Escondido Union High School District

Advanced Foods: Baking and Pastry

EUHSD Board Approval Date: 5/16/17
The EUHSD *Baking and Pastry* curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The course is a capstone course in a series of Food Service and Hospitality pathway courses designed to meet college and career expectations in the pathway and industry sector. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school demonstrating college and career readiness skills. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “*All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.*”

A key design consideration in the transition to the new California State Standards is a focus on changes to pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: [http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/](http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/)

The curriculum document is aligned to the Career Technical Education Model Curriculum Standards, the Hospitality, Tourism, and Recreation Industry Sector and the Food Service and Hospitality pathway. The curriculum serves to support learning outcomes evidenced in the College and Career Readiness Standards.

# Baking and Pastry Course Description

*Advanced Baking and Pastry* is a capstone course that students will participate in a hands-on course of study that builds upon the previous two years of Culinary Arts coursework within the EUHSD. Students will participate in both individual and group tasks that explore the preparation and production of baking and pastry items designed to meet baking and pastry industry standards. In a lab-based environment, students learn and demonstrate culinary arts skills to prepare specific baking and pastry dishes using unique ingredients and techniques that showcase the art and design of baking and pastry foods. This course is aligned to the CA Career Technical Education Standards and students will also complete a variety of reading, writing, speaking/listening tasks during the course.

## Baking and Pastry Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
<th>Grade Level:</th>
<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC/CSU Requirement:</td>
<td>Meets UC/CSU “g” requirement</td>
<td>Graduation Requirement:</td>
<td>EUHSD CTE Requirement or Elective Credit</td>
</tr>
<tr>
<td>Course Numbers (Semester A):</td>
<td>9355</td>
<td>Transcript Abbreviation (Semester A):</td>
<td>ADV BAKNG &amp; PSTRY A</td>
</tr>
<tr>
<td>Course Numbers (Semester B):</td>
<td>9356</td>
<td>Transcript Abbreviation (Semester B):</td>
<td>ADV BAKNG &amp; PSTRY B</td>
</tr>
<tr>
<td>Credits</td>
<td>5 per semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Required Prerequisite(s):
- Algebra 1 or Math 1 (completed)
- Biology (completed)
- Culinary Arts and Food Science (completed)

### Recommended Prerequisite(s):
- Advanced Culinary Arts and Restaurant Management Completed or Teacher Recommendation

### Industry Sector:
Hospitality, Tourism and Recreation

### Board Approval Date (Curriculum):
5/16/17

### Board Approval Date (Materials):

### Core Instructional Material(s):

### Supplemental Instructional Material(s):
- Teachers will utilize a variety of supplemental instructional resources such as websites, manuals, and other print and digital materials as outlined within each unit of study.

### Technology Resource:
- Teachers will utilize a variety of lab equipment in the work/lab space
- Access to a computer lab and/or a set of personal computers

### Assessment/s:
This course is designed as a project based curriculum. Each unit of study outlines specific skills and/or performance tasks which serve as unit and course assessments of and for learning.
The Scope and Sequence Guide is a California standards based document that delineates the standards based skills students are expected to know and do in order to meet College and Career Readiness expectations outlined within the California Model Career Technical Education Standards. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

- **By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)**
- **Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)**
- **“To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening).**
### Unit Description:
Students will learn to appreciate the importance of proper food handling and the prevention of foodborne illness in a professional industry-grade bakery setting. The students will draw upon the science of food knowledge acquired in their first year of coursework—Culinary Arts and Food Science. Students pursuing a career in the food service industry receive an in-depth, hands-on experience that emphasizes industry awareness; sanitation and safe food handling; food and beverage production; nutrition; food service management; and customer service. Unit one serves as a review of the industry health and safety specifications through hands-on demonstrations of learning utilizing a variety of industry-related equipment and safety procedures and processes. Students will complete a safety test as part of the unit and course requirements. Aspects of the safety test will be repeated in each unit of study as students prepare to utilize new industry equipment. Prior to handling any piece of new equipment, students will be expected to complete basic performance tasks and quizzes that are designed to demonstrate safety knowledge and equipment mastery at 100% competency. This assures for the safety and well-being of all those working in the industry-grade kitchen and/or serving workspaces.

### CTE Standards
The CTE Standards are broken down into two parts: Anchor Standards & Pathway Standards. Specific CTE Anchor Standards in Unit 1 are repeated throughout each unit of study.

#### Hospitality, Tourism, and Recreation (Knowledge and Performance Anchor Standards):

<table>
<thead>
<tr>
<th>2.0 Communications</th>
<th>Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (used throughout all units of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 Technology</td>
<td>Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)</td>
</tr>
<tr>
<td>5.0 Problem Solving and Critical Thinking</td>
<td>(used throughout all units of study)</td>
</tr>
<tr>
<td>5.1 Identify and ask significant questions that clarify various points of view to solve problems.</td>
<td></td>
</tr>
<tr>
<td>5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.</td>
<td></td>
</tr>
<tr>
<td>6.0 Health and Safety</td>
<td>Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)</td>
</tr>
</tbody>
</table>

### Learning Objectives:
- Identify the key safety features of working in a bakery/lab based setting.
- Use, demonstrate, and cite health and safety practices for storing, cleaning, and maintaining bakery equipment and supplies.
- Utilize industry-related terminology during class discussions.
- Demonstrate safe work habits and safety responses to basic first-aid situations.
- Participate individually and work collaboratively with others.
- Utilize the WWW and other technology to conduct short and more sustained research on a specific topic.
- Identify both primary and secondary sources and cite appropriately utilizing a citation manual such as APA.
- Demonstrate leadership and teamwork.
- Know the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.

### Unit Assignments:
- **Safety and Work Habits Assignment** - In order to demonstrate the basics of safe work habits and emergency procedures required in the food service and hospitality industry, students will review a PowerPoint (created by the teacher) and visit a variety of websites, including those prepared by the FDA that illustrate the specific safety procedures for working with industry-grade equipment and within a lab-based workspace. Students will conduct a guided tour of the bakeshop facilities and will review all of the equipment protocols. They will add this content to their interactive notebook and use it as a key reference throughout the course. Students will conduct demonstrations designed by the teacher outlining all of the basics of safe work habits, emergency procedures, and causes and preventions of basic accidents and injuries. Students will review safety protocols and will take a safety test where they will need to demonstrate 100% accuracy before participating in the use of any kitchen/hands-on lab-related activities. This Safety and Work Habits assignment will be repeated throughout each unit.

### Unit Assessments:
- Equipment Demonstrations
- Proficiency Tests
- Written Safety Exam
- Set up of Digital Portfolio
<table>
<thead>
<tr>
<th>7.0 Responsibility and Flexibility: (used throughout all units of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 7.4 Practice time management and efficiency to fulfill responsibilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.0 Ethics and Legal Responsibilities: (used throughout all units of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 8.1 Access, analyze, and implement quality assurance standards of practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.0 Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, teamwork and individual decision-making, benefits of workforce diversity, and conflict resolution as practices in the career technical student organization. (FHA-HERO, the California Affiliate of FCCLA). (used throughout all units of study)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10.0 Technical Knowledge and Skills: (used throughout all units of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 10.1 Interpret and explain terminology and practices specific to industry.</td>
</tr>
<tr>
<td>● 10.5 Define the principles of nutrition and their relationship to good health through the life cycle.</td>
</tr>
<tr>
<td>● 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.</td>
</tr>
<tr>
<td>● 10.9 Identify the aspects of science related to food preparation, product development, and nutrition.</td>
</tr>
<tr>
<td>● 10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11.0 Demonstration and Application (used throughout all units of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practice.</td>
</tr>
<tr>
<td>● 11.5 Create a portfolio or similar collection of work that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.</td>
</tr>
</tbody>
</table>

- Know types of food contamination, the potential causes, including cross-contamination, and methods of prevention.

- Digital Portfolio Set Up Assignment - Students are required to keep a digital or hard copy portfolio that will serve to showcase their work. The portfolio will include class notes, performance task reflections, key recipes, nutritional information/guidelines, photographs of all prepared baking and pastry performance tasks, career and educational information relative to the baking and pastry industry, and lab notes that outline key industry terminology and equipment utilized in each unit of study.

- Mini Research Task on Food Borne Illnesses - Using technology resources, students will find at least two current primary source websites and/or informational text articles focusing on the topic of food borne illnesses or outbreaks. Students will summarize the source information in their notes. They will then present their findings to the class in large and/or small group settings. Students will submit their writing task to their digital portfolio and cite all sources using correct APA or other style manual formatting.

<table>
<thead>
<tr>
<th>Demonstration and Application (used throughout all units of study)</th>
</tr>
</thead>
</table>

- Know types of food contamination, the potential causes, including cross-contamination, and methods of prevention.

- Digital Portfolio Set Up Assignment - Students are required to keep a digital or hard copy portfolio that will serve to showcase their work. The portfolio will include class notes, performance task reflections, key recipes, nutritional information/guidelines, photographs of all prepared baking and pastry performance tasks, career and educational information relative to the baking and pastry industry, and lab notes that outline key industry terminology and equipment utilized in each unit of study.

- Mini Research Task on Food Borne Illnesses - Using technology resources, students will find at least two current primary source websites and/or informational text articles focusing on the topic of food borne illnesses or outbreaks. Students will summarize the source information in their notes. They will then present their findings to the class in large and/or small group settings. Students will submit their writing task to their digital portfolio and cite all sources using correct APA or other style manual formatting.
**Hospitality, Tourism, and Recreation Pathway Standards (Food Service and Hospitality Pathway):**

- B2.1 Identify the causes, prevention, and treatment of common accidents and the reporting procedures involved.
- B2.2 Practice the basic procedures for the safety of employees and guests, including the procedures for emergency situations.
- B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
- B3.2 Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.
- B3.3 Explain the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.
- B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
- B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
- B5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals and the use of Material Safety Data Sheets (MSDS).
- B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.
<table>
<thead>
<tr>
<th>Meeting the Needs of ELs:</th>
<th>Instructional Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Utilize the student information system to acquire the language levels of EUHSD English</td>
<td>• <strong>Core Text:</strong> <em>Professional Baking</em></td>
</tr>
<tr>
<td>Learners.</td>
<td>• <strong>Supplemental Text:</strong> <em>On Baking</em></td>
</tr>
<tr>
<td>descriptors and new EL state standards. Visit the following website to learn more</td>
<td>• <a href="https://www.americanbakers.org/">https://www.americanbakers.org/</a> - (Teacher resource American Baker’s Association)</td>
</tr>
<tr>
<td>about those new descriptors and corresponding standards:</td>
<td>• <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a> - (Teacher and Student Resource for writing support)</td>
</tr>
<tr>
<td>• In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific</td>
<td></td>
</tr>
<tr>
<td>strategies designed to meet the needs of EL students. Visit the following URL to</td>
<td></td>
</tr>
<tr>
<td>learn more about the new frameworks:</td>
<td></td>
</tr>
</tbody>
</table>
Baking and Pastry - Scope and Sequence
Unit 2 - Concepts and Fundamentals of Baking and Pastry (Part 1)
Length: 14 weeks

Unit Description:
Unit 2, Concepts and Fundamental of Baking and Pastry, provides students with an opportunity to complete a series of performance based hands-on culinary arts tasks that build upon requisite skills from previous coursework in food handling and preparation. Students will work in small groups to complete a series of performance tasks that address all industry standard elements of food preparation. In each performance task, students will explore the career and educational requirements that could lead to college and career readiness in the Baking and Pastry industry. Students will be asked to keep a digital portfolio of all of their tasks and will demonstrate their learning through a professional end-of-course career showcase.

The students are expected to showcase their baking and pastry items in a variety of ways throughout each performance task. The school site/s have industry restaurant style serving centers that afford students an opportunity to showcase their baking and pastry products to patrons in a real-life industry standard environment or to share their products with others through a key community service or other project.

<table>
<thead>
<tr>
<th>Anchor Standards:</th>
<th>Learning Objectives:</th>
<th>Unit Assignments/Performance Tasks:</th>
<th>Unit Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 Communication: Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (used throughout all units of study)</td>
<td>Students will be able to…</td>
<td>Teacher Note: Prior to beginning Part 1 of the Concepts and Fundamentals of Baking and Pastry, the teacher will introduce and review the end of semester culminating baking and pastry showcase requirements. These requirements (as outlined below) will be the guiding force behind each student performance task conducted throughout the first semester of the course.</td>
<td>● Historical or Presentation Reflection Summary</td>
</tr>
<tr>
<td>4.0 Technology: Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)</td>
<td>● Apply principles of safe food handling and personal hygiene.</td>
<td>* Introduction to Final End of Semester Project - As an end of semester culminating final exam assessment of learning, students will:</td>
<td>● Metacognitive Review of the process paper (up to one page)</td>
</tr>
<tr>
<td>5.0 Problem Solving and Critical Thinking: (used throughout all units of study)</td>
<td>● Prioritize tasks and complete work according to schedule.</td>
<td>● Select one menu item from the entire first semester and will conduct a hands-on demonstration lab that will serve as their Capstone Final Exam. Students will follow all industry specifications in preparation and will be assessed utilizing a common teacher created rubric. Criteria for success include:</td>
<td>● Notes from the History of the Performance Task items</td>
</tr>
<tr>
<td>● 5.1 Identify and ask significant questions that clarify various points of view to solve problems.</td>
<td>● Maintain a safe and orderly working environment, including applying procedures for equipment maintenance and sanitation.</td>
<td>o Clarifying all essential ingredients, including the nutritional value of each ingredient from the recipe.</td>
<td>● Digital Image</td>
</tr>
<tr>
<td>● 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.</td>
<td>● Select appropriate tools for preparing a variety of items.</td>
<td>o Research the name of the dish; including the historical significance, geographical region, etc.</td>
<td>● Peer to Peer Review</td>
</tr>
<tr>
<td>6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)</td>
<td>● Select appropriate ingredients for a variety of food items and prepare according to specifications.</td>
<td></td>
<td>● Career Exploration paper</td>
</tr>
<tr>
<td>7.0 Responsibility and Flexibility: (used throughout all units of study)</td>
<td>● Create a cost analysis of a recipe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Identify the historical significance of key baking and pastry food items.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Assess food items based on industry specifications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Work collaboratively and independently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Utilize technology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Cite sources utilizing a style manual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Utilize appropriate speaking/listening skills and vary according to audience.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• 7.4 Practice time management and efficiency to fulfill responsibilities.

8.0 Ethics and Legal Responsibilities: (used throughout all units of study)
• 8.1 Access, analyze, and implement quality assurance standards of practice.

9.0 Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, teamwork and individual decision-making, benefits of workforce diversity, and conflict resolution as practices in the career technical student organization. (FHA-HERO, the California Affiliate of FCCLA). (used throughout all units of study)

10.0 Technical Knowledge and Skills: (used throughout all units of study)
• 10.1 Interpret and explain terminology and practices specific to industry.
• 10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
• 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
• 10.9 Identify the aspects of science related to food preparation, product development, and nutrition.
• 10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.

11.0 Demonstration and Application: (used throughout all units of study)
• 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practice.
• 11.5 Create a portfolio or similar collection of work that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

• Follow multi-step directions by interpreting informational documents – such as recipes.
• Write routinely over time – summarizing key informational text, paraphrasing text (such as video or lecture), and respond to text based questions.
• Use grade appropriate writing techniques and industry terminology.
• Utilize industry standards when serving baking and pastry items.

• Identify the key plating techniques for the dish; according to industry standards.
• Identify the key equipment and/or utensils utilized in the preparation and any safety features.

• Throughout the unit, students will examine each performance task menu item as a career exploration. The research will include the history of the career, the educational requirements, local industry establishments, etc. They will write a 1-3- page summary of their findings and will submit as part of their final exam. The information will be added to the student’s digital portfolio and can be used as part of their Career Exploration and Industry Showcase.

1. Frozen Desserts Performance Task – Utilizing a variety of teacher provided and WWW resources, in groups of 4 or 5, students will review the history of a variety of frozen dessert recipes/items as provided by their instructor. Groups will be assigned roles such as leader, presenter, etc., and portions of the task will be completed individually, while other portions of the task will be completed as a group task.

Part 1: Each group participant will explore at least one frozen dessert item. The individual will explore the item and identify key criteria (such as those cited below) from a teacher generated criterion based list. Each student will individually summarize his/her findings to share with his/her group.

Frozen Dessert Criteria List:
- Historical significance of specific frozen dessert item and any cultural underpinnings
Hospitality, Tourism, and Recreation Pathway Standards
(Food Service and Hospitality Pathway):

- B3.0 Interpret the basic principles of sanitation and safe food handling.
- B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
- B3.3 Explain the types of food contamination, the potential causes, including cross contamination, and methods of prevention.
- B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
- B4.0 Analyze the basics of food service and hospitality management.
- B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
- B5.6 Prioritize tasks and plan work schedules based on budget and personnel.
- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
- B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.
- B6.2 Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.
- B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.
- B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
- B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.

- Specialty vocabulary or terminology commonly associated with the dessert & history of naming convention use
- Nutritional value of each ingredient and the recipe as a whole
- Cost analysis for recipe and all ingredients
- Preparation requirements – including time for preparation from start to finish
- Mise en place specifications
- Storage and safe handling specifications

- When each student in the group completes his/her research, student groups will utilize a Web 2.0 technology such as PPNT or Prezi and will prepare a 5-minute group presentation on at least two of their frozen food items and will present their findings to the class. Each student will share his/her frozen food item choice with the group and the group will make a determine as to which food items will be showcased in their presentation.

- The student groups will then select one recipe from their group and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.

- Student teams will then prepare their frozen food item according to industry specifications. Students will demonstrate their ability to work as a team in the work place environment, to adhere to a schedule, to work collaboratively to solve real world problems, and to evaluate their group and individual strengths and areas of growth.
| B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills. |
| B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens. |
| B7.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing, serving, and storing baked goods, pastries, and desserts. |
| B7.2 Apply the principle of mise en place, including the placement and order of use of the ingredients, equipment, tools, and supplies unique to baking and pastry production. |
| B7.3 Produce baked goods, pastries, and desserts by using the correct terminology, food safety, techniques, procedures, and various finishing techniques. |
| B7.4 Evaluate the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts. |
| B7.5 Understand packaging and merchandising techniques to feature seasonal and standard bakery products. |
| B8.0 Apply the knowledge and skills essential for effective customer service. |
| B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals. |
| B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost. |
| B12.4 Understand the value of advertising, public relations, social networking, and community involvement. |
| B12.5 Research the various types of entrepreneurial opportunities in the food service industry. |

**ELA CTE Writing Standards (Grade 11/12)**

- 9. Draw evidence from informational texts to support analysis, reflection, and research.

| Student groups will be assessed using industry standard rubrics for quality and presentation. Students will write a reflection summary of the entire process. This summary will include strengths and areas of growth both individually and as a member of the preparation team. |
| Students will also be required to conduct a peer review of at least two other student group food items and submit those evaluations along with their own reflection summary. |
| Students will take a digital image of their final product and upload into their portfolio. The digital image will be submitted along with the complete recipe. |
| As a class, students will select an item from the frozen desserts performance tasks and will prepare the item to be served in the on-campus restaurant. |

2. **Pies, Pastries, and Tarts Performance Task** – Utilizing a variety of teacher provided and WWW resources, in groups of 4 or 5, students will review the history of a variety of frozen dessert recipes/items as provided by their instructor. Groups will be assigned roles such as leader, presenter, etc., and portions of the task will be completed individually, while other portions of the task will be completed as a group task.

- The student groups will then select one recipe from their group and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**ELA CTE Reading Standards (Grade 11/12)**

- 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or

**Dessert Criteria List:**
- Historical significance of specific dessert item and any cultural underpinnings
- Specialty vocabulary or terminology commonly associated with the dessert & history of naming convention use
- Nutritional value of each ingredient and the recipe as a whole
- Cost analysis for recipe and all ingredients
- Preparation requirements – including time for preparation from start to finish
- Mise en place specifications
- Storage and safe handling specifications

When each student in the group completes his/her research, student groups will utilize a Web 2.0 technology such as PPNT or Prezi and will prepare a 5-minute group presentation on at least two of their frozen food items and will present their findings to the class. Each student will share his/her dessert food item choice with the group and the group will make a determine as to which food items will be showcased in their presentation.

The student groups will then select one recipe from their group and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.

Student teams will then prepare their frozen food item according to industry specifications. Students will demonstrate their ability to work as a team in the work place environment, to adhere to a schedule, to work collaboratively to

13
performing technical tasks; analyze the specific results based on explanations in the text.

- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

solve real world problems, and to evaluate their group and individual strengths and areas of growth.
- Student groups will be assessed using industry standard rubrics for quality and presentation. Students will write a reflection summary of the entire process. This summary will include strengths and areas of growth both individually and as a member of the preparation team.
- Students will also be required to conduct a peer review of at least two other student group food items and submit those evaluations along with their own reflection summary.
- Students will take a digital image of their final product and upload into their portfolio. The digital image will be submitted along with the complete recipe.
- As a class, students will select an item from the frozen desserts performance tasks and will prepare the item to be served in the on-campus restaurant.

3. Cookies Performance Task

Utilizing a variety of teacher provided and WWW resources, in groups of 4 or 5, students will review the history of a variety of dessert recipes/items as provided by their instructor. Groups will be assigned roles such as leader, presenter, etc., and portions of the task will be completed individually, while other portions of the task will be completed as a group task.

- The student groups will then select one recipe from their group and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time...
for preparation (preparation proposal) to their teacher for approval.

**Dessert Criteria List:**
- Historical significance of specific dessert item and any cultural underpinnings
- Specialty vocabulary or terminology commonly associated with the dessert & history of naming convention use
- Nutritional value of each ingredient and the recipe as a whole
- Cost analysis for recipe and all ingredients
- Preparation requirements – including time for preparation from start to finish
- Mise en place specifications
- Storage and safe handling specifications

- When each student in the group completes his/her research, student groups will utilize a Web 2.0 technology such as PPNT or Prezi and will prepare a 5-minute group presentation on at least two of their desert food items and will present their findings to the class. Each student will share his/her dessert food item choice with the group and the group will make a determine as to which food items will be showcased in their presentation.
- The student groups will then select one recipe from their group and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.
- Student teams will then prepare their desert food item according to industry specifications.
Students will demonstrate their ability to work as a team in the workplace environment, to adhere to a schedule, to work collaboratively to solve real world problems, and to evaluate their group and individual strengths and areas of growth.

- Student groups will be assessed using industry standard rubrics for quality and presentation. Students will write a reflection summary of the entire process. This summary will include strengths and areas of growth both individually and as a member of the preparation team.
- Students will also be required to conduct a peer review of at least two other student group food items and submit those evaluations along with their own reflection summary.
- Students will take a digital image of their final product and upload into their portfolio. The digital image will be submitted along with the complete recipe.
- As part of a community service project, the students will prepare and package the items to be bundled and distributed to the Homeless and/or to Foster Youth facilities.

4. Cakes and Cake Decorating Performance Task -
The Cake baking and Cake decorating performance task will begin in Semester A and will continue through Semester B. In this two-part task, students will be assigned to review the history cakes. This will include cultural and historical significance. As a culminating task, student groups will conduct a cake baking and decorating showcase.

- Students will be expected to compare and contrast the different aspects of the dessert including the specialty vocabulary, ingredients, equipment specifications for preparation. Students will examine specific
recipes and will prepare each item according to industry specifications. Students will be assessed using industry standard rubrics for quality.

- Students will write a reflection summary (up to one page) of the process. Students will also be required to conduct a peer review of at least two other student group food items. Students will take a digital image of their final product and upload into their portfolio.

<table>
<thead>
<tr>
<th>Meeting the Needs of ELs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Utilize the student information system to acquire the language levels of EUHSD English Learners.</td>
</tr>
<tr>
<td>- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: <a href="http://www.cde.ca.gov/sp/el/er/documents/eldstdspub14.pdf">http://www.cde.ca.gov/sp/el/er/documents/eldstdspub14.pdf</a></td>
</tr>
<tr>
<td>- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: <a href="http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf">http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Core Text:</strong> <em>Professional Baking</em> 6th edition</td>
</tr>
<tr>
<td>- <strong>Supplemental Text:</strong> <em>On Baking</em></td>
</tr>
</tbody>
</table>
# Baking and Pastry - Scope and Sequence

## Unit 3 - Concepts and Fundamentals of Baking and Pastry (Part 2)

**Length:** 16 weeks

### Unit Description:
Unit 3, Concepts and Fundamental of Baking and Pastry Part 2, provides students with an opportunity to complete a series of performance based hands-on culinary arts tasks that build upon requisite skills from previous coursework in food handling and preparation. Students begin the unit by completing the second phase of their Cakes and Cake Decorating Performance Task. They continue to work in small groups to complete a series of performance tasks that address all industry standard elements of food preparation. In each performance task, students will explore the career and educational requirements that could lead to college and career readiness in the Baking and Pastry industry. Students will be asked to keep a digital portfolio of all of their tasks and will demonstrate their learning through a professional end-of-course career showcase.

The students are expected to showcase their baking and pastry items in a variety of ways throughout each performance task. The school site/s have industry restaurant style serving centers that afford students an opportunity to showcase their baking and pastry products to patrons in a real-life industry standard environment or to share their products with others through a key community service or other project.

### Anchor Standards:

#### 2.0 Communications:
Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (used throughout all units of study)

#### 4.0 Technology:
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)

#### 5.0 Problem Solving and Critical Thinking:
(used throughout all units of study)
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

#### 6.0 Health and Safety:
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)

#### 7.0 Responsibility and Flexibility:
(used throughout all units of study)

### Learning Objectives:

**Students will be able to…**
- Apply principles of safe food handling and personal hygiene.
- Prioritize tasks and complete work according to schedule.
- Maintain a safe and orderly working environment, including applying procedures for equipment maintenance and sanitation.
- Select appropriate tools for preparing a variety of items.
- Select appropriate ingredients for a variety of food items and prepare according to specifications.
- Create a cost analysis of a recipe.
- Identify the historical significance of key baking and pastry food items.
- Assess food items based on industry specifications.
- Work collaboratively and independently.
- Utilize technology.
- Cite sources utilizing a style manual.

### Unit Assignments/Performance Tasks:

**Teacher Note:** Prior to beginning Part 2 of the Concepts and Fundamentals of Baking and Pastry, the teacher will introduce and review the end of semester culminating final exam baking and pastry industry showcase requirements. These requirements (as outlined below) will be the guiding force behind each student performance task conducted throughout the first semester of the course.

* **Introduction to Final End of Course Project** - As an end of course culminating final exam assessment of learning, students will:
  - Select one menu item from the entire year and will conduct a hands-on demonstration lab that will serve as their Capstone Final Exam.
  - Students will follow all industry specifications in preparation and will be assessed utilizing a common teacher created rubric. Criteria for success include:
    - Clarifying all essential ingredients, including the nutritional value of each ingredient from the recipe.
    - Research the name of the dish; including the historical significance, geographical region, etc.

### Unit Assessments:

- Historical or Presentation Reflection Summary
- Metacognitive Review of the Process Paper (up to one page)
- Notes from the History of the Performance Task items
- Digital Image
- Peer to Peer Review
- Career Exploration Paper
7.4 Practice time management and efficiency to fulfill responsibilities.

8.0 Ethics and Legal Responsibilities: (used throughout all units of study)
   - 8.1 Access, analyze, and implement quality assurance standards of practice.

9.0 Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, teamwork and individual decision-making, benefits of workforce diversity, and conflict resolution as practices in the career technical student organization. (FHA-HERO, the California Affiliate of FCCLA). (used throughout all units of study)

10.0 Technical Knowledge and Skills: (used throughout all units of study)
   - 10.1 Interpret and explain terminology and practices specific to industry.
   - 10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
   - 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
   - 10.9 Identify the aspects of science related to food preparation, product development, and nutrition.
   - 10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.

11.0 Demonstration and Application: (used throughout all units of study)
   - 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practice.
   - 11.5 Create a portfolio or similar collection of work that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

1. Part 2 (Continuation of Semester A) - Cakes and Cake Decorating Performance Task - The Cake Baking and Cake Decorating Performance Task will begin in Semester A and will continue through Semester B. In this two-part task, students will be assigned to review the history cakes. This will include cultural and historical significance. As a culminating task, student groups will conduct a cake baking and decorating showcase.

   - Students will be expected to compare and contrast the different aspects of the dessert including the specialty vocabulary, ingredients, equipment specifications for preparation. Students will examine specific recipes and will prepare each item according to industry specifications. Students will be
Hospitality, Tourism, and Recreation Pathway Standards  
(Food Service and Hospitality Pathway):

- B3.0 Interpret the basic principles of sanitation and safe food handling.
- B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
- B3.3 Explain the types of food contamination, the potential causes, including cross contamination, and methods of prevention.
- B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
- B4.0 Analyze the basics of food service and hospitality management.
- B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
- B5.6 Prioritize tasks and plan work schedules based on budget and personnel.
- B6.0 Illustrate and apply the basics of food preparation and sanitation in professional and institutional kitchens.
- B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.
- B6.2 Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.
- B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.
- B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
- B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.

- Describe or demonstrate how to shape doughs.
- Describe how to properly cool and store yeast products.
- Explain how gluten is formed and the factors that affect the development of gluten.
- Describe the changes that takes place in a dough or batter as it bakes.
- Describe and explain the chemical leaveners and their function in quick breads.
- Compare and contrast mixing methods used for quick breads.
- List the consequences of over mixed batter such as tunneling.
- Describe the difference between a pudding, custard, and a pastry cream.
- Explain how a basic custard is made and the difference between a custard and a mousse.
- Describe the technique in making a soufflé.
- What precautions should be taken to avoid food-borne illness when preparing custards.
- Why should the oven door remain closed when baking a soufflé?

assessed using industry standard rubrics for quality. Students will write a reflection summary (up to one page) of the process. Students will also be required to conduct a peer review of at least two other student group food items. Students will take a digital image of their final product and upload into their portfolio.

2. Chocolate Desserts Performance Task – Utilizing a variety of teacher provided and WWW resources, in groups of 4 or 5, students will review the history of a variety of chocolate dessert recipes/items as provided by their instructor. Groups will be assigned roles such as leader, presenter, etc., and portions of the task will be completed individually, while other portions of the task will be completed as a group task.

Part 1: Each group participant will explore at least one chocolate dessert item. The individual will explore the item and identify key criteria (such as those cited below) from a teacher generated criterion based list. Each student will individually summarize his/her findings to share with his/her group.

Chocolate Dessert Criteria List:
- Historical significance of specific frozen dessert item and any cultural underpinnings
- Specialty vocabulary or terminology commonly associated with the dessert & history of naming convention use
- Nutritional value of each ingredient and the recipe as a whole
- Cost analysis for recipe and all ingredients
- Preparation requirements – including time for preparation from start to finish.
- Mise en place specifications
- Storage and safe handling specifications
- B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.
- B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens.
- B7.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing, serving, and storing baked goods, pastries, and desserts.
- B7.2 Apply the principle of mise en place, including the placement and order of use of the ingredients, equipment, tools, and supplies unique to baking and pastry production.
- B7.3 Produce baked goods, pastries, and desserts by using the correct terminology, food safety, techniques, procedures, and various finishing techniques.
- B7.4 Evaluate the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
- B7.5 Understand packaging and merchandising techniques to feature seasonal and standard bakery products.
- B8.0 Apply the knowledge and skills essential for effective customer service.
- B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.
- B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.
- B12.4 Understand the value of advertising, public relations, social networking, and community involvement.
- B12.5 Research the various types of entrepreneurial opportunities in the food service industry.

ELA CTE Writing Standards (Grade 11/12)
- 9. Draw evidence from informational texts to support analysis, reflection, and research.

- When each student in the group completes his/her research, student groups will utilize a Web 2.0 technology such as PPNT or Prezi and will prepare a 5-minute group presentation on at least two of their dessert food items and will present their findings to the class. Each student will share his/her dessert food item choice with the group and the group will make a determine as to which food items will be showcased in their presentation.
- The student groups will then select one recipe from their group and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.
- Student teams will then prepare their item according to industry specifications. Students will demonstrate their ability to work as a team in the work place environment, to adhere to a schedule, to work collaboratively to solve real world problems, and to evaluate their group and individual strengths and areas of growth.
- Student groups will be assessed using industry standard rubrics for quality and presentation. Students will write a reflection summary of the entire process. This summery will include strengths and areas of growth both individually and as a member of the preparation team.
- Students will also be required to conduct a peer review of at least two other student group food items and submit those evaluations along with their own reflection summary.
- Students will take a digital image of their final product and upload into their portfolio. The
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**ELA CTE Reading Standards (Grade 11/12)**

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

2. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or digital image will be submitted along with the complete recipe.

As a class, students will select an item from the frozen desserts performance tasks and will prepare the item to be served in the on-campus restaurant.

3. **Yeast Breads Performance Task** – Utilizing a variety of teacher provided and WWW resources, in groups of 4 or 5, students will review the history of a variety of bread recipes/items as provided by their instructor. Groups will be assigned roles such as leader, presenter, etc., and portions of the task will be completed individually, while other portions of the task will be completed as a group task.

   - The student groups will then select one recipe from their group and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.

   **Breads Criteria List:**
   - Historical significance of specific item and any cultural underpinnings
   - Specialty vocabulary or terminology commonly associated with the item’s history of naming convention use
   - Nutritional value of each ingredient and the recipe as a whole
   - Cost analysis for recipe and all ingredients
   - Preparation requirements – including time for preparation from start to finish.
   - Mise en place specifications
performing technical tasks; analyze the specific results based on explanations in the text.

- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 text and topics.
- 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

- Storage and safe handling specifications
  - When each student in the group completes his/her research, student groups will utilize a Web 2.0 technology such as PPNT or Prezi and will prepare a 5-minute group presentation on at least two of their bread food items and will present their findings to the class. Each student will share his/her item choice with the group and the group will make a determine as to which food items will be showcased in their presentation.
  - The student groups will then select one recipe from their group and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.
  - Student teams will then prepare their item according to industry specifications. Students will demonstrate their ability to work as a team in the work place environment, to adhere to a schedule, to work collaboratively to solve real world problems, and to evaluate their group and individual strengths and areas of growth.
  - Student groups will be assessed using industry standard rubrics for quality and presentation. Students will write a reflection summary of the entire process. This summary will include strengths and areas of growth both individually and as a member of the preparation team.
  - Students will also be required to conduct a peer review of at least two other student group food items and submit those evaluations along with their own reflection summary.
Students will take a digital image of their final product and upload into their portfolio. The digital image will be submitted along with the complete recipe.

As a class, students will select an item from the yeast bread performance tasks and will prepare the item to be served in the on-campus restaurant.

4. Pudding, Custards, Mousses and Soufflé Performance Task
Utilizing a variety of teacher provided and WWW resources, in groups of 4 or 5, students will review the history of a variety of dessert recipes/items as provided by their instructor. Groups will be assigned roles such as leader, presenter, etc., and portions of the task will be completed individually, while other portions of the task will be completed as a group task.

The student groups will then select one recipe from their group and will prepare the item according to industry specifications. Each group will also be expected to create a menu of pudding, custards, mousses, and soufflé items. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.

Dessert Criteria List:
- Historical significance of specific dessert item and any cultural underpinnings
- Specialty vocabulary or terminology commonly associated with the dessert & history of naming convention use
Nutritional value of each ingredient and the recipe as a whole
Cost analysis for recipe and all ingredients
Preparation requirements – including time for preparation from start to finish.
Mise en place specifications
Storage and safe handling specifications

- When each student in the group completes his/her research, student groups will utilize a Web 2.0 technology such as PPNT or Prezi and will prepare a 5-minute group presentation on at least two of their desert food items and will present their findings to the class. Each student will share his/her dessert food item choice with the group and the group will make a determination as to which food items will be showcased in their presentation.
- The student groups will then select one recipe from their group and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.
- Student teams will then prepare their desert food item according to industry specifications. Students will demonstrate their ability to work as a team in the workplace environment, to adhere to a schedule, to work collaboratively to solve real world problems, and to evaluate their group and individual strengths and areas of growth.
- Student groups will be assessed using industry standard rubrics for quality and presentation. Students will write a reflection summary of the
entire process. This summary will include strengths and areas of growth both individually and as a member of the preparation team.

- Students will also be required to conduct a peer review of at least two other student group food items and submit those evaluations along with their own reflection summary.
- Students will take a digital image of their final product and upload into their portfolio. The digital image will be submitted along with the complete recipe.

### Meeting the Needs of ELs:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf)
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

### Instructional Resources:

- **Core Text:** *Professional Baking* 6th edition
- **Supplemental Text:** *On Baking*
- **http://www.finechocolateindustry.org/chocolate-standards.php** (teacher resource)
- **http://www.foodtimeline.org/foodbreads.html** (teacher resource)
- **http://www.cakecentral.com/forum/t/829374/industry-standards** (teacher resource)
# Baking and Pastry - Scope and Sequence

## Unit 4 - Career Exploration and Industry Showcase

**Length:** 4-6 weeks

**Unit Description:** Students will showcase products from a unit of study from the baking and pastry course to an industry professional in a Bakery Showcase Café. Students will review their portfolio and will choose a unit focus to present to a panel of industry experts in an end of year showcase. Components of the showcase will include emphasis on applying appropriate technical skills and academic knowledge as well as communicating connections between the application process during the performance tasks and industry expectations. Students will also develop a career profile and cover letter that includes an educational plan in an industry related area.

### Anchor Standards:

3.0 Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

### Learning Objectives:

- Create a business plan utilizing industry standards.
- Create a resume and cover letter showcasing experiences in the Baking and Pastry course as well as throughout their experience in the Culinary Arts pathway.
- Utilize grade level appropriate written and oral communication skills.
- Conduct research, analyzing primary source documents, synthesizing documents, and highlighting key ideas and details.
- Examine a variety of charts and graphs.
- Utilize key industry specific terminology.
- Use rubrics to evaluate their own and others’ presentations and performance tasks based on success criteria.

### Unit Assignments:

The students will spend about one-month preparing for their end of year showcase. The showcase will include a presentation by each student showcasing one or two of their personal performance based task items from throughout the year. Students will select at least two performance tasks completed throughout the semester as the focus of their presentation and career exploration. The students will use their student portfolio to assist them in narrowing their choice. They will follow the same steps as used throughout the course to prepare and plate their choices for industry expert showcase. In addition to the food preparation portion of the final, students will be expected to research local eateries to find an establishment that specializes in the type of items they selected. They will examine the business for all facets of career exploration – from geographic location, to menu choices, cost analysis, personnel requirements, educational expectations (including, if possible, an interview with an establishment person/s). They will then examine the educational requirements for positions within the establishment, focusing on local educational opportunities from culinary arts schools to college/university degree programs. Students will create a Resume and Cover letter and will be prepared to share this with industry partners as a part of their culminating showcase.

### Unit Assessments:

Teacher generated rubrics to grade the following:

- Students Presentations (rubric)
- Student Reflection
- Career Exploration Paper
- Product Development
- Industry Feedback Form

### Presentation Requirements:

- Students will plate their item according to industry specifications.
- Students will present their item/s to industry professionals utilizing key industry terminology.
- When industry professionals visit the student’s showcase station, students will be expected to respond to a variety of questions around the course and food item preparation, which
will include a resume that they can provide to the industry partners.

**Key Presentation Components:**
1. Historical and cultural origin of the products
2. Costing including labor, ingredients, overhead and profit
3. Careers- Local restaurants that carry this product, what career are related to this product
4. Marketing- how would this product be marketed through sakes, menu and description?
5. Plating and garnishing- individual versus whole? Garnishing? Sauces?
6. Science/Nutritional Information
7. Menu Design- How would your product fit into a menu? What type of restaurant would your product be showcased in?

At the end of the experience, each student will write a one-page reflection of the entire experience highlighting areas of strength and areas of growth. Presentation will include the following: (Presentation can be in electronic format or a display board)

### Meeting the Needs of ELs:
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfivchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfivchapter11.pdf)

### Instructional Resources:
- Students will utilize a variety of web-based resources in completion of this career exploration and showcase demonstration task.
  - [https://www.internationalstudent.com/study-culinary-arts/careers-in-culinary-arts/](https://www.internationalstudent.com/study-culinary-arts/careers-in-culinary-arts/) (website with careers in culinary arts industry – Teacher/Student resource)
  - [https://resumegenius.com/cover-letters-the-how-to-guide](https://resumegenius.com/cover-letters-the-how-to-guide) (student/teacher resource for resume and cover letter design)
  - [http://www.entrepreneur.com/article/247575](http://www.entrepreneur.com/article/247575) (Teacher resource, articles on writing an effective business plan)
  - [http://www.aafcs.org/CredentialingCenter/culinary.asp](http://www.aafcs.org/CredentialingCenter/culinary.asp) (teacher resource for industry standard specifications in culinary arts)