

# George Stone Technical College



## Baking & Pastry Arts Program Instructional Plan

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### 2025-2026



# George Stone Technical College

## Instructional Plan

### **Mission Statement**

The mission of George Stone Technical College (GSTC) is to provide quality academic, career, and technical education opportunities for all learners through instruction that integrates rigor, relevance, and relationships.

### **Admission Requirements**

Applicants must be at least 16 years of age and capable of meeting the academic, physical, and emotional demands of their chosen program. Admission is open to all individuals regardless of gender, age, race, color, religion, national origin, disability, or marital status in accordance with the school's nondiscrimination policy.

Admission Process:

1. Complete an online application at [www.GeorgeStoneCollege.edu](http://www.GeorgeStoneCollege.edu).
2. Take the basic skills assessment, if applicable.
3. Meet with a school counselor for advisement.
4. Provide documentation of Florida residency for tuition purposes.
5. Fulfill any program-specific entry requirements.

A high school diploma or GED® is not required for enrollment in most programs but is recommended prior to completion.

### **Basic Skills Assessment**

All students entering a Career and Technical Education (CTE) program of 450 hours or more (except Law Enforcement) must take a state-mandated basic skills evaluation prior to enrollment, unless qualifying for an exemption.

Exemptions include:

- Associate's degree or higher
- Active duty U.S. military
- Standard Florida high school diploma (2007 or later)
- State-approved industry certification aligned to the program

Students not meeting required scores must participate in remediation and demonstrate progress prior to program completion.

### **Disability Accommodations**

In order to receive disability accommodations, students must self-disclose the disability to the counseling staff during the admissions process and provide documentation that clearly shows evidence of a disability. A school counselor will schedule a meeting with the student and the instructor to discuss the documented disability and applicable accommodations. Accommodations are based on individual needs and designed to ensure equal access to instruction, assessments, and facilities. Accommodations received in postsecondary education may differ from those received in secondary education and are reasonable as they relate to the industry or field. GSTC provides waivers to students with disabilities as defined in Section 1004.02(6) of the Florida Statutes to meet the career basic skills grade levels required for completion of career and technical programs as described in rule 6A-10.040(2).

A student with a documented disability, who is enrolled for remediation through adult education, and has completed 90% of the competencies of a career and technical program of study with a cumulative grade point average of at least 80% or higher, may petition to receive a waiver for the basic skills exit exam after attempting to pass it on at least two occasions. Waiver requests are available from a school counselor.

### **Tuition and Fees**

Tuition is established by the Florida Legislature and payable at the start of each enrollment period. All required tuition, lab, and registration fees must be paid prior to class attendance.

- Florida Residents pay in-state tuition rates.
- Non-residents pay out-of-state rates per state policy.
- Eligible high school and dual-enrolled students receive tuition waivers.

### **Attendance Policy**

GSTC emphasizes attendance as critical for developing professionalism and achieving success. Students are expected to attend all scheduled hours and participate fully.

Key Guidelines:

- Absence of six (6) consecutive days results in withdrawal.
- Attendance below 83% triggers probation and possible withdrawal.
- Leave of absence (minimum 10 days) requires administrative approval.
- Attendance is measured by presence only; no excused/unexcused distinction.

### **Plan of Instructional Practices**

Instruction includes lecture, demonstration, discussion, guided practice, simulation, cooperative education, and industry-based projects. Faculty adapt instruction to meet individual learning needs and employ competency-based strategies aligned with state frameworks.

Students use textbooks, digital tools, lab equipment, and simulation technologies reflecting current industry standards.

### **Evaluation and Grading**

Evaluation is based on mastery of occupational competencies, participation, professionalism, and assessments.

Grading Scale:

A (90–100), B (80–89), C (70–79), D (60–69), F (Below 60)

A minimum grade of 70% and satisfactory progress are required to maintain enrollment and aid eligibility.

### **Work-Based Learning Activities**

Work-based learning is an essential component of each program and bridges classroom instruction with real-world experience.

Examples include:

- In-school lab/shop projects
- Job shadowing with employers
- Cooperative education
- Externships or clinical rotations

Each activity follows a written instructional plan with objectives, competencies, and evaluation criteria.

### **Professional Conduct and Social Media**

Students are expected to maintain professionalism, respect, and ethical behavior consistent with industry standards. Inappropriate use of social media, including the posting of confidential or offensive content, may result in disciplinary action or dismissal.

### **Certification and Completion**

To receive a Certificate of Completion, students must:

1. Meet competencies per Florida Department of Education frameworks.
2. Satisfy attendance and grade requirements.
3. Fulfill all financial obligations.
4. Meet basic skills exit standards (if applicable).

### **Financial Aid**

Policies and guidelines for the administration of all financial aid are established according to federal and state law. Applicants complete an information form, Free Application for Federal Student Aid, and furnish documentation needed to verify eligibility. More

information on the application process may be obtained in the Financial Aid Office. The Financial Aid Office will assist students, where possible, with access to financial support offered by federal agencies (U.S. Department of Education – Pell Grants, Department of Veterans' Affairs), other state and local agencies and local organizations (scholarships).

Florida Department of Education  
Curriculum Framework

**Program Title:** Baking and Pastry Arts  
**Program Type:** Career Preparatory  
**Career Cluster:** Hospitality & Tourism

| Career Certificate Program |   |   |
|----------------------------|---|---|
| Program Number             | N100600   |   |
| CIP Number                 | 0612050103  |   |
| Grade Level                | 30, 31  |   |
| Program Length             | 600 clock hours   |   |
| Teacher Certification      | Refer to the <b>Program Structure</b> section.  |   |
| CTSO                       | SkillsUSA   |   |
| SOC Codes (all applicable) | Please see the CIP to SOC Crosswalk located at the link below.  |   |
| CTE Program Resources      | <a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a> |   |
| Basic Skills Level         | Computation (Mathematics): 9  | Communications (Reading and Language Arts): 9 |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

The content includes but is not limited to preparation, presentation, and serving of a wide variety of baked and dessert goods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title           | Teacher Certification | Length    |
|-----|---------------|------------------------|-----------------------|-----------|
| A   | FSS0090       | Pastry Cook/Baker      | FAM CON SCI           | 300 hours |
| B   | FSS0091       | Pastry Chef/Head Baker | CULINARY 7 G          | 300 hours |

**Regulated Programs**

Information on Department of Health rules that affect culinary programs is available at:

<https://www.flrules.org/gateway/chapterhome.asp?chapter=64E-11>.

**This program is regulated by the Florida Department of Business & Professional Regulation, Division of Hotels and Restaurants.**

It is strongly recommended that teachers obtain the Employee Foodhandler Training Certification, as well as the food safety manager training/certification, More information available at the Florida Department of Business & Professional Regulation

(<http://www.myfloridalicense.com/DBPR/hotels-restaurants/food-lodging/>).

**Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

**Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 02.0 Explain the importance of employability skills and entrepreneurship skills.
- 03.0 Describe the importance of professional ethics and legal responsibilities.
- 04.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 05.0 Demonstrate fruit preparation skills.
- 06.0 Demonstrate bakery goods and dessert preparation skills.
- 07.0 Demonstrate bread preparation skills.
- 08.0 Solve problems using critical thinking skills, creativity, and innovation.
- 09.0 Research the history of the baking and pastry industry and the cultures of food styles.
- 10.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 11.0 Use information technology tools.
- 12.0 Demonstrate advanced baking techniques.
- 13.0 Demonstrate confectionary techniques.
- 14.0 Practice display and centerpiece creation techniques.
- 15.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 16.0 Develop and prepare baked goods for various nutritional needs and special diets.
- 17.0 Use oral and written communication skills in creating, expressing, and interpreting information and ideas.

Florida Department of Education  
Student Performance Standards

Program Title: **Baking and Pastry Arts**  
Career Certificate Program Number: **N100600**

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| <b>Course Number: FSS 0090</b>             |   |
| <b>Occupational Completion Point: A</b>    |   |
| <b>Pastry Cook/Baker – 300 clock Hours</b> |   |
| 01.0                                       | Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. The student will be able to: |
| 01.01                                      | Describe the nature and types of business organizations within the Baking/Pasty/Hospitality industry.   |
| 01.02                                      | Explain the effect of key organizational systems on performance and quality.  |
| 01.03                                      | List and describe quality control systems and/or practices common to the workplace.   |
| 01.04                                      | Explain the impact of the global economy on business organizations.   |
| 01.05                                      | Identify the kitchen brigade system.  |
| 01.06                                      | Research employee guidelines such as job descriptions, training, and scheduling.  |
| 01.07                                      | Identify cross-training and its benefits.   |
| 02.0                                       | Explain the importance of employability skill and entrepreneurship skills. The student will be able to:   |
| 02.01                                      | Identify and demonstrate positive work behaviors needed to be employable.   |
| 02.02                                      | Develop personal career plan that includes goals, objectives, and strategies.   |
| 02.03                                      | Examine licensing, certification, and industry credentialing requirements.  |
| 02.04                                      | Maintain a career portfolio to document knowledge, skills, and experience.  |
| 02.05                                      | Evaluate and compare employment opportunities that match career goals.  |
| 02.06                                      | Identify and exhibit traits for retaining employment.   |
| 02.07                                      | Identify opportunities and research requirements for career advancement.  |
| 02.08                                      | Research the benefits of ongoing professional development.  |

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| 02.09 | Identify basic economic and marketing strategies.  |
| 02.10 | Identify and analyze trends in the baking and pastry industry.   |
| 02.11 | Identify levels of training required for baking and pastry occupations.  |
| 02.12 | Create and maintain a resume.  |
| 03.0  | Describe the importance of professional ethics and legal responsibilities. The student will be able to:  |
| 03.01 | Evaluate and justify decisions based on ethical reasoning.   |
| 03.02 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.  |
| 03.03 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.   |
| 03.04 | Interpret and explain written organizational policies and procedures.  |
| 04.0  | Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student will be able to: |
| 04.01 | Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.   |
| 04.02 | Explain emergency procedures to follow in response to workplace accidents.   |
| 04.03 | Explain procedures of a disaster and/or emergency response plan.   |
| 04.04 | Follow federal, state, and local sanitation and safety codes.  |
| 04.05 | Identify the HACCP (Hazard Analysis Critical Control Points) during all food handling processes.   |
| 04.06 | Demonstrate proper food handling techniques utilizing industry safety and sanitation procedures.   |
| 04.07 | Apply sanitary procedures in maintaining the facility including proper waste disposal methods.   |
| 04.08 | Maintain the MSDS (Materials Safety Data Sheet) for each product and keep in the kitchen.  |
| 04.09 | Use acquired knowledge to obtain Employee Foodhandler Training Certificate that is valid in Florida.   |
| 04.10 | Identify bakery tools and equipment.   |
| 04.11 | Assemble and disassemble equipment following proper safety procedures.   |
| 04.12 | Use bakery tools and equipment for tasks for which they were designed.   |

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| 05.0  | Demonstrate fruit preparation skills. The student will be able to:                    |
| 05.01 | Prepare fruit syrups, coulis, sauces, and compotes.                                   |
| 05.02 | Prepare poached fruits.   |
| 05.03 | Prepare fresh/cooked fruit method pie fillings.                                       |
| 05.04 | Prepare a variety of candied fruits/zest.   |
| 06.0  | Demonstrate bakery goods and dessert preparation skills. The student will be able to: |
| 06.01 | Define baking terms.  |
| 06.02 | Demonstrate knowledge of arithmetic operations.                                       |
| 06.03 | Define portion size and recipe yield.   |
| 06.04 | Operate a calculator.   |
| 06.05 | Convert recipes, calculate portion sizes and estimate cost effectively.               |
| 06.06 | Demonstrate knowledge of standard weights and measures used in the baking industry.   |
| 06.07 | Identify and select baking ingredients.   |
| 06.08 | Identify, select, and prepare a variety of nuts.                                      |
| 06.09 | Identify basic mixing methods.  |
| 06.10 | Prepare cobblers and crisps.  |
| 06.11 | Prepare savory pie/pastry dough.  |
| 06.12 | Prepare quiche.   |
| 06.13 | Prepare high-ratio cakes.   |
| 06.14 | Prepare pound cakes.  |
| 06.15 | Prepare sponge cakes.   |
| 06.16 | Prepare and apply butter cream.   |
| 06.17 | Prepare a variety of decorations using tuile paste.                                   |

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| 06.18 | Prepare pastry cream.   |
| 06.19 | Prepare crepes.   |
| 06.20 | Prepare baked custards.   |
| 06.21 | Prepare ice-box cookies.  |
| 06.22 | Prepare scooped method cookies.   |
| 06.23 | Prepare a variety of cream-based dessert sauces (crème anglaise).                                       |
| 06.24 | Bake puff pastries using prepared dough.  |
| 07.0  | Demonstrate bread preparation skills. The student will be able to:                                      |
| 07.01 | Identify types of flour and the function of each.   |
| 07.02 | Identify types of leavening used in bread production.   |
| 07.03 | Identify steps in bread production.   |
| 07.04 | Identify bread mixing methods.  |
| 07.05 | Describe the functions and types of washes (egg wash, milk wash).                                       |
| 07.06 | Prepare sweet variety quick breads (muffins, scones).   |
| 07.07 | Prepare savory variety quick breads (biscuits, corn breads).  |
| 07.08 | Prepare soft yeast breads and crusty yeast breads.  |
| 07.09 | Prepare specialty yeast breads (whole grain, artisan).  |
| 07.10 | Prepare a variety of laminated dough products (coffee cakes, Danish pastries).                          |
| 08.0  | Solve problems using critical thinking skills, creativity, and innovation. The student will be able to: |
| 08.01 | Employ critical thinking skills independently and in teams to solve problems and make decisions.        |
| 08.02 | Employ critical thinking and interpersonal skills to resolve conflicts.                                 |

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| <b>Course Number: FSS 0091</b>            |   |
| <b>Occupational Completion Point: B</b>   |   |
| <b>Pastry Chef/Head Baker – 300 Hours</b> |   |
| 09.0                                      | Research the history of the baking and pastry industry and the cultures of food styles. The student will be able to:  |
| 09.01                                     | List physical, psychological, cultural, and environmental influences on preferences of baked goods.   |
| 09.02                                     | Discuss history and composition of various bakery items.  |
| 09.03                                     | Identify influential individuals and groups throughout the history of the baking industry.  |
| 10.0                                      | Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:   |
| 10.01                                     | Employ leadership skills to accomplish organizational goals and objectives.   |
| 10.02                                     | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.   |
| 10.03                                     | Conduct and participate in meetings to accomplish work tasks.   |
| 10.04                                     | Employ mentoring skills to inspire and teach others.  |
| 11.0                                      | Use information technology tools. The student will be able to:  |
| 11.01                                     | Use personal information management (PIM) applications to increase workplace efficiency.  |
| 11.02                                     | Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. |
| 11.03                                     | Employ computer operations applications to access, create, manage, integrate, and store information.  |
| 11.04                                     | Employ collaborative/groupware applications to facilitate group work.   |
| 12.0                                      | Demonstrate advanced baking techniques. The student will be able to:  |
| 12.01                                     | Demonstrate the presentations of baked goods and desserts.  |
| 12.02                                     | Prepare and bake a variety of meringues.  |
| 12.03                                     | Prepare tarts and tartlets.   |
| 12.04                                     | Prepare charlottes.   |
| 12.05                                     | Prepare Bavarian creams.  |
| 12.06                                     | Prepare mousses.  |

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| 12.07 | Prepare soufflés.   |
| 12.08 | Prepare a variety of pate choux products.   |
| 12.09 | Prepare puff pastry dough.  |
| 12.10 | Prepare a variety of ice creams, sorbets, and other frozen desserts.  |
| 12.11 | Prepare advanced cakes, gateaux, and entremets.   |
| 12.12 | Examine plated desserts for balance in flavor, texture, and appearance.   |
| 13.0  | Demonstrate confectionary techniques. The student will be able to:  |
| 13.01 | Describe the various types of chocolate.  |
| 13.02 | Temper chocolate.   |
| 13.03 | Prepare molded chocolate confections.   |
| 13.04 | Prepare hand-rolled chocolate confections.  |
| 13.05 | Prepare various types of candies.   |
| 13.06 | Prepare caramels and nougats.   |
| 13.07 | Prepare various types of petit fours and friandises.  |
| 14.0  | Practice display and centerpiece creation techniques. The student will be able to:                                  |
| 14.01 | Prepare chocolate display pieces.   |
| 14.02 | Prepare marzipan and use it in the decoration of cakes, making of confections, and modeling of fruits or figurines. |
| 14.03 | Cook sugar or Isomalt for basic sugar display work.   |
| 14.04 | Prepare display pieces using pastillage and royal icing.  |
| 15.0  | Demonstrate personal money-management concepts, procedures, and strategies. The student will be able to:            |
| 15.01 | Identify and describe the services and legal responsibilities of financial institutions.                            |
| 15.02 | Describe the effect of money management on personal and career goals.   |
| 15.03 | Develop a personal budget and financial goals.  |

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| 15.04 | Complete financial instruments for making deposits and withdrawals.  |
| 15.05 | Maintain financial records.  |
| 15.06 | Read and reconcile financial statements.   |
| 15.07 | Research, compare, and contrast investment opportunities.  |
| 15.08 | Calculate change, tax, gratuity, commission, and miscellaneous charges.  |
| 15.09 | Interpret taxes affecting the baking and pastry industry.  |
| 15.10 | Calculate and analyze labor costs.   |
| 15.11 | Identify the break-even point.   |
| 16.0  | Develop and prepare baked goods for various nutritional needs and special diets. The student will be able to:                          |
| 16.01 | Demonstrate awareness of religious dietary requirements.   |
| 16.02 | Identify common food allergies and determine appropriate substitutions.  |
| 16.03 | Create baked products for customers with dietary limitations.  |
| 17.0  | Use oral and written communication skills in creating, expressing and interpreting information and ideas. The student will be able to: |
| 17.01 | Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.        |
| 17.02 | Locate, organize and reference written information from various sources.   |
| 17.03 | Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.          |
| 17.04 | Interpret verbal and nonverbal cues/behaviors that enhance communication.  |
| 17.05 | Apply active listening skills to obtain and clarify information.   |
| 17.06 | Explain nature of staff communication and use of inter-departmental/company communication.   |
| 17.07 | Locate, comprehend and evaluate key elements of oral and written information.  |
| 17.08 | Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary.  |
| 17.09 | Present information formally and informally for specific purposes and audiences.   |

## Additional Information

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Career and Technical Student Organization (CTSO)**

SkillsUSA is the appropriate co-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills**

In Career Certificate Programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Computation (Mathematics) and Communications (Reading and Language Arts). These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02, Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01, F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College System Institution must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91, F.S.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.