Steel Center for Career and Technical Education
Course Name: Baking and Pastry Arts/Baker/Pastry Chef

Unit Name: PA100 – Introduction to the Hospitality and Baking Industry

Unit Number: PA100

Hours: 35.00

Unit Description/Objectives:

Student will understand the role and characteristics of a baker/pastry chef in the hospitality industry and identify career opportunities, trends and industry affiliations.

Tasks:

PA101 - Define hospitality and the importance of customer service within the baking and pastry industry.

PA102 - Discuss the growth and development of the baking and pastry industry.

PA103 - Describe various cuisines and their relationship to history and cultural development.

PA104 - Outline the structure and functional areas in businesses. (retail/wholesale/baking and distribution).

PA105 - Identify career opportunities and the personal traits for a variety of jobs in the baking industry.

PA106 - Identify professional organizations and certifications.
PA107 – Use multimedia resources to identify industry trends.

Standards / Assessment Anchors

Focus Standard/Anchor #1

- CC.3.5.11-12.B. 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.
- CC.3.5.9-10B. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Supporting Standards/Anchors

CC.3.5.11-12A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.9-10A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

CC.3.5.11-12J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Focus Standard/Anchor #2

- CC.3.6 9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
- CC.3.6 11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

Supporting Standards/Anchors

CC.3.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

CC.3.6.9-10.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information flexibly and dynamically.

CC.3.6.11-12.E. 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.

CC.3.6.9-10F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Connecting Standard/Anchor

- 13.2.11.B Apply research skills in searching for a job

Supporting Standards/Anchors

13.1.11A Relate careers to individual interests, abilities and aptitudes

13.2.11E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to: Commitment, communication, dependability, health/safety, laws/regulations(that is Americans with Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) personal initiative, self-advocacy, scheduling/time management, team building, technical literacy, and technology

13.1.11F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: Associate's degree, Baccalaureate degree, Certificate/licensure, Entrepreneurship, Immediate part/full time employment, Industry training, Military training, Professional degree, Registered apprenticeship, Tech Prep, Vocational rehabilitation centers.

Instructional Activities:

Knowledge:

Participate in theory presentation and respond to questions
Complete vocabulary activities
Participate in group activities as directed
Complete assigned worksheets
Complete assigned reading
Participate in class discussions
Conduct internet research
Read and interpret industry periodical articles
Identify and predict outcomes based on reading and research
Theory based games

Skill:

Performance skills not applicable in this unit

Remediation:

Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Extended time
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Individual support from other school personnel

Enrichment:

Proceed to next assigned task
Assist another student
Computer research on an approved topic
Individual project work

Safety:

Handle material in a safe and workmanlike manner
Follow manufacturer's directions when using any product, tool, equipment, etc.
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Worksheets
Quizzes
Pre/Post Tests
Writing Activities
Individual Projects
Any content related assessment

Resources/Equipment:

Gisslen, Wayne. *Professional Baking. 7th Ed*. Hoboken: John Wiley & Sons, 2017. Print.
Computer
Internet Resources

Steel Center for Career and Technical Education
Course Name: Baking and Pastry Arts/Baker/Pastry Chef

Unit Name: PA200 – Sanitation and Safety

Unit Number: PA200

Hours: 130

Unit Description/Objectives:

Student will understand and implement kitchen safety and sanitation procedures.

Tasks:

PA201 - Identify microorganisms which are related to food spoilage and food borne illnesses; describe their requirements and methods for growth, symptoms and prevention.

PA202 - Describe cross-contamination and procedures for preparing and storing potentially hazardous foods.

PA203 – Follow guidelines for hygiene, health habits, and wear industry standard apparel.

PA204 – Identify the requirements for receiving and storage of raw and prepared foods, reasons for, and signs of food spoilage and contamination (i.e. FIFO).

PA205 - Explain the difference between cleaning, sanitizing, and the use of chemicals.

PA206 - Develop and follow a cleaning schedule.

PA207 – Practice methods of waste disposal, recycling, and sustainability.

PA208 - Identify measures for the control of insects, rodents and pests.

PA209 - Identify sanitary, safety design, and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc.).

PA210 - Identify Safety Data Sheets (SDS) and the requirements for handling hazardous materials.

PA211 - Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.

PA212 - Identify the critical control points and the Temperature Danger Zone during all food handling processes as a method for minimizing the risk of food borne illness (HACCP system).

PA213 - List common accidents and injuries in the foodservice industry, outline a safety management program and emergency policies.

PA214 – Identify types, uses, and location of fire extinguishers in the foodservice area.

PA215 - Describe the role of regulatory agencies governing sanitation and food safety.

PA216 – Acquire industry sanitation certifications(i.e. ServSafe).

Standards / Assessment Anchors

Focus Standard/Anchor #1

- CC.3.5.11-12.B. 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.
- CC.3.5.9-10B. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Supporting Standards/Anchors

CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.9-10A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

CC.3.5.11-12J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

CC.3.5.11-12.C. 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.

CC.3.5.9-10.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Focus Standard/Anchor #2

- CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
- CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

Supporting Standards/Anchors

CC.3.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.9-10.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information flexibly and dynamically.

CC.3.6.11-12.E. 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.

CC.3.6.9-10F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Connecting Standard/Anchor

- 13.2.11E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to: Commitment, communication, dependability, health/safety, laws/regulations (that is Americans with Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) personal initiative, self-advocacy, scheduling/time management, team building, technical literacy, and technology

Supporting Standards/Anchors

13.2.11.C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: Job application, Letter of appreciation following an interview, Letter of introduction, Post-secondary education/training applications, Request for letter of recommendation, Resume

13.2.11.D. Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.1.11F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: Associate's degree, Baccalaureate degree, Certificate/licensure, Entrepreneurship, Immediate part/full time employment, Industry training, Military training, Professional degree, Registered apprenticeship, Tech Prep, Vocational rehabilitation centers.

Instructional Activities:

Knowledge:

SP2 Certification Training
ServSafe Certification Training
Participate in theory presentation and respond to questions
Complete vocabulary activities
Participate in group activities as directed
Complete assigned worksheets
Complete assigned reading
Participate in class discussions
Maintain student portfolio of assignments and notes
Complete assigned individual projects

Skill:

Apply theory-based knowledge while conducting a safety and sanitation inspection
Demonstrate understanding of safety and sanitation procedures while working in a kitchen
Demonstrate safe hygiene practices daily
Develop a cleaning schedule

Remediation:

Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Individual support from other school personnel

Enrichment:

Proceed to next assigned task
Assist another student
Computer research on an approved topic
Individual project work

Safety:

Student must:
Pass safety test with 100% for all tools and equipment
Handle material in a safe and workmanlike manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer's directions when using any product, tool, equipment, chemicals etc.
Use proper safety precautions when using /operating hand tools.
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Worksheets
Quizzes
Pre/Post Tests
Writing Activities
Rubrics
Individual Projects
Any content related assessment
Portfolio
SP/2 Safety Training web based assessment
ServSafe Online Certification assessment

Resources/Equipment:

Gisslen, Wayne. *Professional Baking. 7th Ed*. Hoboken: John Wiley & Sons, 2017. Print.
National Restaurant Association. *ServSafe*. 7th ed. N.p.: Pearson, 2017. Print.

Computer
Calculators
Dishwasher
Digital and Manual Scales
Internet resources
Hand Tools
PPE
Cleaning Tools
3 Compartment Sink
Chemicals
Thermometers
Washer/Dryer
Various mixers/attachments
Dough Sheeter
Dough Divider/Rounder
Donut Fryer
Induction Burners
Rotating Rack Oven
Stationary Convection Oven
Steam Jacket Kettle
Bread Slicer
Ice Cream Machine
Edible Imaging Printer
Immersion Blender
Robot Coupe
Fog Tank
Batter/Filling Depositor
Microwave
Fire extinguisher
Eye Wash Station/First Aid Kit
SDS Sheets

Steel Center for Career and Education
Course Name: Baking and Pastry Arts/Baker/Pastry Chef

Unit Name: PA300 - Business and Math Skills

Unit Number: PA300

Hours: 80

Unit Description/Objectives:

Student will understand and be able to perform mathematical operations pertaining to the food service industry.

Tasks:

PA301 - Perform basic math functions using the baker's percentage (%) and friction factor.

PA302 - Discuss labor cost.

PA303 – Calculate the cost of recipes/formulas including: As Purchased, Edible Portion, and factors affecting yield percentage.

PA304 – Calculate the selling price of bakery items.

PA305 – Complete a sales transaction using related industry standards including cash handling and current technology (i.e. guest checks, computers, calculators, etc.).

PA306 – Perform basic math functions using decimal, percentages, fractions, conversions and measurements as related to the baking and pastry industry.

PA307 – Perform equivalent measures associated with weight, volume, and distance including metric and English units.

Standards / Assessment Anchors

Focus Standard/Anchor #1

- CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Focus Standard/Anchor #2

- CC.3.5.11-12.C. 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.
- CC.3.5.9-10.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Supporting Standards/Anchors

CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.B. 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.

CC.3.5.9-10B. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

CC.3.5.11-12J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Connecting Standard/Anchor

- CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

Supporting Standards/Anchors

CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers.
CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.
CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.
CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.
CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.
CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

Instructional Activities:

Knowledge:

Participate in theory presentation and respond to questions
Complete vocabulary activities
Participate in group activities as directed
Take notes during theory presentation and maintain a notebook
Complete assigned worksheets
Complete assigned reading
Participate in class discussions
Maintain student portfolio of assignments and notes
Demonstrate safe use of tools
Complete assigned individual projects

Skill:

Determine friction factor and baker's percentage
Cost recipes with consideration to AP and EP costs and factors affecting yield percentage
Complete sales transactions
Scale recipes up and down to accommodate production demands
Perform equivalent measurements

Remediation:

Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Individual support from other school personnel

Enrichment:

Proceed to next assigned task
Assist another student
Computer research on an approved topic
Individual project work
Covert recipes from volume to weight to be used for large scale production
Cost newly developed recipes

Safety:

Follow manufacturer's directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools.
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Worksheets
Quizzes
Pre/Post Tests
Writing Activities
Rubrics
Individual Projects
Any content related assessment

Resources/Equipment:

Gisslen, Wayne. *Professional Baking. 7th Ed*. Hoboken: John Wiley & Sons, 2017. Print.

Calculators
Cash Register
Computer
Digital and Manual Scales
Internet resources
Projector
Rulers
Volume Measuring Tools

Steel Center for Career and Technical Education
Course Name: Baking and Pastry Arts/Baker/Pastry Chef

Unit Name: PA400 – Baking Preparation

Unit Number: PA400

Hours: 255.00

Unit Description/Objectives:

Student will understand culinary and baking terminology and demonstrate basic preparation skills.

Tasks:

PA401 - Identify ingredients used in baking, describe their properties, and list the functions of various ingredients (including but not limited to: flours, sugars, fats, egg products, dairy, chocolates, herbs, spices, and extracts).

PA402 - Perform knife skills and classic cuts while practicing safety techniques.

PA403 – Use and care for equipment and hand tools.

PA405 – Prepare and fill a pastry bag and utilize a variety of tips to demonstrate proper use (i.e. cake decorating and pastry products).

PA406 – Use and care for food processing, cooking and baking equipment.

PA407 – Read and follow a standard recipe/formula.

PA408 – Perform a variety of cooking methods (i.e. baking, frying, deep frying, boiling, blanching, poaching and steaming).

PA410 – Perform food presentation techniques (i.e. plated desserts.

PA411 – Write food requisitions for production requirements

Standards / Assessment Anchors

Focus Standard/Anchor #1

- CC.3.5.11-12.B. 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.
- CC.3.5.9-10B. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Supporting Standards/Anchors

CC.3.5.11-12A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.9-10A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

CC.3.5.11-12J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Focus Standard/Anchor #2

- CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Supporting Standards/Anchors

CC.3.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems

CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

CC.3.5.11-12.C. 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.

CC.3.5.9-10.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Connecting Standard/Anchor

- 13.2.11E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to: Commitment, communication, dependability, health/safety, laws/regulations(that is Americans with Disabilities Act, child labor laws, Fair Labor

Standards Act, OSHA, Material Safety Data Sheets) personal initiative, self-advocacy, scheduling/time management, team building, technical literacy, and technology

Supporting Standards/Anchors

13.1.11A Relate careers to individual interests, abilities and aptitudes

13.3.11E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.G. Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

Knowledge:

Participate in theory presentation and respond to questions
Complete vocabulary activities
Participate in group activities as directed
Take notes during theory presentation and maintain a notebook
Complete assigned worksheets
Complete assigned reading
Participate in class discussions
Maintain student portfolio of assignments and notes
Demonstrate safe use of tools
Complete assigned individual projects

Skill:

Identify and utilize baking ingredients
Identify and utilize baking equipment safely
Identify and utilize cooking techniques
Demonstrate knife skills safely
Demonstrate food presentation techniques
Demonstrate writing food requisitions

Remediation:

Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Individual support from other school personnel

Enrichment:

Proceed to next assigned task
Assist another student
Computer research on an approved topic
Individual project work

Safety:

Student must:
Pass safety test with 100% for all tools and equipment
Handle material in a safe and workmanlike manner
Use protective clothing and equipment
Use hand tools in a safe manner
Follow manufacturer's directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools.
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Worksheets
Quizzes
Pre/Post Tests
Writing Activities
Rubrics
Individual Projects
Any content related assessment
Portfolio

Resources/Equipment:

Gisslen, Wayne. *Professional Baking. 7th Ed*. Hoboken: John Wiley & Sons, 2017. Print.
National Restaurant Association. *ServSafe*. 7th ed. N.p.: Pearson, 2017. Print.

Computer
Calculators
Dishwasher
Digital and Manual Scales
Internet resources
Hand Tools
PPE
Cleaning Tools
3 Compartment Sink
Chemicals
Thermometers
Washer/Dryer
Various mixers/attachments
Dough Sheeter
Dough Divider/Rounder
Donut Fryer
Induction Burners
Rotating Rack Oven
Stationary Convection Oven
Bread Slicer
Ice Cream Machine
Edible Imaging Printer
Immersion Blender
Robot Coupe
Fog Tank
Batter/Filling Depositor
Microwave
Digital and manual scales
Fire extinguisher
Eye Wash Station/First Aid Kit
SDS Sheet

Steel Center for Career and Technical Education
Course Name: Baking and Pastry Arts/Baker/Pastry Chef

Unit Name: PA500 – Baking Fundamentals

Unit Number: PA500

Hours: 610

Unit Description/Objectives:

Student will understand and utilize various scaling and production methods to make a wide array of baked goods.

Tasks:

PA501 – Demonstrate scaling and measurement techniques used in baking.

PA502 – Prepare yeast products (i.e. hard and soft breads and rolls).

PA503 – Prepare enriched yeast dough products including laminated dough and sweet dough.

PA504 – Prepare quick breads.

PA505 – Prepare pies and tarts.

PA506 – Prepare cookies.

PA507 – Prepare creams, mousses, custards, and related sauces.

PA508 – Prepare cakes.

PA509 – Prepare icings and glazes.

PA510 – Perform cake decorating techniques (i.e.- writing, borders, flowers, leaves, and rosettes).

PA511 – Practice cake decorating techniques including: royal icing, rolled fondant, gum paste, air brush designs, and discuss edible images.

PA512 – Discuss the applicability of convenience, value added, further processed or par-baked food items.

PA513 – Prepare fillings and toppings for pastries and baked goods.

PA514 – Prepare pastry products from pate choux, phyllo, puff pastry, and crepes.

PA515 – Prepare French, Italian, and Swiss meringues.

PA516 – Prepare doughnuts.

PA517 – Prepare various frozen desserts.

PA518 – Prepare breakfast items/sandwiches.

PA519 – Label and store bakery products to prevent or reduce spoilage and staling.

PA520 – Discuss showpieces (i.e. gingerbread, chocolate, sugar, ice, and fruit carvings).
PA521 – Prepare a variety of Petit Fours (i.e. Macarons, Petit Four Glace, Financiers, etc.)

Standards / Assessment Anchors

Focus Standard/Anchor #1

- CC.3.5.11-12.C. 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.

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.
CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.
CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.
CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.
CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

Focus Standard/Anchor #2

- 13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors

CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.9-10A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CC.3.5.11-12J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

CC.3.5.11-12.B.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.

CC.3.5.9-10B. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Connecting Standard/Anchor

- CC.3.5.9-10.E. Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
- CC.3.5.11-12.E. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating an understanding of the information or ideas.

Supporting Standards/Anchors

CC.3.5.9-10.F. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CC.3.5.11-12.F. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unsolved.

CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

CC.3.5.11-12J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Connecting Standard/Anchor

- CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

Supporting Standards/Anchors

CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers.
CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.
CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.
CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.
CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.
CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

Instructional Activities:

Knowledge:
Participate in theory presentation and respond to questions
Complete vocabulary activities
Participate in group activities as directed
Take notes during theory presentation and maintain a notebook
Complete daily task sheet recording day's activities and work
Complete assigned worksheets
Complete assigned reading
Participate in class discussions

Maintain student portfolio of assignments and notes
Demonstrate safe use of tools
Complete assigned individual projects

Skill:
Distinguish between scaling by weight and volume
Demonstrate scaling techniques
Identify and utilize baking mixing methods to prepare baked goods
Identify and utilize decorating techniques
Demonstrate storage techniques of product

Remediation:
- Re-teach major concepts
- Review with teacher assistance
- Study group
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Retest or alternative assessment
- Technology integration
- Study guides
- Computer assisted instruction

Enrichment:
- Proceed to next assigned task
- Assist another student
- Computer research on an approved topic
- Individual project work
- Utilize more complex production methods
- Attempt more complex decorating techniques
- Troubleshoot problems, modify recipes to fix errors

Safety:
Student must:
Pass safety test with 100% for all tools and equipment
Handle material in a safe and workmanlike manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer's directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools.
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:
Worksheets
Quizzes
Pre/Post Tests
Writing Activities
Rubrics
Individual Projects
Any content related assessment
Portfolio

Resources/Equipment:

Gisslen, Wayne. *Professional Baking. 7th Ed*. Hoboken: John Wiley & Sons, 2017. Print.
National Restaurant Association. *ServSafe*. 6th ed. N.p.: Pearson, 2017. Print.

Computer
Calculators
Dishwasher
Digital and Manual Scales
Internet resources
Hand Tools
PPE
Cleaning Tools
3 Compartment Sink
Chemicals
Thermometers
Washer/Dryer
Various mixers/attachments
Dough Sheeter
Dough Divider/Rounder
Donut Fryer
Induction Burners
Rotating Rack Oven
Stationary Convection Oven
Bread Slicer
Ice Cream Machine
Edible Imaging Printer
Immersion Blender
Robot Coupe
Fog Tank
Batter/Filling Depositor
Microwave
Digital and manual scales
Fire extinguisher
Eye Wash Station/First Aid Kit
SDS Sheets

Steel Center for Career and Technical Education
Course Name: Baking and Pastry Arts/Baker/Pastry Chef

Unit Name: PA600 – Purchasing, Receiving, Inventory and Storage

Unit Number: PA600

Hours: 10.00

Unit Description/Objectives:

Student will identify factors influencing product cost, methods of ordering, inventory systems and product regulations.

Tasks:

PA601 – List factors that affect food prices and quality, which may include market fluctuation and product cost.

PA602 – Describe purchasing methods (i.e. bid, purchase orders, phone, sales quotes, online, etc.)

PA603 – Identify regulations for inspecting and grading of bakery ingredients (i.e. flour, sugar, eggs, dairy products and fruits.)

PA604 – Identify inventory systems including perpetual and physical inventories and requisition systems for controlling costs (i.e. computerized systems).

Standards / Assessment Anchors

Focus Standard/Anchor #1

- 13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors

CC.3.5.11-12A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.9-10A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CC.3.5.11-12.B. 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.

CC.3.5.9-10B. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CC.3.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Focus Standard/Anchor #2

- CC.3.5.11-12.C. 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.

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.
CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

CC.3.5.11-12J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Connecting Standard/Anchor

- CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

Supporting Standards/Anchors

CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.
CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.
CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.
CC.3.5.9-10.G. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Instructional Activities:

Knowledge:

Participate in theory presentation and respond to questions
Complete vocabulary activities
Participate in group activities as directed
Take notes during theory presentation and maintain a notebook
Complete daily task sheet recording day's activities and work
Complete assigned worksheets
Complete assigned reading
Participate in class discussions
Maintain student portfolio of assignments and notes
Demonstrate safe use of tools
Complete assigned individual projects

Skill:

List factors affecting pricing
Describe different methods of placing orders
Identify regulations for inspection and grading of food
Identify inventory methods

Remediation:

Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction

Enrichment:

Proceed to next assigned task
Assist another student
Computer research on an approved topic
Individual project work

Safety:

Student must:
Pass safety test with 100% for all tools and equipment
Handle material in a safe and workmanlike manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools.
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Worksheets
Quizzes
Pre/Post Tests
Time Cards
Writing Activities
Rubrics
Individual Projects
Any content related assessment

Resources/Equipment:

Gisslen, Wayne. *Professional Baking. 7th Ed*. Hoboken: John Wiley & Sons, 2017. Print.

Computer
Internet resources
Projector

Steel Center for C
Course Name: Baking and Pastry Arts/Baker/Pastry Chef

Unit Name: PA700 – Nutrition
Unit Number: PA700

Hours: 35.00

Unit Description/Objectives:

Student will develop an understanding of food and nutrient classifications while relating them to individual diets and menu development.

Tasks:

PA701 – List food groups and recommended servings in USDA Food Guide Charts.

PA702 – Discuss dietary guidelines and recommended dietary allowances for a nutritious diet.

PA703 – Define energy nutrients and non-energy nutrients and how they are metabolized by the human body.

PA704 – Calculate your individual dietary intakes by using RDA dietary guidelines.

PA706 – Interpret food labels in terms of the portion size, ingredients, nutritional value, and nutritional claims.

PA707 – Describe the six classes of nutrition (carbohydrates, fats/lipids, protein, vitamins, minerals and water).

PA708 – Describe the functions, sources and effects of the six classes of nutrients on a healthy lifestyle.

PA709 – Discuss various diets and health concerns related to: alternative dieting, poor nutrition and food allergies.

PA711 – Apply principles of nutrition and nutrient preservation while preparing bakery goods and menu items.

Standards / Assessment Anchors

Focus Standard/Anchor #1

- 13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors

11.3.12.C Evaluate sources of food and nutrition information.
11.3.12.A Analyze how food engineering and technology trends will influence the food

Supply
11.3.12.E Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.
11.3.12.F Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.
11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging.

Focus Standard/Anchor #2

- CC.3.5.9-10.G. Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Supporting Standards/Anchors

CC.3.5.9-10.A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
CC.3.5.11-12.A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

CC.3.5.11-12J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Connecting Standard/Anchor

- CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

Supporting Standards/Anchors

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

Instructional Activities:

Knowledge:

- Participate in theory presentation and respond to questions
- Complete vocabulary activities
- Participate in group activities as directed
- Take notes during theory presentation and maintain a notebook
- Complete daily task sheet recording day's activities and work
- Complete assigned worksheets
- Complete assigned reading
- Participate in class discussions
- Maintain student portfolio of assignments and notes
- Demonstrate safe use of tools
- Complete assigned individual projects

Skill:

- Identify food groups and recommended servings
- Identify recommended dietary allowances
- Distinguish between energy nutrients and empty calories and how they are metabolized
- Calculate personal dietary intake
- Interpret food labels
- Distinguish between nutrient classes and identify their functions and sources
- Apply principles of nutrition and nutrient preservation to menu development
- Describe the impact of nutrition during different life stages

Remediation:

- Re-teach major concepts
- Review with teacher assistance
- Study group
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Retest or alternative assessment
- Technology integration
- Study guides
- Computer assisted instruction

Enrichment:

- Proceed to next assigned task
- Assist another student
- Computer research on an approved topic
- Individual project work
- Develop a menu with consideration given to dietary restrictions
- Develop or produce recipes adapted for special diets

Safety:

Student must:
Pass safety test with 100% for all tools and equipment
Handle material in a safe and workmanlike manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer's directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools.
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Worksheets
Quizzes
Pre/Post Tests
Writing Activities
Rubrics
Individual Projects
Any content related assessment

Resources/Equipment:

Gisslen, Wayne. *Professional Baking. 6th Ed*. Hoboken: John Wiley & Sons, 2013. Print.
Internet Resources: USDA My Plate

Computer
Calculators
Dishwasher
Digital and Manual Scales
Internet resources
Hand Tools
PPE
Cleaning Tools
3 Compartment Sink
Chemicals
Thermometers
Washer/Dryer
Various mixers/attachments
Dough Sheeter
Dough Divider/Rounder
Donut Fryer
Induction Burners
Rotating Rack Oven
Stationary Convection Oven
Bread Slicer
Ice Cream Machine
Edible Imaging Printer
Immersion Blender
Robot Coupe
Fog Tank
Batter/Filling Depositor
Microwave
Digital and manual scales
Fire extinguisher
Eye Wash Station/First Aid Kit
SDS Sheets

Steel Center for Career and Technical Education
Course Name: Baking and Pastry Arts/Baker/Pastry Chef

Unit Name: PA800 – Baking Planning

Unit Number: PA800

Hours: 40.00

Unit Description/Objectives:
Student will understand baking planning, production and presentation principles.

Tasks:
PA801 – Determine basic production planning principles.

PA802 – Create menu item descriptions for bakery goods.

PA803 – Discuss baking facilities and planning and layout principles.

PA804 – Discuss planning and time management as it relates to a baking facility.

PA805 – Identify methods of promoting baked goods, display techniques, and seasonal merchandising.

Standards / Assessment Anchors

Focus Standard/Anchor #1

- 13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

Focus Standard/Anchor #2

- CC.3.5.9-10.A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- CC.3.5.11-12.A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Supporting Standards/Anchors

CC.3.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
CC.3.5.11-12J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Connecting Standard/Anchor

- CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

Supporting Standards/Anchors

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.
CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.
CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.
CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.

Instructional Activities:

Knowledge:

Participate in theory presentation and respond to questions
Complete vocabulary activities
Participate in group activities as directed
Take notes during theory presentation and maintain a notebook
Complete daily task sheet recording day's activities and work
Complete assigned worksheets
Complete assigned reading
Participate in class discussions
Maintain student portfolio of assignments and notes
Demonstrate safe use of tools
Complete assigned individual projects

Skill:

Identify production planning principles
Create menu descriptions
Identify methods of promoting and displaying baked goods with consideration to season and clientele
Identify time management strategies and effects of poor planning
Understand bakery layout principles

Remediation:

Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction

Enrichment:

Proceed to next assigned task
Assist another student
Computer research on an approved topic
Individual project work
Create signage for storefront or promoting baked goods
Create production list, prioritize based on need

Safety:

Student must:
Pass safety test with 100% for all tools and equipment
Handle material in a safe and workmanlike manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer's directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools.
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Worksheets
Quizzes
Pre/Post Tests
Writing Activities
Rubrics
Individual Projects
Any content related assessment
Portfolio

Resources/Equipment:

Gisslen, Wayne. *Professional Baking. 7th Ed*. Hoboken: John Wiley & Sons, 2017. Print.
Internet Resources

Computer
Internet resources
Projector

Steel Center for Career and Technical Education
Course Name: Baking and Pastry Arts/Baker/Pastry Chef

Unit Name: PA900 – Human Relations Skills

Unit Number: PA900

Hours: 26.75

Unit Description/Objectives:

Student will understand the personal traits and skills needed to work in a bakery or kitchen environment.

Tasks:

PA901 – Work as a member of a diverse team as it relates to the baking industry.

PA902 – Identify the benefits of a positive work environment by motivating employees reducing stress and resolving conflict.

PA903 – Use professional communication (i.e. emails, phones, and social media).

PA904 – Identify the baker's role in decision making, problem solving, and delegation of duties.

PA905 – Identify current federal and state employment laws (i.e. Equal Opportunity, Harassment, Affirmative Actions, Wage and Hour, etc.).

Standards / Assessment Anchors

Focus Standard/Anchor #1

- 13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.1.11A Relate careers to individual interests, abilities and aptitudes

CC.3.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Focus Standard/Anchor #2

- CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Supporting Standards/Anchors

CC.3.6.9-10.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information flexibly and dynamically.
CC.3.6.11-12.E. 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.

CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Connecting Standard/Anchor

- CC.3.5.11-12.B. 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.
- CC.3.5.9-10B. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Supporting Standards/Anchors

CC.3.5.9-10.A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CC.3.5.11-12.A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.C. 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.

CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

CC.3.5.11-12J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Instructional Activities:

Knowledge:

Participate in theory presentation and respond to questions
Complete vocabulary activities
Participate in group activities as directed
Take notes during theory presentation and maintain a notebook
Complete daily task sheet recording day's activities and work
Complete assigned worksheets
Complete assigned reading
Participate in class discussions
Maintain student portfolio of assignments and notes
Demonstrate safe use of tools
Complete assigned individual projects

Skill:

Work individually or as part of a group while practicing communication and problem-solving skills
Use technology while communicating or connecting with customers
Identify federal and state employment laws

Remediation:

Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction

Enrichment:

Proceed to next assigned task
Assist another student
Computer research on an approved topic
Individual project work

Safety:

Student must:
Pass safety test with 100% for all tools and equipment
Handle material in a safe and workmanlike manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer's directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools.
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Worksheets
Quizzes
Pre/Post Tests
Writing Activities
Rubrics
Individual Projects
Any content related assessment
Portfolio

Resources/Equipment:

Gisslen, Wayne. *Professional Baking. 7th Ed*. Hoboken: John Wiley & Sons, 2017. Print.

Internet Resources

Computer
Calculators
Digital and Manual Scales
Internet resources
Hand Tools
PPE
Cleaning Tools
3 Compartment Sink
Chemicals
Thermometers
Washer/Dryer
Various mixers/attachments
Dough Sheeter
Dough Divider/Rounder
Donut Fryer
Induction Burners
Rotating Rack Oven
Stationary Convection Oven
Bread Slicer
Ice Cream Machine
Edible Imaging Printer
Immersion Blender
Robot Coupe
Fog Tank
Batter/Filling Depositor
Microwave
Digital and manual scales
Fire extinguisher
Eye Wash Station/First Aid Kit
SDS Sheets