

# Baking and Pastries: Pies and Pastries

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 apply knowledge and skills connected to food service leadership and careers in order to meet the intended goal.</li> <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 apply safe and healthy practices in order to prepare food.</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 8.1</a> - Analyze career paths within the food production and food services industries.</li> <li><a href="#">NASAFACS 8.2</a> - Demonstrate food safety and sanitation procedures.</li> <li><a href="#">NASAFACS 8.3</a> - Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</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>	
	<i>Students will be able to independently use their learning to be an educated and independent consumers.</i>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>using different fats will have a variety of outcomes</li> <li>quality of ingredients will affect the outcome of the final product.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>Is it easy as pie?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that there are four different types of pies.</li> <li>that there are factors that contribute to proper pastry dough.</li> <li>that there are ways to prevent problems while baking pies and tarts.</li> <li>of the career opportunities in the baking and pastry field .</li> </ul> <p><u>vocabulary:</u> pies, fluting edge, lattice crust, pie shell, streusel, tart, turnover, cream pie, fruit pie, meat pie, custard pie</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>summarizing education and training requirements and opportunities for career paths in food production and services.</li> <li>practicing good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.</li> <li>operating and maintaining 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> <li>working in a group to prepare recipes successfully.</li> </ul>	
<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</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</p>	<ul style="list-style-type: none"> <li><i>Think Creatively</i></li> <li><i>Collaborate with Others</i></li> <li><i>Solve problems</i></li> <li><i>Work creatively with others</i></li> </ul>	

audience.  
 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.

- *Be flexible*

### 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>	