



## CULINARY ARTS

**PATHWAY:** Culinary Arts

**COURSE:** Culinary Arts I (CAI)

**UNIT:** 8.1 Fundamentals of Baking



## INTRODUCTION

### Annotation:

Students will identify and apply fundamentals of baking in the preparation and production of baked food products and will identify and use equipment normally found in the bakeshop.

### Grade(s):

X	9 <sup>th</sup>
X	10 <sup>th</sup>
	11 <sup>th</sup>
	12 <sup>th</sup>

### Time:

5 90-minute class periods

### Author:

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### Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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**GPS Focus Standards:** Please list the standard and elements covered.

CA-CAI-7: Students will identify and apply fundamentals of baking in the preparation and production of baked food products and will identify and use equipment normally found in the bakeshop.

**GPS Academic Standards:**

*SCSh2. Students will identify and investigate problems scientifically.*

**National / Local Standards / Industry / ISTE:**



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:**

This lesson plan will show students the how to identify equipment used in a bakeshop.

**Essential Questions:**

- How will defining basic baking terms, identifying baking equipment and utensils used in a bakeshop help to produce yeast raised products?

**Knowledge from this Unit:** Factual information.

**Skills from this Unit:** Performance.



# ASSESSMENT(S)

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**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

**Assessment(s) Description/Directions:**

Give a quiz over Bakeshop equipment and ingredients.

**Attachments for Assessment(s):** Please list.



# LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## Sequence of Instruction

### 1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CA-CAI-7: Students will identify and apply fundamentals of baking in the preparation and production of baked food products and will identify and use equipment normally found in the bakeshop.

### 2. Review Essential Questions.

- How will defining basic baking terms, identifying baking equipment and utensils used in a bakeshop help to produce yeast raised products?

### 3. Identify and review the unit vocabulary.

### 4. Assessment Activity.

Set Induction: The students should have access to a kitchen lab and be given the following information:

- Vocabulary Worksheet
- Bakeshop Equipment Handout
- PowerPoint Presentation
- Banana Bread Recipe
- Mise en place list

Learning Activities:

Equipment, Units of Measurement, Mis en en place, and Lab. Each student group will make the same recipe.

- Equipment: Using a copy of the Basic Baking Equipment handout, have each student match the listed equipment to the actual equipment in the Bakeshop
- Measurements: Give students a Measurement handout that lists the units of measurement used in cooking. Demonstrate how to Scale out the dry and wet ingredients needed in the recipe.

1. Recipe Review: Give each student a copy of the Banana Bread recipe they will be using for lab. Explain how a Formula is used for baking and differs from a recipe.
2. Mise en place: The Instructor as well as each group should make a complete mise en place of the recipe. (include speciality equipment)
3. Recipe Production Lab: Each group will produce their recipe, adding on to their mise en place as they find it necessary to get more equipment than originally listed.

Closure: An evaluation of the finished product will be done.

Transfer Out: Review any outstanding questions about the differences between a Formula and a recipe. Review Bakeshop equipment and evaluate the Banana Bread for differences and similarities among the finished products.

**Attachments for Learning Experiences:** Please list.

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



## CULMINATING PERFORMANCE TASK

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(Optional)

**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:** Please list.



## UNIT RESOURCES

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### Web Resources:

**Attachment(s):** Supplemental files not listed in assessment, learning experiences, and performance task.

### Materials & Equipment:

- PowerPoint presentation
- Chocolate Chip Recipe
- Handouts

### What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		Maker