

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

BAKE SHOP II

Grades 10-12

Family & Consumer Sciences Department

2017

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Family and Consumer Sciences (FACS) discipline functions to empower individuals to successfully handle the challenges they face in their personal lives, their family lives, and their careers. Bake Shop II is an integral part of the foods program at Trumbull High School, helping to prepare students for independent living and entrance into careers in the food and hospitality field.

Bake Shop II is designed for students who have taken Bake Shop I and are interested in more advanced techniques and/or a career in the baking and pastry industry. Students are introduced to advanced topics related to equipment, yeast-raised products, chiffon and cream pies, a variety of cakes and tortes, quick breads, and cake decorating and plate presentation. In addition, food will be produced for use in the school Café for scheduled luncheons and holiday purchase. Within the course, students must develop professional skills including a positive attitude, necessary to persevere and overcome the many difficulties of a food service career, and social collaboration, necessary to make a successful quality operation. All students will be required to purchase the Bake Shop II work apron and hat.

COURSE GOALS

The following course goals derive from the 2008 National Standards for Family and Consumer Sciences.

- | | |
|-------------|--|
| NSFCS.2.1.1 | Apply management and planning skills and processes to organize tasks and responsibilities. |
| NSFCS.8.2.1 | Demonstrate food safety and sanitation procedures:
Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. |
| NSFCS.8.2.2 | Employ food service management safety/sanitation program procedures, including CPR and first aid. |

NSFCS.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.
NSFCS.8.2.5	Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
NSFCS.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
NSFCS.8.3.1	Operate tools and equipment following safety procedures and OSHA requirements.
NSFCS.8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.
NSFCS.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
NSFCS.8.3.4	Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.
NSFCS.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
NSFCS.8.4.3	Analyze food, equipment, and supplies needed for menus.
NSFCS.8.4.5	Prepare requisitions for food, equipment, and supplies to meet production requirements.
NSFCS.8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
NSFCS.8.5.3	Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
NSFCS.8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

NSFCS.8.5.10	Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
NSFCS.13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
NSFCS.13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
NSFCS.13.5.5	Demonstrate ways to organize and delegate responsibilities.

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

The following course goals derive from the 2016 International Society for Technology in Education Standards.

ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Global Collaborator (Standard 7)	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- food safety and sanitation procedures are essential.
- proper equipment, techniques, and procedures for food preparation must be maintained.
- specific methods and techniques vary for producing different categories of baked goods.
- proper ingredients for preparing specific products can be identified and selected.
- team members must be worked with cooperatively to manage time and resources.
- several viable career paths exist within the food industry.

COURSE ESSENTIAL QUESTIONS

- Why does one need to understand HACCP?
- Why is safety important in the food workplace?
- What are the common “holding” pieces of equipment in a bake shop?
- How does one know what tool to use for each baking application?
- What different machines are used for different heat applications?
- What are the common doughs produced, and what are their properties?
- How do various ingredients determine the mixing method?
- How does the type of heat application device impact the final product?
- What bases of creams or fillings are used in a bake shop?
- Why are there different textures in cake production?
- Why is the assembly of desserts so important?

COURSE SYLLABUS

Course Name

Bake Shop II

Level

Grades 10-12

Prerequisites

Bake Shop I

Materials Required

Bake Shop II work apron and hat

General Description of the Course

This course is designed for students who have taken Bake Shop I and are interested in more advanced techniques and/or a career in the baking and pastry industry. Students are introduced to advanced topics related to equipment, yeast-raised products, chiffon and cream pies, a variety of cakes and tortes, quick breads, and cake decorating and plate presentation. In addition, food will be produced for use in the school Café for scheduled luncheons and holiday purchase.

Core Text

Sokol, Gail. *Professional Baking*. Boston: Cengage, 2005. Print.

UNIT 1

Food Safety and Sanitation Procedures

Unit Goals

At the completion of this unit, students will:

NSFCS.8.2.1	Understand food handling procedures to avoid food borne illness.
NSFCS.8.2.2	Understand the procedures for personal safety in a food service environment.
NSFCS.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.
NSFCS.8.2.5	Practice good personal hygiene/health procedures for the professional kitchen environment.
NSFCS.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
NSFCS.8.3.3	Demonstrate procedures for cleaning and sanitizing to meet industry standards and OSHA requirements.

Unit Essential Questions

- What does food safety mean?
- What is the importance of good grooming and personal hygiene?
- What is the difference between cleaning and sanitizing?
- What attracts rodents and pests?

Scope and Sequence

1. Sanitary food handling
 - a. Activities, standards, and procedures to keep food from being contaminated
 - b. Cleaning to remove dirt, and sanitizing to kill the bacteria that remains
 - c. Procedures of preparing food for baking
 - d. Holding food items at the proper temperatures
2. The flow of food and HACCP
 - a. The steps of food: from the delivery truck to the plate
 - b. Holding or storing food in three locations
 - c. Pest and rodent recognition and control

3. Personal safety
 - a. Keeping ourselves clean and well
 - b. How to treat an accident or seek help
 - c. How to give a basic diagnosis of an injury on the job
 - d. How to prevent an injury to oneself or fellow employee or customer

Assured Assessments

Students will complete any of the following learner activities:

- Assess within their work teams the possible accidents that can happen within the kitchen, and how each pertains to “ServSafe” standards
- Actively listen to demonstrations of proper personal hygiene, food-borne illness, and safe food handling
- View DVD on safe food handling practices
- Practice and recite the proper personal hygiene and safe food handling procedures to follow on a daily basis

Resources

Core

- Sokol, Gail. *Professional Baking*. Boston: Cengage, 2005. Print.

Supplemental

- Amendola, Joseph, and Nicole Rees. *Understanding Baking: The Art and Science of Baking*. 3rd ed. New York: Wiley, 2002. Print.
- The Culinary Institute of America. *Introduction to Culinary Arts*. 2nd ed. New York: Pearson, 2014. Print.
- Friberg, Bo. *The Professional Pastry Chef: Fundamentals of Baking and Pastry*. 4th ed. New York: Wiley, 2002. Print.

Time Allotment

- Approximately 3 weeks

UNIT 2

Bake Shop Equipment

Unit Goals

At the completion of this unit, students will:

NSFCS.2.1.1	Prepare lab plans to divide work and manage time.
NSFCS.8.3.1	Use tools and equipment safely.
NSFCS.8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.
NSFCS.8.3.3	Demonstrate procedures for cleaning and sanitizing to meet industry standards and OSHA requirements.
NSFCS.8.3.4	Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.
NSFCS.8.3.6	Identify a variety of types of equipment for food preparation, including hand tools and small ware.

Unit Essential Questions

- What are the personal hand tools used for baking?
- What are the differences between ovens found in a bake shop and ovens found in a commercial kitchen?
- What are the cleaning practices for baking equipment?
- What does it cost to draft a school instructional commercial kitchen?

Scope and Sequence

1. Baking equipment
 - a. Selection and use of hand tools for various steps of baking methods
 - b. Use of various sizes of equipment for specific recipes
 - c. Procedures to follow for cleaning and sanitizing
2. Purchasing baking equipment
 - a. Selecting “USF” equipment or machines over “Bargain Specials”
 - b. Selecting equipment from a catalog and collecting prices for comparison

Assured Assessments

Students will complete any of the following learner activities:

- Actively listen to demonstrations of proper kitchen equipment use and cleaning procedures
- View DVDs on various bakeshop equipment and hand tools

- Practice safe handling and operating of various equipment within the kitchen
- Take a written test identifying purposes of various equipment

Resources

Core

- Sokol, Gail. *Professional Baking*. Boston: Cengage, 2005. Print.

Supplemental

- Amendola, Joseph, and Nicole Rees. *Understanding Baking: The Art and Science of Baking*. 3rd ed. New York: Wiley, 2002. Print.
- The Culinary Institute of America. *Introduction to Culinary Arts*. 2nd ed. New York: Pearson, 2014. Print.
- Friberg, Bo. *The Professional Pastry Chef: Fundamentals of Baking and Pastry*. 4th ed. New York: Wiley, 2002. Print.

Time Allotment

- Approximately 2 weeks

UNIT 3

Breads

Unit Goals

At the completion of this unit, students will:

NSFCS.8.3.6	Identify a variety of types of equipment for food preparation, including hand tools and small ware.
NSFCS.8.4.3	Analyze food, equipment, and supplies needed for menus.
NSFCS.8.4.5	Prepare food orders to ensure the proper supplies for preparing specific recipes.
NSFCS.8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
NSFCS.8.5.3	Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
NSFCS.8.5.10	Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
NSFCS.13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
NSFCS.13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
NSFCS.13.5.5	Work with team members to choose, plan, and execute food preparation.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

ISTE Global Collaborator
(Standard 7)

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unit Essential Questions

- What are leaveners, and how are they used?
- What differences exist between various mixing methods?
- What procedures exist for forming doughs?

Scope and Sequence

1. Baking ingredients and functions
 - a. The interactions of one ingredient's properties with the properties of other ingredients to create a quality baked product
 - b. Proper storage and handling of baking ingredients
 - c. Incorporation of baking ingredients at various steps
2. Baking weights and measurements
 - a. Differences between "household" recipes and "Industrial Standard Formulas"
 - b. Operating different scales for weights
 - c. Using volume measuring devices
 - d. Converting a formula with the use of "new over old"
3. Types of bread dough
 - a. Basic ingredients for a "lean dough"
 - b. Additional ingredients to form an "enriched dough"
 - c. Forming dough into various shapes

Assured Assessments

Students will complete any of the following learner activities:

- Actively listen to demonstrations of ingredients important for the production of various doughs and/or breads
- View DVDs on various breads and quick breads
- Practice the conversion process of recipes necessary to meet the sales demands of the Café
- Practice the ways to produce different shapes of rolls, breads, and muffins
- Practice the use of measuring devices while producing various recipes
- Take a written test focusing on the ingredients, procedures, and finished products of various baked goods

Resources

Core

- Sokol, Gail. *Professional Baking*. Boston: Cengage, 2005. Print.

Supplemental

- Amendola, Joseph, and Nicole Rees. *Understanding Baking: The Art and Science of Baking*. 3rd ed. New York: Wiley, 2002. Print.
- The Culinary Institute of America. *Introduction to Culinary Arts*. 2nd ed. New York: Pearson, 2014. Print.
- Friberg, Bo. *The Professional Pastry Chef: Fundamentals of Baking and Pastry*. 4th ed. New York: Wiley, 2002. Print.

Time Allotment

- Approximately 5 weeks

UNIT 4

Desserts

Unit Goals

At the completion of this unit, students will:

NSFCS.8.3.6	Identify a variety of types of equipment for food preparation, including hand tools and small ware.
NSFCS.8.4.3	Analyze food, equipment, and supplies needed for menus.
NSFCS.8.5.3	Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
NSFCS.8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
NSFCS.8.5.10	Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
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ISTE Global Collaborator (Standard 7)	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unit Essential Questions

- What are the steps to follow to create different fillings for baked goods?
- What different procedures exist for cakes?
- What different presentation types exist for desserts?

Scope and Sequence

1. Steps in making custard-base dessert
 - a. Sanitation steps to follow
 - b. Cautions for incorporating various ingredients
 - c. Cooking, cooling, and storing of custard-base desserts
2. Cake production
 - a. How ingredients affect the texture of a cake
 - b. How mixing methods affect the texture of a cake
 - c. Incorporating fillings into a cake
 - d. Selecting types of icing or frosting for a cake
 - e. Different “pastry tips” for decorating
 - f. Constructing a cake so it is structurally sound
3. Types of pie
 - a. Sanitation steps to follow
 - b. Appropriate pie crusts for different fillings
 - c. How to decorate pie tops with different toppings

Assured Assessments

Students will complete any of the following learner activities:

- Actively listen to demonstrations on preparing, assembling, and presenting various baked or non-baked items
- View DVDs on recognition, safe handling, production, and plating of cakes, cookies, cream pies, and frozen desserts
- Practice the conversion process of recipes necessary to meet the sales demands of the Café
- Practice the use of measuring devices while producing various recipes
- Ongoing evaluation of bake shop recipes of items for public sale
- Take a written test focusing on the ingredients, procedures, and finished products of various baked goods

Resources

Core

- Sokol, Gail. *Professional Baking*. Boston: Cengage, 2005. Print.

Supplemental

- Amendola, Joseph, and Nicole Rees. *Understanding Baking: The Art and Science of Baking*. 3rd ed. New York: Wiley, 2002. Print.
- The Culinary Institute of America. *Introduction to Culinary Arts*. 2nd ed. New York: Pearson, 2014. Print.
- Friberg, Bo. *The Professional Pastry Chef: Fundamentals of Baking and Pastry*. 4th ed. New York: Wiley, 2002. Print.

Time Allotment

- Approximately 9 weeks

COURSE CREDIT

One credit in family and consumer sciences
Two class periods daily for a half year

PREREQUISITES

Bake Shop I

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide “Demonstrate Responsibility for Self” Rubric (attached)
- Trumbull High School School-Wide “Respects Self and Others and Practices Interpersonal Skills” Rubric (attached)

SCHOOL-WIDE RUBRICS

NEASC Rubric 6

Demonstrate Responsibility for Self

Exemplary

Student demonstrates an independent, industrious work ethic. He/She sets goals and completes them with detail and on time. The student consistently prepares for classes daily. The student works exceptionally well cooperatively with peers and the staff. He/She participates and contributes in a co-curricular capacity within the total school community.

Proficient

Student demonstrates a positive work ethic. He/She sets goals and completes them within a reasonable amount of time. The student is frequently prepared for daily classes. Student works adequately both cooperatively and independently with peers and staff. He/She participates in co-curricular activities.

Needs Improvement

Student possesses a lackadaisical approach to work. He/She needs constant reminders to follow the goal setting process. When goals are established, they are rarely completed within a reasonable amount of time. Daily class preparation is sporadic. The student can work cooperatively and at times participation in activities with peers and staff. The student explores co-curricular opportunities.

Unacceptable

Student lacks a strong work ethic. No goals are evident. The student is not prepared for classes. He/She prefers to work cooperatively so others can do his/her work. The student selects a co-curricular; however, does not choose to participate actively when presented with the opportunity.

NEASC Rubric 7

Respects themselves and others and practices interpersonal skills

Exemplary

Student demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices, and perspectives. The student champions discussions to resolve differences through active listening and offers opinions in a positive and rational manner.

Proficient

Student demonstrates an appreciation and respect for cultural understanding of the uniqueness of others, their practices and perspectives. He/She actively discusses avenues to resolve differences when appropriate. The student presents encouraging opinions upon request.

Needs Improvement

Student demonstrates a limited appreciation and respect for the uniqueness of cultural understanding of others, their practices and perspectives. At times, he/she appears indifferent to the ordeals of others. The student supports his/her own opinions, but appears inflexible to resolve differences and remains tied to his/her own beliefs.

Unacceptable

Student demonstrates little or no appreciation and respect for the uniqueness of cultural understanding of others, their practices and perspectives. He/She demonstrates intolerance and lacks social interaction skills.