GEORGIA PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CULINARY ARTS

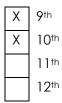
PATHWAY:	Culinary Arts
COURSE:	Culinary Arts I (CAI)
UNIT:	8.1 Fundamentals of Baking



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):



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.

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FOCUS STANDARDS

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

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.

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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
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 rale playing
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

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

(Optional)
Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



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:

