

# Culinary: Intro to Baking

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 industry standards in selecting, using and maintaining food productions and food service equipment.</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 consumer 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>the use and care of equipment and tools in food production will vary based on the setting.</li> <li>applied mathematics are essential for accurate recipe production.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>What is better: baking or cooking?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that it is important to read and follow a recipe to create baked goods.</li> <li>that it is important to mix and measure properly.</li> <li>that there are a variety of techniques to determine doneness such as the toothpick test and springs back.</li> <li>that there are different tools and equipment used in baking.</li> </ul> <p><u>vocabulary:</u> gluten, bleached flour, unbleached flour, self-rising flour, active dry yeast, proofing granulated sugar, confectioners' sugar, brown sugar, preheat, blend, beat, cream, cut-in, whip, whisk, spatula, tongs, pie pan, cake pan</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>demonstrating procedures for cleaning and sanitizing equipment serving dishes glassware and utensils to meet industry standards and osha requirements.</li> <li>identifying a variety of types of equipment for food processing, cooking, holding, storing and serving including hand tools and small ware.</li> <li>analyzing food, equipment supplies needed for menus.</li> <li>developing a variety of menu layouts, themes and design styles.</li> <li>utilizing weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.</li> <li>applying the fundamentals of time, temperature, and cooking methods to to cooking, cooling, reheating and holding of</li> </ul>

		variety of foods. <ul style="list-style-type: none"> <li>• preparing breads, baked goods and desserts using safe and handling and professional preparation techniques.</li> <li>• applying principles of purchasing, receiving, issuing and storing in food service operations.</li> <li>• demonstrating quality services that meet industry standards in the foodservice industry.</li> </ul>
<b>Content Area Literacy Standards</b>		<b>21<sup>st</sup> Century Skills</b>
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. 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. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and 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.		<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> <li>• <i>Be flexible</i></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>

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