



Bristol Public Schools
Office of Teaching & Learning

Department	Career and Technical Education (CTE)
Department Philosophy	Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
Course	Baking and Pâtisserie
Course Description for Program of Studies	The course is an introduction to baking and pastry with intensive hands-on laboratory training. Laboratory classes emphasize basic ingredients and production techniques for breads, rolls, folded doughs, batters, basic cakes, cake decorating, pies, and cookies.
Grade Level	10-12
Pre-requisites	Introduction to Foods and Nutrition
Credit (if applicable)	0.5

Table of Contents

[Curricular Theme: Safety and Sanitation](#)

[Curricular Theme: Careers and Employability](#)

[Curricular Theme: Planning, Preparation, and Production](#)

[Recipes: Baking and Patisserie](#)

Curricular Theme: Safety and Sanitation

UNWRAPPED STANDARDS

<u>Advance CTE Standard</u>	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
HTC06.05: Review safety and sanitation procedures applicable to the work area to ensure a safe and healthy work environment.	<ul style="list-style-type: none"> ● HTC06.05.01: Examine overall safety procedures to maintain safe work areas in hospitality and tourism workplaces. ● HTC06.05.03 Practice personal safety while at the work site and on work related assignments to avoid injuries or accidents. 	<ul style="list-style-type: none"> ● Classify different types of fires and how to contain them. ● Identify proper fire evacuation procedures. ● Outline proper response to emergency situations. ● Use appropriate safety equipment and clothing. ● Demonstrate safe use of equipment commonly used in hospitality and tourism. 	Safety Sanitation
HTC06.07 Analyze the potential effects caused by common chemicals and hazardous materials used in the hospitality and tourism industry in order to prevent health problems that may result from exposure to these elements.	<ul style="list-style-type: none"> ● HTC06.07.01 Follow industry standards to comply with safety polices and procedures. 	<ul style="list-style-type: none"> ● Apply Hazcom and Hazardous Material practices and MSDS Procedures for handling and disposing of chemicals. ● Illustrate compliance with OSHA safety regulations and practices. 	Chemical Hazardous Material MSDS OSHA
HTC06.03 Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns.	<ul style="list-style-type: none"> ● HTC06.03.01 Demonstrate methods to correct common hazards 	<ul style="list-style-type: none"> ● Identify and describe common hazards in the workplace. ● Identify and describe major sources of information about hazards in the workplace (e.g., MSDS, work procedures, exposure control plans, training materials, labels, and signage). Identify sources of combustible/flammable materials, fire and emergencies to establish a fire safe environment. ● Interpret safety signs and symbols. 	Hazard

<p>NASAFACS: 8.2 Demonstrate food safety and sanitation procedures</p>	<ul style="list-style-type: none"> ● 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. ● 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. ● 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. ● 8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation. 		<p>Pathogens Foodborne illness Cross contamination Temp sheets Cleaning sheets</p>
<p>NASAFACS: 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</p>	<ul style="list-style-type: none"> ● 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements. ● 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements. ● 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. ● 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools. ● 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware. 		<p>Cleaning Sanitizing</p>
<p>NASAFACS: 8.6 Demonstrate implementation of food service management and leadership functions.</p>	<ul style="list-style-type: none"> ● 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. ● 8.6.10 Apply principles of inventory management, labor cost and control techniques, 		<p>Receiving Inventory FIFO Date Marking Record keeping Inventory management</p>

	production planning and control, and facilities management to front and back of the house operations.		
--	---	--	--

Curricular Theme-Safety and Sanitation

Theme Narrative: The contents of this unit are interwoven throughout the Baking and Patisserie course. Students are provided an overview of major safety and sanitation procedures prior to engineering the culinary lab. Throughout the course, students will deepen their understanding of safety and sanitation processes and procedures as they interweave them with baking skills.

Essential Questions:

- What are the characteristics and qualities of a safe kitchen?
- What are common kitchen hazards and chemicals?
- How can you mitigate common hazards in a culinary environment?
- What are food borne pathogens and how can they be prevented in a kitchen?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
HTC06.05	<ul style="list-style-type: none"> ● I can understand and explain safety procedures and precautions to maintain a safe work environment. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)	x	Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● HTC06.05.01: Examine overall safety procedures to maintain safe work areas in hospitality and tourism workplaces. ● HTC06.05.03 Practice personal safety while at the work site and on work related assignments to avoid injuries or accidents. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Safety and sanitation learning targets and skills are embedded with all content throughout this course. Focus on specific elements of safety and sanitation will vary based on concepts and skills required in the unit taught.</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
x	Observation (O)											
Pacing:	<ul style="list-style-type: none"> ● 1 block-General safety procedures and precautions. ● Ongoing-application of content as required by planned lab experiences. 		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Observation/assessment of safe and sanitary actions within the culinary lab and pre/post lab quizzes.</i> 								
HTC06.03 HTC06.07	<ul style="list-style-type: none"> ● I can identify and correct common kitchen hazards and chemicals. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● HTC06.03.01 Demonstrate methods to correct common hazards ● HTC06.07.01 Follow industry standards to comply with safety policies and procedures. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Safety and sanitation learning targets and skills are embedded with all content throughout this course. Focus on specific elements of safety and sanitation will vary based on concepts and skills required in the unit taught.</i> 		
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											

<p>Pacing:</p>	<ul style="list-style-type: none"> ● 0.5 block-General kitchen hazards and chemicals ● Ongoing-application of content as required by planned lab experiences. 	<table border="1"> <tr> <td data-bbox="693 103 741 175">x</td> <td data-bbox="741 103 1016 175">Observation (O)</td> </tr> </table>	x	Observation (O)	<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● <i>CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Observation/assessment of safe and sanitary actions within the culinary lab and pre/post lab quizzes.</i> 						
x	Observation (O)											
<p>NASAFAC S8.2</p>	<ul style="list-style-type: none"> ● I can identify major food borne pathogens and how to prevent them. 	<table border="1"> <tr> <td data-bbox="693 363 741 435"></td> <td data-bbox="741 363 1016 435">Selected Response</td> </tr> <tr> <td data-bbox="693 435 741 522">x</td> <td data-bbox="741 435 1016 522">Constructed Response</td> </tr> <tr> <td data-bbox="693 522 741 581"></td> <td data-bbox="741 522 1016 581">Performance (P)</td> </tr> <tr> <td data-bbox="693 581 741 639"></td> <td data-bbox="741 581 1016 639">Observation</td> </tr> </table>		Selected Response	x	Constructed Response		Performance (P)		Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Safety and sanitation learning targets and skills are embedded with all content throughout this course. Focus on specific elements of safety and sanitation will vary based on concepts and skills required in the unit taught.</i>
	Selected Response											
x	Constructed Response											
	Performance (P)											
	Observation											
<p>Pacing:</p>	<ul style="list-style-type: none"> ● 0.5 block-General food borne pathogens and prevention ● Ongoing-application of content as required by planned lab experiences. 		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● <i>CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Observation/assessment of safe and sanitary actions within the culinary lab and pre/post lab quizzes.</i> 								

Curricular Theme: Careers and Employability

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
NASAFACS: 8.1 Analyze career paths within the food production and food services industries.	<ul style="list-style-type: none"> ● 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers. ● 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors. ● 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services. ● 8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities. 	●	<ul style="list-style-type: none"> ● Food industry ● Entrepreneurial ● Career
NASAFACS: 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	<ul style="list-style-type: none"> ● 8.4.1 Use computer based menu systems to develop and modify menus. ● 8.4.2 Apply menu-planning principles to develop and modify menus. ● 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. ● 8.4.6 Record performance of menu items to analyze sales and determine menu revisions. ● 8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning. 	●	<ul style="list-style-type: none"> ● Menu ● Theme ● Design ● Production ● Performance of items ● Analyze sales ● Food cost analysis
HTC09.02 Identify career opportunities in one or more hospitality and tourism career pathways to broaden awareness of careers available within the	<ul style="list-style-type: none"> ● HTC09.02.01 Research career opportunities based upon their fit with personal career goals in the hospitality and tourism industries ● HTC09.02.02 Match personal interests and aptitudes to careers in the hospitality and 	<ul style="list-style-type: none"> ● Locate and interpret career information for at least one career cluster. Identify job requirements for career pathways. Identify educational and credentialing 	<ul style="list-style-type: none"> ● Aptitudes ● Entry level ● Skilled level ● Supervisory

<p>career cluster</p>	<p>tourism industry when researching opportunities within the pathways.</p> <ul style="list-style-type: none"> ● HTC09.02.03 Examine entry-level, skilled level, and supervisory positions and the qualifications and skills needed for different levels of hospitality and tourism employment. 	<p>requirements for career cluster and pathways</p> <ul style="list-style-type: none"> ● Identify personal interests and aptitudes. Identify job requirements and characteristics of selected careers. Compare personal interests and aptitudes with job requirements and characteristics of career selected. Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics. 	
<p>ESS07.01 Employ leadership skills to accomplish organizational goals and objectives.</p>	<ul style="list-style-type: none"> ● ESS07.01.02 Exhibit traits such as empowerment, risk, communication, focusing on results, decision-making, problem solution, and investment in individuals when leading a group in solving a problem. ● ESS07.01.03 Exhibit traits such as compassion, service, listening, coaching, developing others, team development, and understanding and appreciating others when acting as a manager of others in the workplace. ● ESS07.01.04 Exhibit traits such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living, and change when interacting with others in general. ● ESS07.01.06 Exhibit traits such as innovation, intuition, adaptation, life-long learning and coachability to develop leadership potential over time. ● ESS07.01.07 Analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation. 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Leadership ● Employability
<p>ESS07.03 Employ teamwork skills to achieve collective goals and use team member's talents effectively.</p>	<ul style="list-style-type: none"> ● ESS07.03.01 Work with others to achieve objectives in a timely manner. ● ESS07.03.02 Promote the full involvement and use of team member's individual talents and skills. ● ESS07.03.03 Employ conflict-management skills to facilitate solutions. ● ESS07.03.05 Demonstrate teamwork processes 		<ul style="list-style-type: none"> ● Teamwork ● Accountability ● Objectives

	<p>that provide team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.</p> <ul style="list-style-type: none"> ● ESS07.03.07 Demonstrate commitment to and a positive attitude toward team goals. ● ESS07.03.08 Take responsibility for shared group and individual work tasks. ● ESS07.03.09 Assist team members in completing their work. ● ESS07.03.10 Adapt effectively to changes in projects and work activities. ● ESS07.03.11 Negotiate effectively to arrive at decisions. 		
ESS07.04 Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.	<ul style="list-style-type: none"> ● ESS07.04.03 Manage personal skills to accomplish assignments. ● ESS07.04.04 Treat people with respect. ● ESS07.04.06 Demonstrate sensitivity to and value for diversity. ● ESS07.04.07 Manage stress and control emotions. 		Respect
ESS09.01 Identify and demonstrate positive work behaviors and personal qualities needed to be employable.	<ul style="list-style-type: none"> ● ESS09.01.01 Demonstrate self-discipline, self-worth, positive attitude, and integrity in a work situation. ● ESS09.01.02 Demonstrate flexibility and willingness to learn new knowledge and skills. ● ESS09.01.03 Exhibit commitment to the organization. 		

Curricular Theme-Careers and Employability

Theme Narrative: The contents of this unit are interwoven throughout the Baking and Patisserie course. Students are provided an overview of employability skills for the food and beverage industry. . Throughout the course, students will deepen their understanding of employability and employability skills as they interweave them with baking skills.

Essential Questions

- What are the career options in the food and beverage industry?
- What are the ways in which culinary certifications can advance my opportunities in the food and beverage industry?
- How are the food industry and business entrepreneurial endeavors connected?
- What are the employability skills required for success in the food industry?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
NASAFAC S: 8.1 HTC09.02	<ul style="list-style-type: none"> ● I can identify careers in the food industry. ● I can analyze opportunities for employment and entrepreneurial endeavors. ● I can summarize education and training requirements and opportunities for career paths in the food industry. ● I can compare and contrast careers in the food industry and choose the best career path for me. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers. ● 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors. ● 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services. ● HTC09.02.01 Research career opportunities based upon their fit with personal career goals in the hospitality and tourism industries ● HTC09.02.02 Match personal interests and aptitudes to careers in the hospitality and tourism industry when researching opportunities within the pathways. ● HTC09.02.03 Examine entry-level, skilled level, and supervisory positions and the qualifications and skills needed for different levels of hospitality and tourism employment. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Food industry career project and presentation</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<p>Pacing:</p>	<ul style="list-style-type: none"> ● 3 blocks-Career Exploration ● Ongoing-application of content as required by planned lab and classroom experiences. 		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● <i>CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Project</i> 								

ESS09.01	<ul style="list-style-type: none"> • I can identify the traits needed to be employable. • I can role-play to demonstrate positive and negative traits in a job. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • ESS09.01.01 Demonstrate self-discipline, self-worth, positive attitude, and integrity in a work situation. • ESS09.01.02 Demonstrate flexibility and willingness to learn new knowledge and skills. • ESS09.01.03 Exhibit commitment to the organization. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Employability skills and learning targets and skills are embedded with all content throughout this course. Focus on specific elements of safety and sanitation will vary based on concepts and skills required in the unit taught.</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<p>Pacing:</p>	<p>1 block</p>		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • <i>CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Observation/assessment of employability actions within the culinary lab and classroom.</i> 								

Curricular Theme: Planning, Preparation, and Production

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
HTPA04.01 Manage and use basic reading, writing, and mathematical skills for food production and guest services to provide a positive guest experience.	<ul style="list-style-type: none"> ● HTPA04.01.01 Apply mathematical, reading, and writing skills to correctly deliver food products and guest service 	<ul style="list-style-type: none"> ● Convert recipes. ● Use proper measurements of ingredients. ● Calculate menu and recipe costs. ● Read and comprehend recipes, operational manuals, inventory control sheets, menus, correspondence, training manuals, etc. ● Use basic writing skills (grammar, punctuation, spelling) to produce inventory control sheets, recipes, menus, correspondence, employee evaluations, etc. 	<ul style="list-style-type: none"> ● Convert ● Equivalent ● Weight ● Volume ● Interpret ● Understand
NASAFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	<ul style="list-style-type: none"> ● 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, sauteing, 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 a variety of foods. ● 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. 	<ul style="list-style-type: none"> ● Explain the use of a variety of sauces. ● Choose appropriate cooking procedures (sauté, broil, bake, etc.). ● Employ knowledge of nutritional values. ● Exhibit high quality food presentation. ● Use of scales and other food service equipment. ● Sharpen knives safely. ● Use pots and pans for different food preparations. ● Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.) ● Detail characteristics of French, Russian, Bistro style and other forms of service. Identify types of 	<ul style="list-style-type: none"> ● Equipment (full list available at request) ● Cooking methods (full list available at request) ● Technique ● Method ● Ingredient ● Prepare ● Mise en place

	<ul style="list-style-type: none"> ● 8.5.9 Prepare sandwiches, canapes, 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. 	<p>dining utensils and proper uses. Show proper set up procedures for the dining room/counter. Explain menu items. Detail the process of “upselling” and other forms of marketing at tableside.</p>	
HTPA09.01 Implements the company's standard operating procedures related to food and beverage production and guest service to provide quality products and services.	<ul style="list-style-type: none"> ● HTPA09.01.02 Evaluate prepared foods for quality and presentation to meet quality standards. ● HTPA09.01.04 Match equipment with correct cooking methodology. 	<ul style="list-style-type: none"> ● Show consistent appearance in prepared foods Detail ways to monitor quality of prepared food 	<p>Plating Quality Portion</p>

Curricular Theme: Planning, Preparation, and Production

Theme Narrative: This unit comprises the baking and patisserie skills and recipes that will support building the students foundational knowledge of baking. Students will build their understanding of safety and sanitation, employability skills as they delve into baking skills and “whip things up” in the culinary lab. Students will learn the basics of the creaming method, muffin method, biscuit method, lamination, pate a choux pastry, yeast breads, cakes and cake decorating.

Essential Questions:

- What are the different ways to mix and prepare baked good doughs/batters, and why is it important to understand the different methods and when to use them?
- What is the difference between quick bread and yeast bread, and how do the leavening agents in each work?
- How are different icings structured, and why are they used for different applications?
- How can you evaluate baked goods, and determine how to improve techniques and outcomes in the future?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
HTPA04.0 <u>1</u>	<ul style="list-style-type: none"> ● I can convert recipes to be larger or smaller. ● I can use correct measurements of needed ingredients. ● I can understand recipes and apply them properly. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● HTPA04.01.01 Apply mathematical, reading, and writing skills to correctly deliver food products and guest service 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Recipe conversion and measurement skill learning targets are embedded with all recipes throughout this course.</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<p>Pacing:</p>	<ul style="list-style-type: none"> ● 1 blocks-Recipe Conversion/measurement ● Ongoing-application of content as required by planned lab and classroom experiences. 		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● <i>HS.N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Observation/assessment of recipe conversions and measurement within the culinary lab and classroom.</i> 								
NASAFAC S: 8.3 NASAFAC S: 8.5 HTPA09.0 <u>1</u>	<ul style="list-style-type: none"> ● I can identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware. ● I can demonstrate professional skills in safe handling of knives, tools, and equipment. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware. ● 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. ● HTPA09.01.04 Match equipment with correct cooking methodology 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Food processing and equipment skill learning targets are embedded with all recipes throughout this course.</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<p>Pacing:</p>	<ul style="list-style-type: none"> ● 2 blocks-Food Processing/Equipment Handling ● Ongoing-application of content 		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Observation/assessment of food processing and</i> 								

	as required by planned lab and classroom experiences.			<i>equipment use within the culinary lab and classroom.</i>								
NASAFAC S: 8.2 NASAFAC S: 8.3 NASAFAC S: 8.4 ESS07.01 ESS07.03 ESS07.04 NASAFAC S: 8.1	<p>Food Preparation</p> <ul style="list-style-type: none"> I can demonstrate professional skill for a variety of cooking methods including sauteing, pan frying, deep frying, poaching, steaming, and baking using professional equipment and current technologies. I can utilize weights and measurement tools for different recipes. I can apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods. I can prepare various foods using safe handling and professional preparation techniques. I can demonstrate professional plating, garnishing, and food presentation techniques. <p>Safety and Sanitation</p> <ul style="list-style-type: none"> I can properly store and handle food, preventing cross contamination. I can dispose of waste in appropriate, safe, and environmentally friendly ways. I can maintain records to document time and temperature control, maintenance of equipment, and cleaning of equipment. I can maintain food inventory using FIFO, date marking, and record keeping. <p>Menu</p> <ul style="list-style-type: none"> I can make and modify menus using technology, including 	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td>x</td> <td>Observation</td> </tr> </table>		Selected Response		Constructed Response	x	Performance (P)	x	Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, 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 a variety of foods. 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, canapes, 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. 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. 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 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> <i>Lesson and lab on:</i> <ul style="list-style-type: none"> <i>Cookies or similar (creaming method)</i> <i>Muffins or similar (muffin method)</i> <i>Scones or similar (biscuit method)</i> <i>Puff pastry or similar (lamination)</i> <i>Cream Puffs or similar (pate a choux pastry)</i> <i>Bread or similar (yeast)</i> <i>Cake decorating</i> <i>Incorporate Safety and Sanitation standards throughout the lessons and labs as applicable to recipe preparation.</i> <i>Incorporate Career and Employability standards throughout the lessons and labs.</i>
	Selected Response											
	Constructed Response											
x	Performance (P)											
x	Observation											

	<p>different designs and layouts.</p> <ul style="list-style-type: none"> ● I can plan a menu, including design, food items, cost, equipment, culture of origin. <p>Employability</p> <ul style="list-style-type: none"> ● I can demonstrate employability skills, including but not limited to leadership, teamwork, dependability, positive attitude, good customer service, respecting others, and holding myself accountable. ● I can create a portfolio of my work throughout the semester to show my improvement and commitment to learning new skills. 		<p>methods.</p> <ul style="list-style-type: none"> ● 8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation. ● 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements. ● 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements. ● 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. ● 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools. ● 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. ● 8.6.10 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. ● 8.4.1 Use computer based menu systems to develop and modify menus. ● 8.4.2 Apply menu-planning principles to develop and modify menus. ● 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. ● 8.4.6 Record performance of menu items to analyze sales and determine menu revisions. ● 8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning. 	
--	--	--	---	--

Pacing:	30 blocks		CCSS Connections: <ul style="list-style-type: none"> ● <i>HS.N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</i> ● <i>CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</i> ● <i>CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</i> 	Assessments: <ul style="list-style-type: none"> ● <i>Performance Tasks: Cooking and recipe adaptation</i> ● <i>Performance Task: Safe Behaviors and actions in the Kitchen</i>
----------------	------------------	--	---	---

Recipes: Baking and Patisserie

Table of recipes to support student development of baking and patisserie skills.

Creaming Method (3 Days)	Muffin method (2 days)	Biscuit Method (2 days)	Lamination (4 days)
Shortbread Cookies Chocolate Chip Cookies Pound Cake Oatmeal Cookies	Blueberry Muffins Corn Muffins Pumpkin Muffins Pancakes/Waffles	Drop Biscuits Rolled Biscuits Buttermilk Biscuits Shortcake	Croissants Pie crust/Pie Babka
Pate a choux pastry (3 days)	Yeast Breads (4 days)	Cakes (2 days)	Cake Decorating (4 days)
Cream Puff Eclair Profiterole	Pizza Dough Egg Bread Rolls Pretzels Loaf bread	Sponge cake/Cupcakes	Royal Icing Piping techniques Sugar flowers Fondant