

Course: *Food and Nutrition 3*
Unit #3: *Baking and Pastry Arts*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*

- **Content Standards**

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.3 Career Awareness, Exploration, and Preparation

- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: *Students will be able to independently use their learning to interpret recipes for baked goods and pastries using correct ingredients and equipment.*

As aligned with LRHSD Long Term Learning Goal(s): *Apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community. Communicate and collaborate effectively in a variety of professional and personal situations. Develop skills and technical profamily life and global career opportunities.*

Enduring Understandings

Students will understand that. . .

EU 1

- baking is a science that combines ingredients together in ways that produce different tastes, textures and appearance.

EU 2

- there are basic ingredients used in all baked products that can be combined in different ways to produce a variety of outcomes.

EU 3

- methods of preparation will affect the outcome of the baked product

Essential Questions

EU 1

- How can the knowledge of ingredient properties aid in the ability to hypothesize the outcome of combining different ingredients?

EU 2

- How can the choice of ingredients affect the outcome of the baked product?

EU 3

- In what ways can the methods of preparation determine the outcome of the finished baked product?

<p><i>EU 4</i></p> <ul style="list-style-type: none"> ● the knowledge of tools, equipment, measuring techniques used in baking and decorating will determine the desired appearance of a baked product. <p><i>EU 5</i></p> <ul style="list-style-type: none"> ● there are a variety of careers available in the field of Baking and Pastry Arts. 	<p><i>EU 4</i></p> <ul style="list-style-type: none"> ● Why is the selection of tools, equipment and techniques critical to the successful outcome of recipes? <p><i>EU 5</i></p> <ul style="list-style-type: none"> ● What skills are necessary to acquire for a career in Baking and Pastry Arts?
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● the factors that affect chemical reactions in baked goods.(9.1.12.A.1) ● proper measuring techniques used in baking.(9.1.12.B.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● functions of ingredients in the recipes.(9.1.12.A.1) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● methods used in preparation of Quick Breads, Yeast Breads, Pastries and Cakes.(9.1.12.B.3) <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● functions and usage of various measuring tools.(9.1.12.B.3) ● various decorating techniques.(9.1.12.A.1) 	<p><u><i>Skills</i></u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● identify the factors that affect chemical reactions.(9.1.12.A.1) ● properly measure a variety of ingredients.(9.1.12.B.3) ● interpret recipe directions(9.1.12.B.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● select the appropriate ingredient for the desired result.(9.1.12.A.1) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● match the correct Leavening Agent to the desired result.(9.1.12.B.3) ● interpret recipe directions and properly execute techniques.(9.1.12.B.3) <p><i>EU 4</i></p>

EU 5

- responsibilities and expectations of a Baker or Pastry Artist.(9.3.12.C.2)

- select proper tools or equipment for the required measuring technique.(9.1.12.A.1)
- proper use of tools to create the desired appearance of baked goods.(9.1.12.A.1)

EU 5


- demonstrate skills required for various areas in the field of Baking and Pastry Arts.(9.3.12.C.2)
- practice safety and sanitation procedures required in the workplace.(9.3.12.C.2)

Stage Two - Assessment

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

-  Equipment Identification and Demonstration **A**
- Presentation of Video Demonstrations **A**
- Skill Practice Cake Decorating **A, M, T**
- Identification and maintenance of equipment kits **A, M**
- Teacher Demonstrations **A**
- Guest Speakers **A**
- Cupcake Challenge Lab **M, T**
- **Gingerbread Construction and Decorating Lab **M****
- Students will select recipes that meet the criteria for quick breads and yeast breads **M, T**
- Choose recipes for various pastry labs that meet specific criteria **M, T**
- Lab Activities to practice skills: Quick Breads, Yeast Breads, Pastries **A, M, T**
- **Lab Journaling/Reports **M****
- **Maintaining a Photo Portfolio of completed assignments **M, T****

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Safety and Sanitation in Home and the Workplace	20
2	Culinary Basics	40
3	Baking and Pastry Arts	60
4	Preparation Techniques	60

Instructional Materials

Teacher Reference Book:
The Food Lab
ISBN# 978-393-08108-4
Barnes and Noble \$31.99
Amazon \$27.99

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.