

# Baking and Pastries: Baking - Quick bread and yeast breads

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><u>NASAFACS 8.3</u> - Students will demonstrate standards in selecting, using and maintaining food production and food service equipment.</li> <li><u>NASAFACS 8.4</u> - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.</li> <li><u>NASAFACS 8.5</u> - 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 an 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>the use and care of equipment and tools used in baking is essential to proper baking.</li> <li>applied mathematics in measuring ingredients for accurate recipe is essential to a proper baked good.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>Why is bread important to all cultures?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that kneading and proofing dough affect the final product.</li> <li>that there is a proper way to mix muffin batter.</li> <li>that there are factors that determine a properly baked product.</li> </ul> <p><u>vocabulary:</u> quick bread, muffin method, biscuit method, cut in, rolled biscuit, knead, proof, yeast, fermentation, score</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>demonstrating skills in safe handling of knives, tools and equipment.</li> <li>utilizing weights and measurements tools to demonstrate knowledge of portion control and proper scaling and measuring techniques.</li> <li>preparing breads, baked goods and desserts using safe handling and professional preparation techniques.</li> <li>operating tools and equipment following safety procedures and OSHA requirements.</li> <li>maintaining tools and equipment following safety procedures and OSHA requirements.</li> <li>demonstrating procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.</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 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>	<ul style="list-style-type: none"> <li>● Think Creatively</li> <li>● Collaborate with Others</li> <li>● Solve problems</li> <li>● Work creatively with others</li> <li>● Be flexible</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<b>Stage 3 – Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	
<b>Language Arts Integration</b>	<b>Mathematics Integration</b>
<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>
<b>Technology Integration</b>	<b>District Materials</b>
<ul style="list-style-type: none"> <li>● 1.OA.1 Use</li> </ul>	

