

Southern Regional High School District Course of Study

FAMILY AND CONSUMER SCIENCES DEPARTMENT

Course Title: Creative Baking – 8026

Written by Catherine Latshaw

June 2008

Essential Questions of the Course:

What preparation techniques are necessary in the successful preparation of baked products?

What workplace readiness skills are necessary to become a successful member of the workplace?

What career opportunities are available in the baking industry?

Assessments:

The student will gain experience in managerial, organizational and baking skills that will be assessed by teacher observation through out the semester. The teacher will observe the students work habits, safety and sanitation skills and the ability to work with others.

Written assessment: Students will complete a written assessment on skills taught in each unit.

Rubric: For assessment of various baked products.

Unit of Study

Unit Title: Safety, Sanitation, Measuring and Equivalents

Essential Questions of the Unit:

Why is safety and sanitation important in the foods lab?

Why are the correct measuring techniques important for a successful product?

How will understanding equivalents help when preparing a recipe?

How can the understanding of food preparation terms help in the successful preparation of a baked product?

Assessments:

The teacher will observe the students work habits and evaluate the product outcome.

Students will complete a written assessment at the end of the unit.

Students will demonstrate correct measuring techniques, equivalents and understanding of the cooking terms.

Content:

- **Safety: Burns and fires, falls, cuts, electric shock and fires, poisoning and choking, emergency actions**
- **Sanitation: personal, kitchen, proper food storage**
- **Basic equipment: major appliances, small appliances, cookery tools, bake-ware**
- **Measurements: American measurements, equivalents, abbreviations, adjusting recipes**
- **Basic ingredients: overview of common ingredients (flour, sugar, salt, leavening agents, eggs, fats etc...)**
- **Terms: Cookery terms – “the language of a recipe.”**

Skills:

Safe and proper use of equipment.

Apply principles of sanitation.

Exhibit workplace readiness skills such as cooperation with others and following oral direction.

Correctly follow written direction.

Demonstrate accurate measuring techniques.

Purpose / Rational of the unit:

The unit introduces students to skills needed when working cooperatively in the workplace. Students will learn to follow oral and written directions, safe use of equipment, correct measuring techniques and sanitation practices.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

1	All students will develop career planning and workplace readiness skills.
1.7	Describe the importance of academic and occupational skills to achievement in the work world.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
4	All students will demonstrate self-management skills.
4.1	Set short and long term goals.
4.2	Work cooperatively with others to accomplish a task.
5	All students will apply safety principles.
5.1	Explain how common injuries can be prevented.
5.6	Identify common hazards and describe methods to correct them.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.
2.2	Select appropriate tools and technology for specific activities.
4.2	Work cooperatively with others to accomplish a task.
4.9	Use time efficiently and effectively.
5.4	Demonstrate safe use of tools and equipment.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.2	Demonstrate critical life skills in order to be functional members of society.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 1 week

Instructional Activities:

Brainstorm types of kitchen accidents and three ways to prevent each of the accidents.

“Introduction to Kitchen Safety” video and worksheet.

Observe teacher demonstration for procedures and correct measuring techniques.

Discuss location and safe use of kitchen equipment.

Use kitchen measuring equipment to calculate equivalents.

Materials and Resources:

The World of Foods; Eva Medved, Prentice Hall

Chapter 6 – “The Kitchen”

Chapter 7 – “Appliances, Equipment & Tools”

Chapter 8 – “The Recipe”

Unit of Study

Unit Title: Quick Breads

Essential Questions of the Unit:

What is the function of each basic quick bread ingredient?

What are the differences between the muffin and biscuit methods of mixing?

What nutritional values do quick bread provide?

Assessments:

Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making quick bread products.

Written Assessment: Students will complete a written assessment on skills and content taught throughout the unit.

Content:

- **Types of Quick breads**
- **Ingredients and nutrients**
- **Uses and preparations**
- **Storage and convenience**

Skills:

Demonstrate biscuit and muffin methods of mixing.

Demonstrate accurate measuring techniques.

Safe and proper use of equipment.

Apply principles of sanitation.

Exhibit workplace readiness skills such as cooperation with others and following oral direction.

Correctly follow written direction.

Purpose / Rational of the unit:

This unit introduces students to quick breads: mixing techniques, nutritional value, and their variety. Students will continue to demonstrate skills needed when working cooperatively in the workplace.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.

VISUAL AND PERFORMING ARTS

1.4	All students will demonstrate knowledge of the process of critique.
1.4.1	Explain the criteria by which they evaluate the quality of their work and the work of others.

MATHEMATICS

4.3	All students will connect mathematics to other learning by understanding the interrelationships of mathematical ideas and the roles that mathematics and mathematical modeling play in other disciplines and in life.
4.3.10	Apply mathematics in their daily lives and in career-based contexts.
4.9	All students will develop an understanding of and will use measurement to describe and analyze phenomena.
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
2.2	Select appropriate tools and technology for specific activities.
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Time Frame of Unit: 3 weeks

Instructional Activities:

Students will prepare the following:

Biscuits (Sweet and Savory options)

- **Drop**
- **Rolled**
- **Sliced**

Muffins

- **Regular**
- **Low-fat**

Loaf Breads

Healthy Choice

Student Choice

Worksheets

View videos

Materials and Resources:

The World of Foods – Chapter 24

Elementary Baking - Chapter

Teacher made worksheets and handouts

Videos: “Baking Basics: Quick breads”

“Introduction to Baking: Quick breads”

Unit of Study

Unit Title: Yeast Bread and Dough

Essential Questions of the Unit:

What is the function of each basic yeast dough ingredient?

What nutritional values do yeast breads provide?

How do quick breads and yeast breads differ?

How are yeast breads used and served?

How do you prepare a variety of yeast dough products/

Assessments:

Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making yeast dough products.

Written Assessment: Students will complete a written assessment on skills and content taught throughout the unit.

Content:

- **Classes of Yeast breads (both sweet and savory options)**
 - **Basic Yeast dough**
 - **Enriched Yeast dough**
 - **Specialty Items**
 - **Healthy Choices**

- **Ingredients and Nutrients**

- **Principles and Preparation**
 - **Dough making**
 - **Fermentation**
 - **Punching down**
 - **Shaping**
 - **Baking**

- **Uses, Storage and Convenience**

- **Nutrition**

Skills:

Demonstrate the proper environmental conditions for fermentation to take place.

Develop proper kneading skills.

Understand the importance of gluten and carbon dioxide to the preparation of yeast breads

Language skills to explain how Danish or croissants become flaky.

Demonstrate accurate measuring techniques.

Safe and proper use of equipment.

Apply principles of sanitation.

Exhibit workplace readiness skills such as cooperation with others and following oral direction.

Correctly, follow written direction.

Purpose / Rational of the unit:

Students will have an understanding of yeast dough: nutritional value, principles, preparation, the science of fermentation and gluten formation, and the ability to produce a variety of yeast baked products

Students will reinforce the ability to follow oral and written directions, safe use of equipments, correct measuring techniques, and sanitation procedures. Demonstrate skills needed when working cooperatively in the workplace.

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Time Frame of Unit: 8 weeks

Instructional Activities:

Prepare a variety of yeast dough products (both sweet and savory)

- **Basic Yeast Dough**
 - White bread
 - Shaped rolls
- **Enrich Yeast dough**
 - Twisted rolls
 - Potato rolls
- **French bread**
- **Variety Yeast Products**
 - Egg –Challah

- **Healthy Choices**

Videos

Worksheets

Materials and Resources:

The World of Foods Chapter 25

Elementary Baking - Chapter

Teacher made handouts and worksheets.

Videos: “Baking Basics: Yeast breads”

“Introduction to Baking: Yeast breads”

Unit of Study

Unit Title: Pies

Essential Questions of the Unit:

What are the ingredients and function of each when making pastry dough?

What are the correct procedures for making pastry?

What specific techniques are used when making a one-crust, two-crust and a pre baked pie shell?

What are the differences in preparation and storage of fruit filled and cream filled pies?

Assessments:

Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making pastry and pies.

Written Assessment: Students will complete a written assessment on skills and content taught throughout the unit.

Practical Assessment: Student will plan, prepare and evaluate individually made tart.

Content:

- Types of pies
 - **One crust**
 - **Pre-baked**
 - **Crumb-topped**
 - **Custard**
 - **Chiffon**
 - **Tart**
 - **Two crust**
 - **Fruit filled**
 - **Lattice top**
 - **Crumb crust**
 - **Cream filled**
 - **Gourmet**
 - **Healthy Choices**
- Ingredients and Nutrients
 - **Fillings**
 - **Pie Crust**
- Uses and Preparation
- Storage and Convenience

Skills:

Demonstrate accurate measuring techniques

Following directions and procedures.

Demonstrate techniques for preparing a variety of pies.

Demonstrate creativity through garnishing.

Identify pastry ingredients and their function.

Identify the various types of pies through interpretation of the recipe.

Demonstrate workplace readiness skills.

Purpose / Rational of the unit:

This unit introduces students to a variety of types of pastry mostly pies. Mixing and assembling techniques, nutritional value and function of ingredients and a variety of garnishing techniques.

Students will continue to demonstrate skills needed when working cooperatively in the workplace..

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4.9	All students will develop an understanding of and will use measurement to describe and analyze phenomena.
4.9.14	Understand an apply measurement in their own lives and in other subject areas.
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
2.2	Select appropriate tools and technology for specific activities.
4.2	Work cooperatively with others to accomplish a task.
4.9	Use time efficiently and effectively.
5.4	Demonstrate safe use of tools and equipment.

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9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 5 weeks

Instructional Activities:

Prepare a variety of pies

- **One crust**
 - **Pre-baked**
 - **Crumb-topped**
 - **Custard**
 - **Chiffon**
 - **Tart**
- **Two crust**
 - **Fruit filled**
 - **Lattice top**
- **Crumb crust**
 - **Cream filled**
- **Gourmet**
- **Healthy Choices**

View video on topic

Teacher made worksheets

Materials and Resources:

The World of Foods pages 529-542

Elementary Baking - Chapter

Teacher made handouts and worksheets

**Videos: “Introduction to Baking Series – Pies and Pastry”
“Baking Basics – Pies”**

Unit Title: Cakes**Essential Questions of the Unit:**

How are shortened and foam cakes prepared?

**How do shorten
and foam cakes differ?**

How do you prepare frosting and frost cakes?

Why are cakes and frosting nutrient poor but calorie rich?

Assessments:

Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making a variety of cakes.

Written Assessment: Students will complete a written assessment on skills and content taught throughout the unit.

Content:

- **Types of Cakes and Ingredients**
 - Shortened**
 - **Layer**
 - **Bundt**
 - **Pound**
 - Foam**
 - **Chiffon**
 - **Angel food**
 - **Sponge**
- **Healthy Choices**
- **Principles of Cake Baking**
 - **Ingredients and functions**
- **Frosting Types**
- **Principles of Cake Decorating**
 - **Boarders**
 - **Leaves**
 - **Flowers**
 - **Writing**
- **Storage, Nutrients and Conveniences**

Skills:

Successfully prepare a variety of cakes and icings.

Demonstrate accurate measuring techniques

Demonstrate cake-decorating techniques

Exhibit workplace readiness skill.

Correctly, follow written and oral directions.

Purpose / Rational of the unit:

**This unit introduces students to cakes and cake decorating:.
Mixing and assembling techniques, nutritional value, and
function of ingredients and techniques used in cake decorating.**

**Students will further demonstrate skills needed when working
cooperatively in the workplace**

New Jersey Core Curriculum Content Standards:

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MATHEMATICS

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4.3.10 Apply mathematics in their daily lives and in career-based contexts.

4.5 All students will regularly and routinely use calculators, computers, manipulatives, and other mathematical tools to enhance mathematical thinking, understanding, and power.

4.5.4 Use a variety of tools to measure mathematical and physical objects in the world around them.

4.9 All students will develop an understanding of and will use measurement to describe and analyze phenomena.

4.9.14 Understand and apply measurement in their own lives and in other subject areas.

4.9.18 Use measurement appropriately in other subject areas and career-based contexts.

2.2 Select appropriate tools and technology for specific activities.

4.2 Work cooperatively with others to accomplish a task.

4.9 Use time efficiently and effectively.

5.4 Demonstrate safe use of tools and equipment.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.2 Demonstrate critical life skills in order to be functional members of society.

F Safety

9.2.1 Engage in an informed discussion about rules and laws designed to promote safety and health.

9.2.2 Describe and demonstrate basic first aid and safety procedures.

9.2.3 Analyze the occurrence of workplace hazards.

9.2.4 Practice the safe use of tools and equipment.

9.2.5 Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 6 weeks

Instructional Activities:

Prepare a variety of cakes

Shortened

- Layer
- Bundt
- Pound

Foam

- Chiffon
- Angel food
- Sponge

Healthy Choices

Decorating of cakes

Specialty cakes

Special Occasions

Petit fours

Tortes

Elaborate

Contest for the best decorated cake.

Materials and Resources:

The World of Foods pages 508-522

Elementary Baking - Chapter

Teacher made worksheets and handouts.

**Videos: “Introduction to Baking: Cakes and Cake Decorating”
“Cake Decorating for All Occasions” Collection**

Unit of Study

Unit Title: Cookies

Essential Questions of the Unit:

How do you prepare a variety of cookies?

Why do cookies provide mostly calories?

How do you store and serve various types of cookies?

Assessments:

Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making a variety of cookies.

Written Assessment: Students will complete a written assessment on skills and content taught throughout the unit.

Content:**Types of Cookies**

- **Drop**
- **Bar**
- **Refrigerator**
- **Rolled**
- **Shaped**
- **Pressed**
- **Healthy Choices**

Ingredients and their functions**Mixing Methods****Baking****Nutrient Contributions****Proper Storage of Cookies**

Skills:

Successfully prepare a variety of cookies.

Demonstrate accurate measuring techniques

Demonstrate cookie-decorating techniques

Exhibit workplace readiness skill.

Correctly, follow written and oral directions.

Purpose / Rational of the unit:

This unit introduces students to techniques and skills required when making a variety of cookies; the mixing, assembling baking techniques, and knowledge of the nutritional value and function of ingredients.

Students will further demonstrate skills needed when working cooperatively in the workplace

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
2	All students will use information, technology, and other tools.
2.5	Access technology-based communication and information systems.
2.6	Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
4	All students will demonstrate self-management skills.
4.9	Use time efficiently and effectively.
5	All students will apply safety principles.
5.4	Demonstrate safe use of tools and equipment.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.
2.2	Select appropriate tools and technology for specific activities.
4.2	Work cooperatively with others to accomplish a task.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

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9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 4 weeks

Instructional Activities:

Search the Internet for a variety of recipes to select the following types of cookies:

- **Drop**
- **Bar**
- **Refrigerator**
- **Rolled**
- **Shaped**
- **Pressed**
- **Healthy Choice**

Make cookies from recipes chosen from each category.

Each student create make a cookie cookbook using the Internet.

Materials and Resources:

The Internet

The World of Foods Pages 542-529

Elementary Baking - Chapter

Teacher made handouts and worksheets

Video: “Introduction to Baking: Cookies”

Unit of Study

Unit Title: Puff Pastry

Essential Questions of the Unit:

What is Puff Pastry?

In Puff Pastry what are the ingredients and their functions?

What handling techniques are specific to puff pastry dough?

What are the varieties of puff pastries and how do they differ?

Assessments:

Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making a variety of puff pastry products.

Written Assessment: Students will complete a written assessment on skills and content taught throughout the unit.

Content:

- **Types of Pastry (sweet and savory options)**
- **Ingredients and Nutrients**
- **Uses**
- **Preparation**
- **Storage and Convenience**

Skills:

Learn how to correctly handle and make puff pastry products.

Demonstrate accurate measuring techniques

Correctly, follow written and oral direction

Apply principles of sanitation.

Exhibit workplace readiness skills such as cooperation with others and following oral directions.

Purpose / Rational of the unit:

Students will have an understanding of puff pastry enabling them to identify, prepare, and compare the three types of puff pastry product.

Students will further demonstrate skills needed when working cooperatively in the workplace

Students will continue to follow oral and written directions, safe use of equipment, correct measuring techniques, and sanitary procedures.

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VISUAL AND PERFORMING ARTS

1.4	All students will demonstrate knowledge of the process of critique.
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MATHEMATICS

4.5	All students will regularly and routinely use calculators, computers, manipulatives, and other mathematical tools to enhance mathematical thinking, understanding, and power.
4.5.4	Use a variety of tools to measure mathematical and physical objects in the world around them.
2.2	Select appropriate tools and technology for specific activities.
4.2	Work cooperatively with others to accomplish a task.
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9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 3 weeks

Instructional Activities:

Invite a pastry chef to demonstrate puff pastry.

Types of Puff Pastry products

- **Rolled in sugar – palm leaf**
- **Pre-baked filled – Napoleons**
- **Filled and baked – (sweet and savory options)**
 - **Turnovers**
 - **Strudel**
 - **Cheese filled pockets**

Materials and Resources:

Videos: “Introduction to Baking - Puff Pastry”

Teacher made handouts and worksheets

Elementary Baking, pages 186-204

Unit of Study

Unit Title: Choux Paste

Essential Questions of the Unit:

What ingredients are used in a choux paste?

What are the functions of each of the ingredients?

What is the leavening agent used in choux paste products?

Assessments:

Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making a variety of choux paste products..

Written Assessment: Students will complete a written assessment on skills and content taught throughout the unit.

Content:

- **Types of Choux Paste and Fillings**
 - **Éclairs**
 - **Cream Puffs**
- **Ingredients and Nutrients**
- **Uses and Preparations**
- **Storage and Convenience**

Skills:

Use of correct food preparation techniques to leaven a “steam leavened” product.

Demonstrate accurate measuring techniques.

Apply principles of sanitation and safety.

Exhibit workplace readiness skill, such as cooperation with others and following oral direction.

Purpose / Rational of the unit:

Students will learn the principles of choux paste preparation while preparing cream puff and éclairs.

Students will identify the leavening agents in choux paste products.

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9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 2 weeks

Instructional Activities:

Students prepare

- **Cream puffs**
- **Éclairs**
- **Funnel Cake.**

Do a cost and product analysis of home made, bakery bought, bakery department (supermarket), frozen, etc.

Materials and Resources:

Video “Introduction to Baking – Choux Pastry”

Text: Elementary Baking , pp 205-211

Teacher made worksheets and handouts.

Unit of Study

Unit Title: Candy

Essential Questions of the Unit:

What is candy?

What are the different types of candy?

How do you prepare the different types of candy?

Why are candies nutrient poor, but calorie rich?

Assessments:

Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making candy products.

Written Assessment: Students will complete a written assessment on skills and content taught throughout the unit.

Content:

- **Types of Candies**
 - **Chocolates**
 - **Enrobed- Chocolate Cream Eggs/Hearts**
 - **Dipped – Buckeyes; Peppermint Patties**
 - **Dropped - Clusters**
 - **Molded – Candy molds, Truffles**
 - **Hard Candies**
 - **Soft crack stage-Caramels**
 - **Hard crack stage-Lollipops; Christmas Crunch**
- **Ingredients and Nutrients**
- **Uses and Preparations**
- **Storage and Convenience**

Skills:

Demonstrate accurate measuring techniques.

Safe and proper use of equipment.

Apply principles of sanitation.

Exhibit workplace readiness skills such as cooperation with others and following directions.

Demonstrate techniques for preparing a variety of candies.

Demonstrate the proper use of a candy thermometer.

Purpose / Rational of the unit:

This unit introduces students to a variety of types of candy. Mixing and assembling techniques, nutritional value, and function of ingredients as well as the proper use of a candy thermometer.

Students will continue to demonstrate skills needed when working cooperatively in the workplace.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

2.2	Select appropriate tools and technology for specific activities.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.13	Select and apply appropriate solutions to problem-solving and decision-making situations.
4.2	Work cooperatively with others to accomplish a task.
4.9	Use time efficiently and effectively.
5.4	Demonstrate safe use of tools and equipment.
Mathematics	
4.2.9	Formulate questions, conjectures, and generalizations about data, information, and problem situations.
4.3.1	View mathematics as an integrated whole rather than as a series of disconnected topics and rules.
4.3.10	Apply mathematics in their daily lives and in career-based contexts.
4.9.14	Understand and apply measurement in their own lives and in other subject areas.
4.10.8	Develop, apply, and explain a variety of different estimation strategies in problem situations involving quantities
Science	
5.5.2	Use a variety of measuring instruments, emphasizing appropriate units.
5.5.9	Select appropriate measuring instruments based on the degree of precision needed.
5.8.5	Show how substances can react with each other to form new substances having characteristic properties different
5.10.13	Explore how weather phenomena and human activity are interrelated.
2.1.8	Explain how health is influenced by the interaction of body systems and nutritional intake.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.2	Demonstrate critical life skills in order to be functional members of society.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 3 weeks

Instructional Activities:

Make a variety of candies

- **Chocolates**
 - **Enrobed- Chocolate Cream Eggs/Hearts**
 - **Dipped – Buckeyes; Peppermint Patties**
 - **Dropped - Clusters**
 - **Molded – Candy molds, Truffles**
- **Hard Candies**
- **Soft crack stage-Caramels**
 - **Hard crack stage-Lollipops; Christmas Crunch**

Materials and Resources:

The Informed Baker, T. Neuhaus; pages 61-91

Teacher made worksheets and handouts.

Videos: Teacher made demonstrations of candy making techniques.

Unit of Study

Unit Title: Artistry in Baking

Essential Questions of the Unit:

How does one prepare a product using bread sculpture techniques?

How does one construct and decorate a gingerbread house?

Assessments:

Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making a variety of choux paste products.

Practical assessment: Students will plan, prepare, construct, and decorate a gingerbread type house and/or product using bread sculpture techniques. |”Blue ribbons” will be awarded to the best house/villages in the class.

Content:

What is Artistry in Baking?

Bread Sculpture

Gingerbread houses/villages

Skills:

Demonstrate creativity when preparing a bread sculpture and a gingerbread type house/village.

Apply the principals of design to a food product.

Exhibit workplace readiness skills such as cooperation with others, decision-making and problem solving.

Purpose / Rational of the unit:

Students will demonstrate planning skills and creativity through the preparation of a gingerbread house/village and a bread sculpture type of product.

Students will receive recognition for their accomplishments through display of their project.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.10	Monitor and validate their own thinking.
3.11	Identify and evaluate the validity of alternative solutions.
3.15	Apply problem-solving skills to original and creative/design projects.

VISUAL AND PERFORMING ARTS

1.4	All students will demonstrate knowledge of the process of critique.
1.4.2	Offer constructive critique in the evaluation of their own and others' work in dance , music, theater, or visual arts.
1.5	All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.
1.5.10	Create works of art that communicate personal opinions, thoughts, and ideas.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.2	Demonstrate critical life skills in order to be functional members of society.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 4 weeks

Instructional Activities:

Design, construct, and decorate individual house/villages.

Create breadbaskets, cornucopias, or animal bread products.

Design simple art objects from bakery clay.

Materials and Resources:

Current magazine and Internet articles.