

# **2019 – 2020 Baking and Pastry Curriculum**

Henry P. Becton High School

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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 FAMILY AND CONSUMER SCIENCES DEPARTMENT  
 BAKING AND PASTRY

<p><b>Pacing Guide:</b>          Baking and Pastry is a full year course that meets on a rotating basis for three (3) 55- minute blocks and one (1) 40- minute block for every five (5) day cycle.</p>	<p>Unit 1- Safety and Sanitation- 20 class periods + on going + assessment          Unit 2- Equipment- 15 class periods + ongoing + assessment          Unit 3- Baking Techniques – 15 class periods + ongoing + assessment          Unit 4- Yeast Breads and Rolls- 25 class periods + assessment          Unit 5- Quick Breads- 20 class periods + assessment          Unit 6- Desserts- 30 class periods + assessment          Unit 7- Sugar, Candies, and Petit Fours- 20 class periods + assessment</p>
<p><b>Interdisciplinary Concepts:</b></p>	<p><b>SCIENCE:</b>  <b>HS-PS3</b> Perform labs using different forms of heat.  <b>HS-PS1</b> Denature proteins with acid and heat.  <b>HS-PS1</b> Use chemical reactions to leaven baked goods.  <b>HS-LS1, HS-PS1</b> Chart the rate of bacterial growth in different temperature conditions.  <b>HS-LS1</b> Understand the characteristics of aerobic and anaerobic bacteria in foods.</p> <p><b>HEALTH:</b>  <b>2.1.C</b> Use proper hygiene to ensure the safety of foods.  <b>2.1.D</b> Determine safe and unsafe conditions and situations and develop strategies to reduce the risk of injuries.  <b>2.1.D</b> Demonstrate first aid procedures for choking, bleeding, burns and poisoning.  <b>2.1.B</b> Compare and contrast the nutrition and eating habits of young adults in the United States and other countries.</p> <p><b>ENGLISH LANGUAGE ARTS:</b>  <b>RST.11-12.3</b> Follow precisely a multistep procedure when carrying out (cooking labs) or performing technical tasks, attending to special cases or exceptions defined in the text. (recipes)  <b>RST.11-12.4</b> Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific technical context. (terms and abbreviations)  <b>RST.11-12.7</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.  <b>WHST11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research  <b>WHST.11-12.7</b> Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>

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<b>Technology Standards:</b>	<p><b>8.1.C:</b> Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.</p> <p><b>8.1.E:</b> Research and Information Fluency: Students apply digital tools to gather, evaluate and use information.</p>
<b>21st Century Skills Standards:</b>	<p><b>9.1 PERSONAL FINANCIAL LITERACY</b></p> <p><b>9.1.12.A.4:</b> Identify a career goal and develop a plan and timetable for achieving it, including education/training requirements, costs and possible debt.</p> <p><b>9.1.12.A.6:</b> Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>9.2 CAREER AWARENESS</b></p> <p><b>9.2.12.C.3:</b> Identify transferable career skills and design alternate career plans.</p> <p><b>9.2.12.C.4:</b> Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p><b>9.3 CAREER AND TECHNICAL EDUCATION</b></p> <p><b>9.3.12.AG-FD.2:</b> Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</p> <p><b>9.3.12.AG-FD.3:</b> Select and process food products for storage, distribution and consumption.</p> <p><b>9.3.12.AG-FD.4:</b> Explain the scope of the food industry and the historical and current developments of food products and processing.</p> <p><b>9.3.12.AG-NR.2:</b> Analyze the interrelationships between natural resources and humans.</p> <p><b>9.3.HT-RFB.1:</b> Describe ethical and legal responsibilities in food and beverage service facilities.</p> <p><b>9.3.HT-RFB.2:</b> Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p><b>9.3.HT-RFB.4:</b> Demonstrate leadership qualities and collaboration with others.</p> <p><b>9.3.HT-RFB.8:</b> Implement standard operating procedures related to food and beverage production and guest service.</p> <p><b>9.3.HT-RFB.9:</b> Describe career opportunities and qualifications in the restaurant and food service industry.</p> <p><b>9.3.HT-RFB.10:</b> Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.</p>

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<p><b>National Standards for FCS          NASAFACS:          Food Production and Services</b></p>	<p>8.1 Analyze career paths within the food production and food services industries.          8.2 Demonstrate food safety and sanitation procedures          8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.          8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.          8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p>
<p><b>Food Science, Dietetics, and          Nutrition</b></p>	<p>9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.          9.2 Apply risk management procedures to food safety, food testing, and sanitation          9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans          9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.          9.5 Demonstrate use of science and technology advancements in food product development and marketing.          9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.</p>
<p><b>Hospitality, Tourism, and          Recreation</b></p>	<p>10.1 Analyze career paths within the hospitality, tourism and recreation industries.          10.2 Demonstrate procedures applied to safety, security, and environmental issues.</p>
<p><b>Interpersonal Relationships</b></p>	<p>13.3 Demonstrate communication skills that contribute to positive relationships.          13.4 Evaluate effective conflict prevention and management techniques.          13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</p>
<p><b>Nutrition and Wellness</b></p>	<p>14.1 Analyze factors that influence nutrition and wellness across the lifespan.          14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.          14.4 Evaluate factors that affect food safety from production through consumption.          14.5 Evaluate the influence of science and technology on food, nutrition, and wellness</p>

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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Incorporate challenging assessments</li> <li>• Utilize advanced materials and resources to meet the needs of student</li> <li>• Competitive and collaborative projects</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Higher Level decision making</li> <li>• Advanced discussion techniques</li> <li>• Collaborate with teacher and fellow classmates to determine labs to achieve the learning goals.</li> </ul>	<p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>• Internet bilingual dictionaries during class and during assignments</li> <li>• Word banks for tests and quizzes</li> <li>• Developing content area vocabulary</li> <li>• Extended time for all assessment</li> <li>• Hands on demonstration of expected outcome</li> <li>• Collaboration between ESL and classroom teachers               <ul style="list-style-type: none"> <li>• Pair novice ELL students with advanced ELL students</li> </ul> </li> </ul> <p><b>Modifications for Homework/Assignments</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete homework</li> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul> <p><b>Modifications for Homework/Assignments</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>• In-Class-Support</li> <li>• Provide study guides</li> <li>• Extended time on assessments</li> <li>• Research guide</li> <li>• Model skills/techniques</li> <li>• Repetitive hands on demonstrations</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentation</li> <li>• Provide verbal reminder of assignments</li> <li>• Preferential seating</li> </ul> <p><b>Modifications for Homework</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments as needed by student</li> </ul> <p><b>Modification for Assessments</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Permit retake for failing grade</li> <li>• Restate and clarify directions and questions</li> </ul>	<p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>• Intervention and Referral Team (I&amp;RS) in –house strategies for teachers</li> <li>• Extra textbooks at home</li> <li>• Extended time for assignments</li> <li>• Highlight key vocabulary</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Model skills/techniques</li> <li>• Modify assignments</li> <li>• Place in a higher level group for peer assistance and modeling</li> <li>• Preferential seating as noted by student and teacher</li> <li>• Repetition and practice</li> <li>• Provide copy of class notes</li> <li>• Provide verbal reminder of assignment</li> <li>• Assist with technology, textbook online for work at home</li> </ul> <p><b>Modifications for Homework</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete homework</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> </ul>

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	<ul style="list-style-type: none"> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries</li> </ul> <p><b>Resources</b>  WIDA Standards</p> <ul style="list-style-type: none"> <li>• Standard 1:Social and Instructional Language</li> <li>• Standard 2:The language of Language Arts</li> <li>• Standard 3:The language of Mathematics</li> <li>• Standard 4:The language of Science</li> <li>• Standard 5:The language of Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Provide study guides for classroom tests</li> <li>• Provide self- contained teacher with test or question bank for appropriate modifications</li> </ul>	<p><b>Modification for Assessments</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Permit retake for failing grade</li> <li>• Provide self- contained teacher with test or question bank for appropriate modifications</li> </ul>
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<b>CONTENT: Unit 1</b>			
<b>Theme:</b> Safety and Sanitation			
<b>Essential Questions:</b> Why is cleanliness and good hygiene important when working with food? What is foodborne illness and how can it be prevented? What are the most common kitchen accidents and how can they be avoided?		How can hazards in the kitchen be resolved? What are food allergens and what are the symptoms of an allergic reaction to foods?	
<b>Content:</b> <i>(As a result of this learning segment, students will know how to...)</i>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	<b>Standards:</b>
<ul style="list-style-type: none"> <li>• Identify workplace safety guidelines and equipment.</li> <li>• Explain fire safety measures.</li> <li>• Describe first aid measures for burns, wounds, and choking.</li> <li>• Describe the sources of direct contamination and cross-contamination.</li> <li>• Identify biological, chemical, and physical hazards</li> <li>• Explain how to respond to an outbreak</li> </ul>	<ul style="list-style-type: none"> <li>• Set up and maintain a safe, sanitary kitchen workspace.</li> <li>• Identify risk factors for foodborne illness.</li> <li>• Monitor and Practice kitchen safety procedures.</li> <li>• Handle equipment safely and correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Individual skill performance</li> <li>• Notebook Checks</li> <li>• Group Activity</li> <li>• Sanitation Test</li> <li>• Graded written classwork</li> </ul>	9.2.12.C.3, 9.2.12.C.4, 9.3.12.AG-FD.2 , 9.3.12.AG-FD.3, 9.3.12.AG-FD.4 , 9.3.12.AG-NR.2, 9.3.HT-RFB.1 , 9.3.HT-RFB.2, 9.3.HT-RFB.3 , 9.3.HT-RFB.4 , 9.3.HT-RFB.8 , 9.3.HT-RFB.9, 9.3.HT-RFB.10  2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4  7.1.NM.B., 7.1.NH.B. 7.1.IL.B,  RST.11-12.3,4,7, WHST.11-12.9 , WHST.11-12.7,  HS-PS3, HS-PS1 ,HS-LS1,  <b>CRP</b> 1, 2, 4-12  <b>NASAFACS:</b> 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5:

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			<b>Time Frame:</b> 20 class periods
			<b>Materials:</b> Johnson & Wales University (2012). <i>Culinary Essentials</i> . New York: Glencoe/ McGraw Hill Cookware, Knives, Appliances Internet Resources Videos DVDs Teacher prepared materials



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<b>CONTENT: Unit 2</b>			
<b>Theme:</b> Equipment and Technology			
<b>Essential Questions:</b> Why are tools needed in baking? How can we identify what tools are needed to complete recipe?		How has technology changed the way food is prepared? What technology is used in the kitchen?	
<b>Content:</b> <i>(As a result of this learning segment, students will know how to...)</i> <ul style="list-style-type: none"> <li>• Identify work stations and work sections</li> <li>• Explain role of mise en place</li> <li>• Identify Storage Equipment</li> <li>• Identify food preparation equipment</li> <li>• Identify cooking equipment</li> <li>• Identify cleaning equipment</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Properly identify tools and equipment</li> <li>• Use equipment in a safe and responsible manner</li> <li>• Store and care for equipment properly</li> <li>• Handle equipment safely and correctly</li> </ul>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> <li>• Individual skill performance</li> <li>• Notebook Checks</li> <li>• Group Activity</li> <li>• Equipment Identification Test</li> </ul>	<b>Standards:</b> 9.2.12.C.3, 9.2.12.C.4, 9.3.12.AG-FD.2 , 9.3.12.AG-FD.3, 9.3.12.AG-FD.4 , 9.3.12.AG-NR.2, 9.3.HT-RFB.1 , 9.3.HT-RFB.2, 9.3.HT-RFB.3 , 9.3.HT-RFB.4 , 9.3.HT-RFB.8 , 9.3.HT-RFB.9, 9.3.HT-RFB.10  2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2 2.1.4-12.D.1,4  7.1.NM.B., 7.1.NH.B. 7.1.IL.B  RST.11-12.3,4,7, WHST.11-12.9 , WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP</b> 1, 2, 4-12 <b>NASAFACS:</b> 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5:

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			<b>Time Frame:</b> 15 class periods
			<b>Materials:</b>  Johnson & Wales University (2012). <i>Culinary Essentials</i> . New York: Glencoe/ McGraw Hill Cookware, Knives, Appliances Internet Resources Videos DVDs Teacher prepared materials

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<b>CONTENT: Unit 3</b>			
<b>Theme:</b> Baking Techniques			
<b>Essential Questions:</b> What is the proper way to bake foods? What equipment is best suited for particular recipes? How do you measure food for accuracy?			
<p><b>Content:</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Explain baking formulas</li> <li>• Contrast volume and weight measurements</li> <li>• Explain the function of various bakeshop equipment and tools</li> <li>• Explain importance of using exact ingredients</li> <li>• Explain the role of flavorings, chocolate and cocoa, and nuts in baking.</li> <li>• Describe the impact of carryover baking</li> <li>• Identify the different categories of ingredients and their roles in the baking process.</li> </ul>	<p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Use a baker’s balance scale</li> <li>• Convert a baking formula to a new yield</li> <li>• List techniques used to mix batters and doughs</li> <li>• Properly measure and prepare ingredients</li> </ul>	<p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>• Individual skill performance</li> <li>• Notebook Checks</li> <li>• Group Activity</li> <li>• Cooking Labs</li> <li>• Practical exam</li> <li>• Written Exam</li> </ul>	<p><b>Standards:</b></p> <p>9.2.12.C.3, 9.2.12.C.4,        9.3.12.AG-FD.2 , 9.3.12.AG-FD.3,        9.3.12.AG-FD.4 , 9.3.12.AG-NR.2,        9.3.HT-RFB.1 , 9.3.HT-RFB.2,        9.3.HT-RFB.3 , 9.3.HT-RFB.4 ,        9.3.HT-RFB.8 , 9.3.HT-RFB.9,        9.3.HT-RFB.10</p> <p>2.1.P-12.B.1, 2.1.12.B.2,        2.1.P-12.B.3, 2.1.4-12.C.2,        2.1.4-12.D.1,4</p> <p>7.1.NM.B., 7.1.NH.B. 7.1.IJ.B,</p> <p>RST.11-12.3,4,7, WHST.11-12.9 ,        WHST.11-12.7</p> <p>HS-PS3, HS-PS1, HS-LS1</p> <p><b>CRP</b> 1, 2, 4-12</p> <p><b>NASAFACS:</b> 8.1, 8.2, 8.3, 8.4, 8.5,        9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2,        13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5:</p>

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			<b>Time Frame:</b> 15 class periods
			<b>Materials:</b> Food Johnson & Wales University (2012). <i>Culinary Essentials</i> . New York: Glencoe/ McGraw Hill Cookware, Knives, Appliances Internet Resources Videos DVDs Teacher prepared materials

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<b>CONTENT: Unit 4</b>			
<b>Theme:</b> Yeast Breads and Rolls			
<b>Essential Questions:</b> Why does yeast bread rise? How does yeast affect flavor?			
<p><b>Content:</b> <i>(As a result of this learning segment, students will know how to...)</i></p> <ul style="list-style-type: none"> <li>• Identify types of yeast</li> <li>• Distinguish various types of yeast doughs</li> <li>• Explain proper methods of preparing yeast breads and rolls</li> <li>• Describe the process of fermentation in yeast doughs</li> </ul>	<p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Describe the characteristics of quality yeast products</li> <li>• Identify products made from regular yeast doughs and rolled-in fat yeast doughs</li> <li>• Identify common causes of failure in yeast bread production</li> <li>• Prepare quality yeast breads</li> </ul>	<p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>• Individual skill performance</li> <li>• Notebook Checks</li> <li>• Group Activity</li> <li>• Cooking Lab</li> <li>• Practical Exam</li> <li>• Written Exam</li> <li>• Mid-Point Evaluation</li> </ul>	<p><b>Standards:</b>        9.2.12.C.3, 9.2.12.C.4,        9.3.12.AG-FD.2 , 9.3.12.AG-FD.3,        9.3.12.AG-FD.4 , 9.3.12.AG-NR.2,        9.3.HT-RFB.1 , 9.3.HT-RFB.2,        9.3.HT-RFB.3 , 9.3.HT-RFB.4 ,        9.3.HT-RFB.8 , 9.3.HT-RFB.9,        9.3.HT-RFB.10</p> <p>2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3,        2.1.4-12.C.2, 2.1.4-12.D.1,4</p> <p>7.1.NM.B., 7.1.NH.B. 7.1.IL.B</p> <p>RST.11-12.3,4,7, WHST.11-12.9 ,        WHST.11-12.7</p> <p>HS-PS3, HS-PS1, HS-LS1  <b>CRP</b> 1, 2, 4-12  <b>NASAFACS:</b> 8.1, 8.2, 8.3, 8.4, 8.5,        9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2,        13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5:</p>

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			<b>Time Frame:</b> 25 Class Periods
			<b>Materials:</b>  Food Johnson & Wales University (2012). <i>Culinary Essentials</i> . New York: Glencoe/ McGraw Hill Cookware, Knives, Appliances Internet Resources Videos DVDs Teacher prepared materials

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<b>CONTENT: Unit 5</b>			
<b>Theme:</b> Quick Breads			
<b>Essential Questions:</b> How do quick breads rise? How does the dry to liquid ratio effect your final baked product?			
<p><b>Content:</b> <i>(As a result of this learning segment, students will know how to...)</i></p> <ul style="list-style-type: none"> <li>• Identify the characteristics of quick breads</li> <li>• Explain the functions of quick bread ingredients</li> <li>• Explain the biscuit method of mixing</li> <li>• Identify quality characteristics of biscuits</li> <li>• Explain the blending method of mixing</li> <li>• Explain the creaming method of mixing</li> <li>• Identify quality characteristics of muffins</li> </ul>	<p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Compare quick bread doughs and batters</li> <li>• Prepare quick breads</li> <li>• Prepare quality biscuits</li> <li>• Prepare quality muffins</li> </ul>	<p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>• Individual skill performance</li> <li>• Notebook Checks</li> <li>• Group Activity</li> <li>• Cooking Lab</li> <li>• Practical Exam</li> <li>• Written Exam</li> </ul>	<p><b>Standards:</b></p> <p>9.2.12.C.3, 9.2.12.C.4,        9.3.12.AG-FD.2 , 9.3.12.AG-FD.3,        9.3.12.AG-FD.4 , 9.3.12.AG-NR.2,        9.3.HT-RFB.1 , 9.3.HT-RFB.2,        9.3.HT-RFB.3 , 9.3.HT-RFB.4 ,        9.3.HT-RFB.8 , 9.3.HT-RFB.9,        9.3.HT-RFB.10</p> <p>2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3,        2.1.4-12.C.2, 2.1.4-12.D.1,4</p> <p>7.1.NM.B, 7.1.NH.B., 7.1.IL.B</p> <p>RST.11-12.3,4,7, WHST.11-12.9,        WHST.11-12.7</p> <p>HS-PS3, HS-PS1 ,HS-LS1,</p> <p><b>CRP</b> 1, 2, 4-12</p> <p><b>NASAFACS:</b> 8.1, 8.2, 8.3, 8.4, 8.5,        9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2,        13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5:</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
FAMILY AND CONSUMER SCIENCES DEPARTMENT  
BAKING AND PASTRY

			<b>Time Frame:</b> 20 class periods
			<b>Materials:</b> Food Johnson & Wales University (2012). <i>Culinary Essentials</i> . New York: Glencoe/ McGraw Hill Cookware, Knives, Appliances Internet Resources Videos DVDs Teacher prepared materials



CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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 BAKING AND PASTRY

<b>CONTENT: Unit 6</b>			
<b>Theme:</b> Desserts			
<b>Essential Questions:</b> How does the environment play a role in the baking process? What is the importance of Food Presentation?			
<p><b>Content:</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Identify characteristics and types of cookies</li> <li>• Describe five types of cakes and their mixing methods</li> <li>• Describe the different types of pie fillings</li> <li>• Explain how ice desserts differ</li> </ul>	<p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Mix, pan, and bake cookies</li> <li>• Cool, serve, and store cookies properly</li> <li>• Demonstrate how to scale and pan cakes</li> <li>• Bake, cool, and serve cakes</li> <li>• Prepare mealy or flaky pie dough</li> <li>• Prepare pie crusts and pie fillings</li> <li>• Demonstrate proper pie storage</li> <li>• Make custards and puddings</li> <li>• Store and serve desserts properly</li> </ul>	<p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>• Individual skill performance</li> <li>• Notebook Checks</li> <li>• Group Activity</li> <li>• Cooking Lab</li> <li>• Practical Exam</li> <li>• Written Exam</li> </ul>	<p><b>Standards:</b></p> <p>9.2.12.C.3, 9.2.12.C.4,        9.3.12.AG-FD.2 , 9.3.12.AG-FD.3,        9.3.12.AG-FD.4 , 9.3.12.AG-NR.2,        9.3.HT-RFB.1 , 9.3.HT-RFB.2,        9.3.HT-RFB.3 , 9.3.HT-RFB.4 ,        9.3.HT-RFB.8 , 9.3.HT-RFB.9,        9.3.HT-RFB.10</p> <p>2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3,        2.1.4-12.C.2, 2.1.4-12.D.1,4</p> <p>7.1.NM.B, 7.1.NH.B., 7.1.IJ.B</p> <p>RST.11-12.3,4,7, WHST.11-12.9,        WHST.11-12.7</p> <p>HS-PS3, HS-PS1 ,HS-LS1,</p> <p><b>CRP</b> 1, 2, 4-12</p> <p><b>NASAFACS:</b> 8.1, 8.2, 8.3, 8.4, 8.5,        9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2,        13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5:</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
FAMILY AND CONSUMER SCIENCES DEPARTMENT  
BAKING AND PASTRY

			<b>Time Frame:</b> 30 weeks
			<b>Materials:</b> Food Johnson & Wales University (2012). <i>Culinary Essentials</i> . New York: Glencoe/ McGraw Hill Cookware, Knives, Appliances Internet Resources Videos DVDs Teacher prepared materials

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 FAMILY AND CONSUMER SCIENCES DEPARTMENT  
 BAKING AND PASTRY

<b>CONTENT: Unit 7</b>			
<b>Theme:</b> Sugar and Petit Fours ( Introducing Advanced Baking Techniques)			
<b>Essential Questions:</b> How does the environment play a role in the baking process? What is the importance of Food Presentation?			
<p><b>Content:</b> <i>(As a result of this learning segment, students will know how to...)</i></p> <ul style="list-style-type: none"> <li>• Identify stages of sugar</li> <li>• Describe the different types of sugar</li> <li>• Explain characteristics of quality Petit Fours</li> </ul>	<p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Demonstrate how to properly heat and cool sugar</li> <li>• Prepare hard and soft candies</li> <li>• Prepare quality Petit Fours</li> <li>• Create center pieces</li> </ul>	<p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>• Individual skill performance</li> <li>• Notebook Checks</li> <li>• Group Activity</li> <li>• Cooking Lab</li> <li>• Practical Exam</li> <li>• Written Exam</li> </ul>	<p><b>Standards:</b></p> <p>9.2.12.C.3, 9.2.12.C.4,        9.3.12.AG-FD.2 , 9.3.12.AG-FD.3,        9.3.12.AG-FD.4 , 9.3.12.AG-NR.2,        9.3.HT-RFB.1 , 9.3.HT-RFB.2,        9.3.HT-RFB.3 , 9.3.HT-RFB.4 ,        9.3.HT-RFB.8 , 9.3.HT-RFB.9,        9.3.HT-RFB.10</p> <p>2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3,        2.1.4-12.C.2, 2.1.4-12.D.1,4</p> <p>7.1.NM.B, 7.1.NH.B., 7.1.IL.B</p> <p>RST.11-12.3,4,7, WHST.11-12.9,        WHST.11-12.7</p> <p>HS-PS3, HS-PS1 ,HS-LS1,</p> <p><b>CRP</b> 1, 2, 4-12</p> <p><b>NASAFACS:</b> 8.1, 8.2, 8.3, 8.4, 8.5,        9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2,        13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5:</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
FAMILY AND CONSUMER SCIENCES DEPARTMENT  
BAKING AND PASTRY

			<b>Time Frame:</b> 20 class periods
			<b>Materials:</b> Food Johnson & Wales University (2012). <i>Culinary Essentials</i> . New York: Glencoe/ McGraw Hill Cookware, Knives, Appliances Internet Resources Videos DVDs Teacher prepared materials