text on baking</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Note-taking</p> <p>Chef Instructor demonstration of basic baking, mixing method and decorating techniques matched with appropriate foods</p> <p>Digital media of culinary college chefs demonstrating unit methods and skills for basic baking methods/skills</p> <p>Answering related chapter questions from class text</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Formal Labs: Danish Dough Croissants</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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<p>What are the different leavening agents in bread making?</p>	<p>Identify types of yeast. Explain how to convert quantity of yeast types. Define the functions and types of yeast.</p>	<p>Culinary Academy formatted standardized recipes commercial baking Bakeshop staples Digital Media Commercial tools and equipment including measuring devices Commercial baking lab Reference text on baking</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Note-taking</p> <p>Answering related chapter questions from class text</p> <p>Chef Instructor demonstration of basic baking, mixing method and decorating techniques matched with appropriate foods</p> <p>Digital media of culinary college chefs demonstrating unit methods and skills for basic baking methods/skills</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Formal Labs: Yeast and Chemical Leavening Agents</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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<p>Which proteins found in wheat are responsible for gluten development?</p>	<p>Describe what is meant by the unique nature of gluten and gluten development.</p> <p>List and explain ways to increase and decrease gluten development.</p> <p>Differentiate between gluten development and relaxation.</p>	<p>Culinary Academy formatted standardized recipes commercial baking</p> <p>Bakeshop staples</p> <p>Digital media</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking lab</p> <p>Reference text on baking</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Note-taking</p> <p>Chef Instructor demonstration of basic baking, mixing method and decorating techniques matched with appropriate foods.</p> <p>Answering related chapter questions from class text</p> <p>Digital Media of culinary college chefs demonstrating unit methods and skills for basic baking methods/skills</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Formal Labs: Amount and Quality of Gluten in Various Flours</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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<p>What are the different quick breads and their different methods of preparing?</p>	<p>Explain the formulas and make-up of chemically leavened batters.</p> <p>Prepare a variety of different quick breads.</p> <p>Compare and contrast yeast breads to quick breads.</p>	<p>Culinary Academy formatted standardized recipes commercial baking</p> <p>Bakeshop staples</p> <p>Digital media</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking lab</p> <p>Reference text on baking</p>	<p>Lecture, class discussion and application of the Culinary Academy's Facility Based Guidelines and Rules for Safety and Sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run bakeshop</p> <p>Note-taking</p> <p>Chef instructor demonstration of basic baking, mixing method and decorating techniques matched with appropriate foods</p> <p>Digital media of culinary college chefs demonstrating unit methods and skills for basic baking methods/skills</p> <p>Answering related chapter questions from class text</p> <p>Formal and production lab activities related to the student run bakeshop using standardized recipes that are in Culinary Academy format, identifying Hazard Analysis and Critical Control Point and Food Safety concepts</p> <p>Formal Labs: Muffins Biscuits Pancakes/crepes Popovers</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio Assessment</p>
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Differentiation

Students will work at different stations or skill application assignments during the same class period. This will lend opportunity for student's needing assistance/ remediation to be placed with peers for role modeling, tutoring or self-esteem building situations.

All unit lessons utilize auditory, visual and written components. In addition, visual display of materials, data and skill demonstration(s) relevant to the unit of study are utilized.

Reasonable extended time accommodations will be allowed on an individual basis provided in accordance with food safety guidelines.

Technology

Digital media will be used in demonstrating and delivery of information in preparation for skill/lab performance. Digital pictures will be taken of finished recipes to be entered into student portfolios. Digital notes will be saved in student work portfolio.

College and Workplace Readiness

College articulation credit is awarded for this course with successful completion and career portfolio assessment.

Finished products are served in the student operated restaurant, demonstrating saleable products and the student's workplace readiness.

Unit 04: Bakeshop Application: Cookies and Pastries

Unit Plan

Enduring Understandings:

Pastry can refer to a variety of pastes and dough. Many products are made from this dough.

Essential Questions:

Describe the two main mixing methods for cookies.

What are the different types of cookies?

What does the term "dock" mean?

What is Pate a Choux?

What are the different cream filled pastries?

What is puff pastry?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Define and demonstrate the production of a variety of different cookies that are popular in all commercial food operations.
2. Make a variety of individual pastries using several different types of dough, batter and pastries.
3. Describe the components of a plated dessert.
4. Created plated desserts with pies, tarts, cakes and pastries.

Recommended Duration: 5 weeks (on going)

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What is the variety of different cookies that are popular in all commercial food operations, and how are they produced?</p>	<p>Prepare basic types of cookies.</p> <p>Define and demonstrate the mixing, rolling and cutting methods of cookie variations.</p> <p>Describe the two main mixing methods for cookies.</p> <p>Bake and cool cookies properly.</p> <p>Understand the causes of crispness, moistness, chewiness and spread in cookies.</p> <p>Explain common cookie baking problems and how to overcome them.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking.</p> <p>Commercial tools and equipment including measuring devices.</p> <p>Commercial baking labs</p> <p>Reference text on baking</p>	<p>Explanation, chef instructor demonstration and student use of commercial bakeshop lab to prepare a cookie items</p> <p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera Digital media of professional chefs demonstrating applications</p> <p>Reading related text chapter with completion of chapter questions</p> <p>Project based learning: a comprehensive project to design a gingerbread house; construct a template; apply art and design concepts to finish the house. A literacy component has students writing a press release describing the houses and their display criteria in the 5 Star Café. Bakeshop tour with explanation of all kitchen equipment used for heat applications, noting manufacturer's directions for use.</p> <p>Demonstrated proficiency in heat application cooking skills in prep work for 5 Star Café food products</p> <p>Handouts: Heat applications/ safety</p> <p>Demonstration of skill proficiencies during Production and Formal labs to "prepare salable products" according to facility based Hazard Analysis and Critical Control Point plan</p> <p>Formal Labs: Drop cookies Bar cookies Molded Cookies Spritz Cookies Icebox cookies Rolled cookies</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>

<p>How do we prepare basic dough for assorted pastries and desserts?</p>	<p>Prepare pate a choux and prepare simple pastries from it.</p> <p>How are the steps in preparing cream puffs and éclairs similar and how might they be different?</p> <p>What are the different cream filled pasties?</p> <p>Understand the natural leaving agents when preparing pate a choux.</p> <p>What is a Napoleon and explain the steps in which it is prepared?</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Reference text on baking</p>	<p>Explanation, chef instructor demonstration and student use of commercial bakeshop lab to prepare pastry items</p> <p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</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, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during Production and Formal labs to prepare saleable products according to facility-based Hazard Analysis and Critical Control Point plan.</p> <p>Formal Labs: Cream Puffs Éclairs Napoleons Strudel Phyllo</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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<p>Simple and complex plated desserts serve as an attractive presentation to sell a product.</p>	<p>Compare and contrast simple and complex presentations.</p> <p>Understand the components of a plated dessert.</p> <p>Prepare a variety of dessert sauces.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Reference text on baking</p>	<p>Explanation, chef instructor demonstration and student use of commercial bakeshop lab to prepare plated desserts and their components</p> <p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</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, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during Production and Formal labs to prepare saleable products according to facility based Hazard Analysis and Critical Control Point plan</p> <p>Formal Labs: Fruit Coulis Crème anglaise Caramel Sauce Chocolate Sauce</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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Differentiation

Students will work at different stations or skill application assignments during the same class period. This will lend opportunity for student's needing assistance/ remediation to be placed with peers for role modeling, tutoring or self-esteem building situations.

All unit lessons utilize auditory, visual and written components. In addition, visual display of materials, data and skill demonstration(s) relevant to the unit of study are utilized.

Reasonable extended time accommodations will be allowed on an individual basis provided in accordance with food safety guidelines.

Technology

Digital media will be used in demonstrating and delivery of information in preparation for skill/lab performance. Digital pictures will be taken of finished recipes to be entered into student portfolios. Digital notes will be saved in student work portfolio.

College and Workplace Readiness

College articulation credit is awarded for this course with successful completion and career portfolio assessment.

Finished products are served in the student operated restaurant, demonstrating saleable products and the student's workplace readiness.

Unit 05: Bakeshop Application - Cakes, Frosting and Cake Decorating

Unit Plan

Enduring Understandings:

Bakers who have mastered the art of baking a perfect cake have knowledge of certain techniques, including time, practice, and patience.

Essential Questions:

What are the different types of cakes?

What are the different mixing methods in preparing a variety of cakes?

What is simple syrup?

What are the different varieties of frostings and how are each used?

What are the procedures in assembling a cake?

What are piping techniques that must be followed in order to have a clean design/product?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Define and create a variety of different cakes and their procedures in preparing.
2. Describe the methods of producing American layers cakes and European-style tortes.
3. Explain and prepare different types of creamed frostings and meringues used in cake decorating.
4. Slice and cut layers evenly in preparation for en-robing and decorating.
5. Use a pastry bag for filling and decorating.
6. Select and properly use the correct decorating tips.
7. Explain how to garnish and decorate cakes and tortes.

Recommended Duration: 5 weeks (on going)

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are the different types of cakes?</p>	<p>Describe the five types of cakes.</p> <p>Explain the function of each ingredient used in a cake batter.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Reference text on baking</p>	<p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</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, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during production and formal labs to prepare saleable products according to facility based Hazard Analysis and Critical Control Point plan</p> <p>Formal Labs: Creaming method Blending method Sponge or foam method Angel Food Method Chiffon Method</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic portfolio assessment</p>

<p>What are the different mixing methods in preparing a variety of cakes?</p>	<p>Understand and explain formulas and mixing methods of a different variety of cakes.</p> <p>Demonstrate the different mixing methods of a variety of cakes.</p> <p>Demonstrate how to scale and pan cakes.</p> <p>Demonstrate how to bake, cool and serve cakes.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Reference text on baking</p>	<p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</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, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during Production and Formal labs to prepare saleable products according to facility based Hazard Analysis and Critical Control Point plan</p> <p>Formal Labs: Pound cake Génoise Angel Food Cake Chiffon Cake High-Ratio Layer cake</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic portfolio assessment</p>
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<p>What are the different variety of frostings and how are each used?</p>	<p>List the selection of sugars used for icings and frosting.</p> <p>Understand the main functions of a frosting and icings.</p> <p>Describe how to control aeration and the melting points of icings and frostings.</p> <p>Describe how to control consistency of icings and frostings.</p> <p>Understand what the main factors in obtaining a desirable meringue.</p> <p>Explain and prepare meringue.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Reference text on baking</p>	<p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</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, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during Production and Formal labs to prepare saleable products according to facility based Hazard Analysis and Critical Control Point plan</p> <p>Formal Labs: Simple Buttercream Swiss Buttercream Italian Buttercream French Buttercream Meringue Fudge-type icings Royal icing Flat icings Glazes</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic portfolio assessment</p>
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<p>What are the procedures in assembling a cake?</p>	<p>Slice and cut cake layers evenly in preparation for enrobing and decorating.</p> <p>Prepare simple syrup and understand how they are used in cake assembly.</p> <p>Enrobe filled cakes with frostings and icings.</p> <p>Discuss how to make European-style tortes.</p> <p>Describe methods for producing American layer cakes.</p> <p>Understand how to properly use tools and equipment need for cake decorating.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Reference text on baking</p>	<p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</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, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during production and formal labs to prepare saleable products according to facility based Hazard Analysis and Critical Control Point plan</p> <p>Formal Labs: Cutting Cake layers Filling cake layers Enrobing a Cake</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic portfolio assessment</p>
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<p>What are piping techniques that must be followed in order to have a clean design/product?</p>	<p>Explain how to garnish and decorate cakes and tortes.</p> <p>Use a pastry bag for filling and decorating.</p> <p>Select the correct decorating tips.</p> <p>Make a pastry bag from parchment paper.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Digital media</p> <p>Reference text on baking</p>	<p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</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, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during Production and Formal labs to prepare saleable products according to facility based Hazard Analysis and Critical Control Point plan.</p> <p>Formal Labs: Using a paper cone Using a pastry bag</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Authentic portfolio assessment</p> <p>Using technology, the Special Event Cake Project will be documented through graded lab sheets and digital media for authentic portfolio assessment.</p>
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Differentiation

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All unit lessons utilize auditory, visual and written components. In addition, visual display of materials, data and skill demonstration(s) relevant to the unit of study are utilized.

Reasonable extended time accommodations will be allowed on an individual basis provided in accordance with food safety guidelines.

Technology

Digital media will be used in demonstrating and delivery of information in preparation for skill/lab performance. Digital pictures will be taken of finished recipes to be entered into student portfolios. Digital notes will be saved in student work portfolio.

College and Workplace Readiness

College articulation credit is awarded for this course with successful completion and career portfolio assessment.

Finished products are served in the student operated restaurant, demonstrating saleable products and the student's workplace readiness.

Unit 06: Bakeshop Application - Pies and Tarts

Unit Plan

Enduring Understandings:

Understanding the components of standardized recipes and applying the concepts to the production of pies, tarts and their fillings with demonstrated skill proficiency is necessary for successful completion and service of safe and quality food products.

Essential Questions:

What are the different types of doughs used for pies and tarts?

What is the difference between pies and tarts?

What are the different fillings that can be used for pies and tarts?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Explain how fat distribution causes a flaky and mealy pie crust.
2. Discuss how to use pie crust and short dough to make shells and envelope-filled products.
3. List the steps for cooking pie fillings.
4. Describe starch functions.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are the different types of dough used for pies and tarts?</p>	<p>Discuss different types of short dough to be used as a base for tarts.</p> <p>Discuss how to use pie crust and short dough to make shells and envelope filled products.</p> <p>Prepare pie dough.</p> <p>Roll pie dough and short dough and line pie pans.</p> <p>Fill, assemble and bake single-crust pies, double-crust pies, and lattice-topped pies.</p> <p>Prepare short dough.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Reference text on baking</p>	<p>Explanation, chef instructor demonstration and student use of commercial bakeshop lab to prepare pastry items</p> <p>Text readings with the answering of chapter questions</p> <p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Bakeshop tour with explanation of all kitchen equipment used for heat applications, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during Production and Formal labs to prepare saleable products according to facility based Hazard Analysis and Critical Control Point plan</p> <p>Formal Labs: Flaky Pie Dough Mealy Pie Dough Sweet Dough Shaping Pie Dough Turnovers Pocket pies</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>

<p>What is the difference between pies and tarts?</p>	<p>Explain how fat distribution causes a flaky and mealy pie crust.</p> <p>Prepare baked and unbaked tarts and tartlets.</p> <p>Understand blind baking and docking.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>commercial baking labs</p> <p>Reference text on baking</p>	<p>Explanation, chef instructor demonstration and student use of commercial bakeshop lab to prepare pastry items</p> <p>Text readings with the answering of chapter questions</p> <p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Bakeshop tour with explanation of all kitchen Equipment used for heat applications, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during Production and Formal labs to prepare saleable products according to facility based Hazard Analysis and Critical Control Point plan</p> <p>Formal Labs: Blind Baking and Docking</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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<p>What are the different fillings that can be used for pies and tarts?</p>	<p>List the steps for cooking pie filling.</p> <p>Describe the different types of pie fillings and prepare each of them.</p> <p>Demonstrate proper pie storage.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Reference text on baking</p>	<p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</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, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during Production and Formal labs to prepare saleable products according to facility based Hazard Analysis and Critical Control Point plan</p> <p>National Student Organization Skills USA community service Thanksgiving pie sale</p> <p>Formal Labs: Cream Pies Custard Pies Soft Pies Chiffon Pies Fruit Pies</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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<p>What are the different categories of fruit?</p>	<p>Recognize the different types of commonly used fruits.</p> <p>Apply cutting, preparation and cooking techniques to fruits.</p> <p>Identify nutritional values of fruits and their importance in menu planning.</p> <p>Recognize market forms of fruits.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Reference text on baking</p>	<p>Text readings with the answering of chapter questions</p> <p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Bakeshop tour with explanation of all kitchen equipment used for heat applications, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during Production and Formal labs to prepare saleable products according to facility based Hazard Analysis and Critical Control Point plan</p> <p>Formal Labs: Enzymatic Browning of Fruit Storage and Handling of Fruit Fruit crisps Fruit cobblers</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic portfolio assessment</p>
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Differentiation

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All unit lessons utilize auditory, visual and written components. In addition, visual display of materials, data and skill demonstration(s) relevant to the unit of study are utilized.

Reasonable extended time accommodations will be allowed on an individual basis provided in accordance with food safety guidelines.

Technology

Digital media will be used in demonstrating and delivery of information in preparation for skill/lab performance. Digital pictures will be taken of finished recipes to be entered into student portfolios. Digital notes will be saved in student work portfolio.

College and Workplace Readiness

College articulation credit is awarded for this course with successful completion and career portfolio assessment.

Finished products are served in the student operated restaurant, demonstrating saleable products and the student's workplace readiness.

Unit 07: Bakeshop Application - Custards, Mousses and Cheesecakes

Unit Plan

Enduring Understandings:

Understanding the components of standardized recipes and applying the concepts to the production of custard, mousse and a variety of different creams is necessary for successful completion and service of safe and quality food products.

Essential Questions:

What are the 6 rules for safe handling of cream products?

How does pastry cream differ from English Sauce?

What causes the separation of custard?

What is a mousse?

What is a Bavarian cream?

What is a water bath and why is used?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Describe the cooking principles for creams and custards.
2. List the steps for cooking puddings and custards.
3. Describe the steps and prepare steamed puddings.
4. Prepare Bavarian creams and mousses.
5. Understand gelatin and its use in a variety of different custard and mousses.

Recommended Duration: 5 weeks (on going)

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>Milk and milk products are one of the nutritionally complete food items. Its derivatives are used in a variety of ways in baking and dessert preparation.</p>	<p>Define important sanitation and handling procedures related to creams and custards.</p> <p>Describe how to best store milk and milk products.</p> <p>Evaluate fluid milk products.</p> <p>Identify market forms of milk, milk products and variety of cheeses.</p> <p>Define homogenization and pasteurization and why it is important to a milk product.</p> <p>Identify the effects on the nutritional values.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Reference text on baking</p>	<p>Explanation, chef instructor demonstration and student use of commercial bakeshop lab to prepare pastry items</p> <p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</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, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during Production and Formal labs to "prepare salable products" according to facility based Hazard Analysis and Critical Control Point plan</p> <p>Formal Labs: Ricotta Cheese Ice Cream Crème Anglaise Functions of Milk and Milk Products</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor</p> <p>Production lab</p> <p>Safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams</p> <p>Authentic Portfolio Assessment</p>

<p>What are the cooking principles for creams and custards?</p>	<p>Prepare starch-thickened or boiled puddings.</p> <p>Prepare baked custards and baked puddings.</p> <p>Understand the reasons of why custard can separate.</p> <p>Compare and contrast pastry cream and English Sauce.</p> <p>List the steps for cooking puddings and custards.</p> <p>Prepare a mousse and Bavarian creams.</p> <p>Compare and contrast mousses and bavarian creams</p> <p>Understand why a water bath is important to the success of cooked custard.</p> <p>Prepare cheesecakes.</p>	<p>Culinary Academy formatted standardized recipes for commercial baking</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial baking labs</p> <p>Reference text on baking</p>	<p>Explanation, chef instructor demonstration and student use of commercial bakeshop lab to prepare pastry items</p> <p>Text readings with the answering of chapter questions</p> <p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the digital camera</p> <p>Digital media of professional chefs demonstrating applications</p> <p>Bakeshop tour with explanation of all kitchen equipment used for heat applications, noting manufacturer's directions for use</p> <p>Demonstration of skill proficiencies during Production and Formal labs to "prepare salable products" according to facility based Hazard Analysis and Critical Control Point plan</p> <p>Formal Labs: Pastry Cream Crème Brule Pots de Crème Flan Panna Cotta Cheesecake Mousse Bavarian Cream Chantilly Cream</p>	<p>Daily/weekly grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Production lab</p> <p>Safety/sanitation assessment criteria</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p> <p>Exams authentic portfolio assessment</p>
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Differentiation

Students will work at different stations or skill application assignments during the same class period. This will lend opportunity for student's needing assistance/ remediation to be placed with peers for role modeling, tutoring or self-esteem building situations.

All unit lessons utilize auditory, visual and written components. In addition, visual display of materials, data and skill demonstration(s) relevant to the unit of study are utilized.

Reasonable extended time accommodations will be allowed on an individual basis provided in accordance with food safety guidelines.

Technology

Digital media will be used in demonstrating and delivery of information in preparation for skill/lab performance. Digital pictures will be taken of finished recipes to be entered into student portfolios. Digital notes will be saved in student work portfolio.

College and Workplace Readiness

College articulation credit is awarded for this course with successful completion and career portfolio assessment.

Finished products are served in the student operated restaurant, demonstrating saleable products and the student's workplace readiness.

Unit 08- Professionalism and Career Exploration through Portfolio Development

Unit Plan

Enduring Understandings:

Demonstrated professionalism and career exploration applied to portfolio development provide logical and appropriate materials for authentic assessment and informed decisions for career planning and opportunities.

Essential Questions:

What types of dessert menus are designed and served in a variety of restaurants?

What are the communication, personal, academic & leadership skills you must have in order to obtain a career in the baking and pastry industry?

What are the different levels of occupations available in a bakeshop setting?

What is the importance of having a portfolio and how is it created?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Understand their personal development and concrete action to take in making career choices.
2. Research resources taught skills and encouraged to think about aptitudes and attitudes necessary for a successful food service career.
3. Recognize the different cultural, regional or customary consideration for desserts that will be included on a menu.
4. Organize a collection of work samples and materials to reflect a professional persona in the hospitality and tourism job cluster.

Recommended Duration: 3 weeks (on going)

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are the communication, personal, academic, and leadership skills you must have in order to obtain a career in the baking and pastry industry?</p>	<p>Planning a logical course of action to make an informed career decision through portfolio development outlined activities</p> <p>Reviewing the Culinary Academy's Portfolio Requirements for sophomore year course work: Introduction to Commercial Baking.</p> <p>Active participation in the national student organization Skills USA to develop skill proficiencies and work ethics which can be documented in career portfolio entries</p> <p>Identified organizational skills to develop a career portfolio demonstrating and documenting work ability samples</p>	<p>Computer lab with software programs</p> <p>Portfolio covers and materials</p> <p>Flash drives</p> <p>Digital cameras</p> <p>Professional organizations/partnerships</p> <p>Reference text on baking</p> <p>Internet resources</p>	<p>Teacher lecture with student note taking</p> <p>Culinary Academy Portfolio Requirements for Introduction to Commercial Baking</p> <p>Completed portfolio samples</p> <p>Advisement of participation with National Student Organization Skills USA activities and after school meetings, community service events and competitions</p> <p>Guest presenters from Chef's Association and Culinary Colleges/Universities</p> <p>Skill presentations from senior class members and members of the professional community/advisory board members</p>	<p>Career portfolio entries</p> <p>Quizzes/test/exam</p> <p>Practical and production labs with grading rubrics</p> <p>Teacher observation of demonstrated professionalism in communications and skill</p>

<p>What are the different levels of occupations available in a bakeshop setting?</p>	<p>The history of the baking and pastry industry through modern times</p> <p>Identified skills appropriate for successful completion of job tasks in the bakeshop operations of a food service operation</p> <p>Job sampling stations/jobs in the licensed student run bakeshop</p>	<p>Commercial bakeshop</p> <p>Computer lab with software programs</p> <p>Portfolio covers and materials</p> <p>Flash drives</p> <p>Digital cameras</p> <p>Professional organizations/partnerships</p> <p>Reference text on baking</p> <p>Internet resources</p>	<p>Teacher lecture with student note taking</p> <p>Assigned reading(s) from class text and culinary library</p> <p>Assigned research paper to identify skills and positions within the baking and pastry industry job cluster and criteria to achieve this goal</p> <p>Active demonstration of skill proficiency matched with jobs in the stations of the student run bakeshop</p>	<p>Career portfolio entries</p> <p>Quizzes/test/exam</p> <p>Practical and production</p> <p>Labs with grading rubrics</p> <p>Teacher observation of demonstrated professionalism in communications and skill</p>
<p>What is the importance of having a portfolio and how is it created?</p>	<p>Demonstrating good verbal, written and listening skills in the production and formal lab applications in the student run bakeshop</p> <p>Communicating through the use of technology e.g. computer lab/software, lap top computer, digital cameras, LCD projectors</p> <p>Documenting work samples through technology to enhance the professional persona in the career portfolio.</p>	<p>Computer lab with software programs</p> <p>Portfolio covers and materials</p> <p>Flash drives</p> <p>Digital cameras to document work created/completed</p> <p>Professional organizations/partnerships</p> <p>Internet resources</p>	<p>Use of computers, computer software and assorted media to document/ present skills and work in the student's career portfolio for authentic assessment</p> <p>Lab sheets and standardized recipes designed to outline and clearly display professional expectations in compliance with NJCCCS, Food Safety requirements and Culinary Academy Guidelines</p>	<p>Career portfolio entries</p> <p>Quizzes/test/exam</p> <p>Practical and production labs with grading rubrics</p> <p>Teacher observation of demonstrated professionalism in communications and skill</p>

Differentiation

Students will work at different stations or skill application assignments during the same class period. This will lend opportunity for student's needing assistance/ remediation to be placed with peers for role modeling, tutoring or self-esteem building situations.

All unit lessons utilize auditory, visual and written components. In addition, visual display of materials, data and skill demonstration(s) relevant to the unit of study are utilized.

Reasonable extended time accommodations will be allowed on an individual basis provided in accordance with food safety guidelines.

Technology

Computer labs and software programs will be used to develop portfolio components to create professional quality entries.

Digital cameras and color printers will be used to desktop publish pictures of student's work and action shots of professional performance.

College and Workplace Readiness

Student work will be organized and entered into a career portfolio to document and display the quantity and quality of student work for authentic assessment. Student's professional work ethics and skills will be developed, evaluated and documented through a series of prescribed activities, labs and work experiences to prepare students for the world of work.