

# Baking and Pastries: Cookies, Cakes and Candy

| Stage 1 Desired Results   |  |   |
|---|--|---|
| <p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>NASAFACS - National Association of State Administrators for Family and Consumer Sciences</p> <ul style="list-style-type: none"> <li><a href="#">NASAFACS 8.3</a> Students will demonstrate standards in selecting, using and maintaining food production and food service equipment.</li> <li><a href="#">NASAFACS 8.4</a> - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.</li> <li><a href="#">NASAFACS 8.5</a> Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</li> </ul> | <b>Transfer</b>  |   |
|   | <p><i>Students will be able to independently use their learning to be educated and independent consumers.</i></p>  |   |
|   | <b>Meaning</b>   |   |
|   | <p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>that baking is a science.</li> <li>that baking is an art.</li> </ul>  | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>What would happen if sugar never grew?</li> </ul> |
| <b>Acquisition</b>  |  |   |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that there are techniques to baking a proper cake.</li> <li>there there are different categories of cookie.</li> <li>that it is important to bake equal size cookies to assure proper baking.</li> <li>that there are many factors to making candy, fudge and toffee.</li> </ul> <p><u>vocabulary:</u> conventional method, bar cookie, drop cookie, rolled cookie, molded cookie, refrigerator cookie, pressed cookie, crystallization, cold water test, hard crack, soft crack, crystallization, leavening agent, confectioner's sugar, brown sugar.</p>   | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>operating tools and equipment following safety procedures and OSHA requirements.</li> <li>utilizing weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.</li> <li>preparing various dishes, using safe handling and professional preparation techniques.</li> <li>preparing breads, baked goods and desserts using safe handling and professional preparation techniques.</li> </ul> |   |
| <b>Content Area Literacy Standards</b>  |  |   |
| <p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>  | <b>21<sup>st</sup> Century Skills</b>  |   |
|   | <ul style="list-style-type: none"> <li><i>Think Creatively</i></li> <li><i>Collaborate with Others</i></li> <li>Solve problems</li> <li>Work creatively with others</li> <li>Be flexible</li> </ul>  |   |

## Stage 2 - Evidence

| <i>Evaluative Criteria</i> | <i>Assessment Evidence</i> |
|----------------------------|----------------------------|
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

| <i>Language Arts Integration</i>                             | <i>Mathematics Integration</i>                               |
|--|--|
| <ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul> | <ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul> |
| <i>Technology Integration</i>                                | <i>District Materials</i>                                    |
| <ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul> |  |