

Fairfield Public Schools

Family Consumer Sciences Curriculum

Baking and Pastry 20



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In Baking & Pastry, the student will learn the basic techniques that form the foundation of all baking and pastry. Students will learn how the interplay of common ingredients, mixing methods, and heat can be varied in subtle ways to produce the countless desserts and breads we know and enjoy. Through hands-on practice, students will make an impressive array of breads, cakes, tarts, and confections, while exploring a potential career path.

In Baking & Pastry the learner will:

- utilize common ingredients and mixing methods.
- assess the role of baked goods in the American diet.
- utilize contemporary methods of baking that emphasize wellness.
- incorporate grains, fiber and fat alternatives to produce a healthier baked product.
- make an assortment of baked goods refining and polishing baking techniques along with basic culinary skills.

National Standards for Family and Consumer Sciences Education

Developed by the National Association of State Administrators of FCS

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| Area of Study 1.0 | | | |
| Career, Community and Family Connections | | | |
| Comprehensive Standard Integrate multiple life roles and responsibilities in family, work, and community settings. | | | |
| Content Standards | | Competencies | |
| 1.2 | Demonstrate transferable and employability skills in school, community and workplace settings. | 1.2.3 | Apply communication skills in school, community and workplace settings. |
| | | 1.2.4 | Demonstrate teamwork skills in school, community and workplace settings. |
| | | 1.2.5 | Analyze strategies to manage the effects of changing technologies in workplace settings. |
| | | 1.2.6 | Demonstrate leadership skills and abilities in school, workplace and community settings. |
| | | 1.2.8 | Demonstrate work ethics and professionalism. |
| 1.3 | Evaluate the reciprocal effects of individual and family participation in community activities. | 1.3.2 | Demonstrate skills that individuals and families can utilize to support civic engagement in community activities. |

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| Area of Study 2.0 | | | |
| Consumer and Family Resources | | | |
| Comprehensive Standard Evaluate management practices related to the human, economic, and environmental resources. | | | |
| Content Standards | | Competencies | |
| 2.1 | Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, | 2.1.1 | Apply management and planning skills and processes to organize tasks and responsibilities. |
| | | 2.1.3 | Analyze decisions about providing safe and nutritious food for individuals and families. |

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| | transportation, time, and human capital. | | |
| 2.2 | Analyze the relationship of the environment to family and consumer resources. | 2.2.3 | Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment. |

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| Area of Study 3.0 | | | |
| Consumer Services | | | |
| Comprehensive Standard | | | |
| Integrate knowledge, skills, and practices needed for a career in consumer services | | | |
| Content Standards | | Competencies | |
| 3.1 | Analyze career paths within consumer service industries. | 3.1.2 | Analyze opportunities for employment and entrepreneurial endeavors. |

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| Area of Study 8.0 | | | |
| Food Production and Services | | | |
| Comprehensive Standard | | | |
| Integrate knowledge, skills, and practices required for careers in food production and services. | | | |
| Content Standards | | Competencies | |
| 8.1 | Analyze career paths within the food production and food services industries. | 8.1.2 | Analyze opportunities for employment and entrepreneurial endeavors. |
| 8.2 | Demonstrate food safety and sanitation procedures. | 8.2.5 | Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness. |
| | | 8.2.7 | Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products. |
| | | 8.2.10 | Demonstrate safe and environmentally responsible waste disposal and recycling methods. |
| 8.3 | | 8.3.5 | Demonstrate procedures for safe and secure storage of equipment and tools. |

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| | Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment. | 8.3.6 | Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware. |
| 8.4 | Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. | 8.4.3 | Analyze food, equipment, and supplies needed for menus. |
| | | 8.4.4 | Develop a variety of menu layouts, themes, and design styles. |
| | | 8.4.5 | Prepare requisitions for food, equipment, and supplies to meet production requirements. |
| 8.5 | Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. | 8.5.1 | Demonstrate professional skills in safe handling of knives, tools, and equipment. |
| | | 8.5.2 | Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. |
| | | 8.5.3 | Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. |
| | | 8.5.4 | Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. |
| | | 8.5.5 | Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. |
| | | 8.5.7 | Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. |
| | | 8.5.9 | Prepare sandwiches, canapés and appetizers using safe handling and professional preparation techniques. |
| | | 8.5.10 | Prepare breads, baked goods and desserts using safe handling and professional preparation techniques. |
| | | 8.5.11 | Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques. |
| | | 8.5.12 | Demonstrate professional plating, garnishing, and food presentation techniques. |
| | | 8.5.14 | Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor. |

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| 8.6 | Demonstrate implementation of food service management and leadership functions. | 8.6.1 | Apply principles of purchasing, receiving, issuing, and storing in food service operations. |
| | | 8.6.2 | Practice inventory procedures including first in/first out concept, date marking, and specific record keeping. |
| | | 8.6.3 | Apply accounting procedures in planning and forecasting profit and loss. |
| | | 8.6.4 | Examine the areas of risk management and legal liability within the food service industry. |
| | | 8.6.5 | Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment. |
| | | 8.6.6 | Apply the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees. |
| | | 8.6.7 | Conduct staff orientation, training, consistent reinforcement of training standards, and education, and on the job training/retraining. |
| | | 8.6.8 | Implement marketing plan for food service operations. |
| | | 8.6.9 | Design internal/external crisis management and disaster plans and response procedures. |
| | | 8.6.10 | Apply principles of inventory management, labor cost and control techniques, production planning and control, and facilities management to front and back of the house operations. |

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| Area of Study 14.0 | | | |
| Nutrition and Wellness | | | |
| Comprehensive Standard | | | |
| Demonstrate nutrition and wellness practices that enhance individual and family well-being. | | | |
| Content Standards | | Competencies | |
| 14.1 | Analyze factors that influence nutrition and wellness practices across the life span. | 14.1.1 | Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness. |
| | | 14.1.2 | Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices. |
| | | 14.1.3 | Analyze the governmental, economic, and technological influences on food choices and practices. |
| | | 14.1.4 | Analyze the effects of global and local events and conditions on food choices and practices |
| | | 14.1.5 | Analyze legislation and regulations related to nutrition and wellness. |
| 14.2 | Evaluate the nutritional needs of individuals and families in relation to health | 14.2.1 | Analyze the effect of nutrients on health, appearance, and peak performance. |
| | | 14.2.2 | Analyze the relationship of nutrition and wellness to individual and family health throughout the life span. |
| | | 14.2.3 | Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness. |

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| | and wellness across the life span | 14.2.4 | Analyze sources of food and nutrition information, including food labels, related to health and wellness. |
| 14.3 | Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09) | 14.3.1 | Apply various dietary guidelines in planning to meet nutrition and wellness needs. |
| | | 14.3.2 | Design strategies that meet the health and nutrition requirements of individuals and families with special needs. |
| | | 14.3.3 | Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods. |
| 14.4 | Evaluate factors that affect food safety from production through consumption. | 14.4.1 | Analyze conditions and practices that promote safe food handling. |

Family and Consumer Sciences Connecticut Technical Education Standards

Culinary and Food Production

B. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.

5. Demonstrate good personal hygiene and health procedures and report symptoms of illness.
7. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

C. Food Service Equipment: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

10. Identify a variety of equipment used for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu

categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.
14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
17. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
18. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
21. Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques.
22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.
24. Demonstrate professional plating, garnishing, and food presentation techniques.

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Assessments

Student's progress will be measured with both formative and summative performance based assessments. Common assessments will be used and analyzed by teachers of each course.

Teacher Resources

- Internet, tablets, books, texts, magazines, online textbooks and resources
- Equipment to support current industry trends involving modern and regional cooking equipment. This may include: smokers, sous vide, vacuum sealer, induction burners, ice cream machines, paco jet, arti griddles.

| Units | Essential Questions | Central Understandings | Skill Objectives |
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| | | Students will understand: | Students will be able to: |
| Nutrition | <p>Will what I eat today affect my health tomorrow?</p> <p>How can I have my cake and eat it too?</p> | <ul style="list-style-type: none"> a healthy diet includes a variety of foods which provide vitamins, minerals, fiber, carbohydrates, protein, fats, and water. baked goods should be eaten in limited quantity as part of a balanced diet. homemade sweets are better for you than store bought processed sweets. | <ul style="list-style-type: none"> identify current nutritional issues related to baked goods. evaluate baked goods in relation to personal dietary considerations such as allergies or weight control. incorporate baked goods into a healthy diet. adjust recipes to improve nutritional quality. analyze a baked product that has been modified for health. plate an appropriate serving size. |
| Safety & Sanitation | <p>Why is the kitchen the most dangerous room in the house?</p> <p>How can kitchen injuries be prevented?</p> <p>How do I put out a small pan fire?</p> <p>How does food preparation impose environmental consequences?</p> | <ul style="list-style-type: none"> foodborne disease is a result of improper hygiene, food handling, storage, and sanitation techniques. the importance of maintaining a clean, sanitary, safe work area. hands must be washed constantly when dealing with food. good safety practices help to prevent kitchen accidents. emergency procedures to implement should an accident occur the impact of human imprint on our world | <ul style="list-style-type: none"> operate and maintain kitchen equipment correctly to prevent accidents. properly clean and sanitize a kitchen workstation. correctly store materials and products. employ ServSafe procedures for handling food to minimize the risk of food borne illnesses. implement correct first aid and emergency procedures. demonstrate proper waste disposal and recycling methods. |
| Baking Basics | <p>Why is baking a science?</p> <p>Is baking a mystery or a science?</p> | <ul style="list-style-type: none"> <i>mise en place</i> is the key to success. the function of key ingredients. how to read and execute a recipe. how to measure accurately. | <ul style="list-style-type: none"> stock a pantry with basic baking supplies and equipment. identify and describe the function of key ingredients in a recipe. identify recipe abbreviations and equivalents. |

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| | | <ul style="list-style-type: none"> • organic, chemical, and physical leaveners. • the basic mixing methods. • how to create and maintain a personal recipe file. • baking is a science. | <ul style="list-style-type: none"> • adjust recipe yields. • <i>mise en place</i>. • demonstrate accuracy in measuring each of the key ingredients. • follow a recipe's instructions to completion. • demonstrate correct selection and use of kitchen tools. • demonstrate the mixing methods. • utilize correct baking techniques. • plate and present final product. • create and execute a personalized recipe file. |
| Baking Tools and Equipment | <p>How do I choose the appropriate tool for the task at hand?</p> <p>Why do I have to use this piece of equipment?</p> | <ul style="list-style-type: none"> • the importance of safety. • There is an appropriate tool for every task. rubber spatula bench scrapers colanders, sieves and sifters whisk wooden spoon offset spatula stand mixer food processor hand mixers scale pastry bags zester bakeware • maintenance of baking tools and equipment. | <ul style="list-style-type: none"> • identify correct tools. • demonstrate proper use of small equipment. • demonstrate appropriate maintenance of baking tools and equipment. |
| Planning, Preparation and Evaluation of Baked Foods | <p>What does "made from scratch" mean?</p> <p>What leavener where?</p> <p>Why are my cookies flat while yours are raised?</p> | <ul style="list-style-type: none"> • the techniques and methods for preparing a variety of baked goods: steam sauté boil reduce | <ul style="list-style-type: none"> • bake desserts from scratch. • prepare a variety of baked goods that illustrate the different functions of eggs. • use fruits and vegetables to add flavor and nutrients to baked goods. • prepare quick breads using a variety of methods. |

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| | Is a brownie a cookie or a cake? | <p>simmer</p> <p>poach</p> <p>brulee</p> <p>bake</p> | <ul style="list-style-type: none"> • differentiate between categories of cookies. • bake, assemble and decorate a layer cake. • create a variety of doughs and fillings for pastries, tarts and pies. • determine “doneness” of baked goods. • plate and present final products. • taste and evaluate baked products. • it takes skill and practice to produce quality baked goods and pastries. |
| Careers | How can learning to cook lead to a future career? | <ul style="list-style-type: none"> • potential career paths within the hospitality industry. | <ul style="list-style-type: none"> • identify a variety of careers within the hospitality industry. |
| Culinary Across Disciplines | <p>Why do I need math skills in culinary?</p> <p>Why can't I work with my friends?</p> <p>Why do I need to read instructional materials?</p> | <ul style="list-style-type: none"> • recipe and unit conversions. • fractions, multiplication, division, addition, subtraction • leadership skills. • the dynamics of teamwork within a kitchen unit. • problem solving. • how to interpret instructional materials. • the effect of chemical reactions in foods. • how to measure accurately. • ways to create and maintain a personal recipe file. • The impact of food choices on a budget. | <ul style="list-style-type: none"> • adjust recipe yields using mathematical operations. • divide and multiply fractions. • practice unit conversions. • collaborate appropriately within group settings. • read and comprehend instructional materials. • assume head chef responsibilities within a group setting. • observe chemical reactions in foods. • evaluate and write reflections based on lab experiences. • make financially informed food purchases. |