

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
SPECIAL SERVICES DEPARTMENT**

BAKING EXPERIENCE

#PASBE1; PASBEL

Curriculum Guide

Date: September 2022

Dr. Melissa Varley, Superintendent
Dr. David Greer, Assistant Superintendent
Mrs. Michele Gardner, Director of Special Services
Mr. Kevin Morra, Supervisor of Special Education

Developed by: Michele Gardner, Kevin Morra, Amy Wartel, Julianne Rehain

This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on September 22, 2022.

*This curriculum guide is based on the Baking 1 curriculum guide with
UCVTS/UCCTI's special education program.*

VISION STATEMENT

The Special Services programming provides consistent and enriched teaching and learning of vocational skills grades 6-12. Students develop a broad understanding of workplace readiness, vocational, social, and communication skills related to post-secondary employment. Students participate in activities that enhance their lives and provide opportunities to apply their knowledge and skills to new situations. The ultimate goal is to educate students to become engaged, independent members of the adult community.

MISSION STATEMENT

The Baking Experience curriculum provides consistent and enriched learning experiences in the art and science of baking. Baking students are provided with entry level skills which will enable them to mix dough, baked breads, decorate cakes, bake pies, bake cookies, donuts, etc. Students learn scratch mix baking along with premix and freeze and thaw baking in order to learn not only how to work in a regular bakery but also how to work in the supermarket/baking industry.

The program begins with an introduction to the baking trade, stress sanitary procedures, safe use of equipment, personnel and student safety. The program enables students to be exposed to the different materials used in baking, such as flour, sugar, shortening, eggs, leavening agents, and the methods required to use ingredients properly and economically. Salesmanship, merchandising, and entrepreneurship are an important component of the program and students will learn about these concepts in the *Baking Experience* class.

As students advance, they progress to more advanced areas such as cake decorating, pastry decorating, special roll-in dough products (croissants, danish, etc, specialty breads and rolls. As students' individual needs and abilities become apparent, the flexibility of the baking program serves the full range of each student's individual strengths.

Employment Opportunities:

Bread Baker
Cake Decorator
Supermarket Baker
Pastry Chef
Baker's Helper

Baking Experience offers a structured learning environment surrounding food service topics where students also apply skills in the kitchen and community. This will be accomplished by:

- Including use of videos, readings and direct instruction;
- Engaging in functional reading, writing and math lessons related to the content;
- Utilizing technology to assist in the learning process;
- Offering cross-curricular learning opportunities; and
- Providing hands-on experiences and work-based learning experiences to apply learned skills.

This course is semester-long and includes classroom-based instruction, hands-on application activities and work-based learning experiences.

COURSE PROFICIENCIES

Course Outline

- Unit 1 School and shop Safety/ServSafe
- Unit 2 Introduction to Baking
- Unit 3 Description of Baking Materials and Ingredients
- Unit 4 Baking Methods
- Unit 5 Bread Baking
- Unit 6 Basic Sweet Dough
- Unit 7 Danish Dough
- Unit 8 Cost Calculating
- Unit 9 Quick breads and Short Products
- Unit 10 Donuts and Fried Products
- Unit 11 Preparation of Pies
- Unit 12 Salesmanship and Merchandising
- Unit 13 Cookie Production- Large and Spritz Type
- Unit 14 Pastries
- Unit 15 Custards and Puddings
- Unit 16 Cake Production
- Unit 17 Icings
- Unit 18 Cake Finishing
- Unit 19 Cake Decorating

STUDENT PROFICIENCIES

The students will be able to:

- Demonstrate School and Shop Safety/Food Safety using ServSafe Certification Program
- Describe Baking Materials and Ingredients
- Describe and Demonstrate all Baking Methods
- Demonstrate Bread Baking Techniques
- Demonstrate Basic Sweet Dough Production
- Demonstrate Danish/Croissant Laminated Dough Production
- Demonstrate How to Do Cost Calculating
- Demonstrate Quick Breads and Short Products
- Demonstrate Preparation of Pies
- Describe and Demonstrate Salesmanship and Merchandising
- Demonstrate Cookie Production- Large and Spritz Type
- Demonstrate Pastry Production
- Demonstrate Custards and Pudding Production
- Demonstrate Cake Production
- Demonstrate Icing Production
- Demonstrate Cake Decorating

METHODS OF EVALUATION

1. Teacher observation/questioning/monitoring
2. Teacher developed tests and quizzes
3. Hands-on demonstration of mastered skills
4. Homework and class work
5. Class participation
6. Activities and projects
7. Simulations
8. Notebooks, journals, and portfolios
9. Performance assessments
10. Benchmark assessments and course final exams

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for students with IEPs, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions

- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

ELLs

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities

- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud

- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Diversity, Equity, and Inclusion Curriculum Statement

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

C.18A:35-4.35 - History of disabled and LGBT persons

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Section: 52:16A-88: Responsibilities, duties of Amistad Commission

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:

- **DEI** - Diversity, Equity and Inclusion Learning
- **AM** - Learning associated with Amistad
- **HG** - Learning associated with Holocaust and Genocide
- **SEL** - Social-Emotional Learning
- **L+** - Learning associated with LGBTQ+ and Neurodiverse communities

Outline of Content Areas

1. School and Shop Safety/ServSafe
2. Introduction to Baking
3. Description of Baking Materials and Ingredients
4. Baking Methods
5. Bread Baking
6. Basic Sweet Dough
7. Danish Dough
8. Cost Calculating
9. Quick Breads and Short Products
10. Donuts and Fried Products
11. Preparation of Pies
12. Salesmanship and Merchandising
13. Cookie Production- Large and Spritz Type
14. Pastries
15. Custards and Puddings
16. Cake Production
17. Icings
18. Cake Finishing
19. Cake Decorating

Unit	Number of Weeks
School and Shop Safety	Ongoing (3 Weeks Total C.E.)
Introduction to Baking	3 Weeks - C.E.
Description of Baking Materials and Ingredients.	2 Weeks - C.E.
Baking Methods	2 Weeks - C.E.
Bread Baking	2 Weeks [Lab]
Basic Sweet Dough	1 Week [Lab]
Danish Dough	1 Week [Lab]
Cost Calculating	Ongoing (3 weeks total C.E.)
Quick Breads and Short Products	1 Week [Lab]
Donuts and Fried Products	1 Week [Lab]
Preparation of Pies	2 Weeks [Lab]
Salesmanship and Merchandising	Ongoing (3 Weeks total C.E.)
Cookie Production Large and Spritz Type	2 Weeks [Lab]
Pastries	2 Weeks [Lab]
Custards and Puddings	1 Week [Lab]
Cake Production	2 Weeks [Lab]
Icings	1 Week [Lab]
Cake Finishing	2 Weeks [Lab]
Cake Decorating	2 Weeks [Lab]

A. Objectives: Students will be able to:

1. Demonstrate proper conduct and attitude
2. Discuss, and demonstrate safety rules compliance.
3. Identify and identify unsafe conditions and how to prevent them.
4. Discuss causes of accidents, and how to prevent them.
5. Discuss how to prevent accidents using examples of past incidents.
6. Discuss the importance of keeping their tools and equipment clean and sanitized.
7. Discuss the importance of personal hygiene.

B. Activities

1. Lecture on shop safety and sanitation.
2. Worksheets on safety and sanitation.
3. Class discussions on proper safety and sanitation procedures.
4. Practical exercises with role playing on food safety and personal hygiene.
5. Take safety tests which students have to score 100%.

C. Evaluations

1. Test
2. Worksheets
3. Game or Lesson
4. Notes

D. Resources

1. Video- Cross contamination- How it happens.
2. Professional Baking Textbook pages 16-30.
3. Worksheets

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.7	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 an understanding of the subject under investigation.
9.4.CI.12.1	Identify career pathways that highlight personal talents, skills and abilities
9.4.CI.12.2	Investigate new challenges and opportunities for personal growth, advancement and

Unit 2: Introduction to Baking

A. Objectives: Students will be able to:

1. Identify dough and cake mixing methods.
2. Demonstrate how to use Sheets and rollers.
3. Demonstrate how to use the Ovens.
4. Demonstrate how to use the Proof box.
5. Identify Refrigeration-Proper temperatures.
6. Identify Freezers-Proper temperatures.
7. Demonstrate how to use Bakery scales- weights and measures.

B. Activities

1. Demonstrate how to use mixers safely for dough and cake mixing.
2. Demonstrate how to use sheeters & rollers safely.
3. Demonstrate how to use ovens safely.
4. Demonstrate how to use proofer safely.
5. How to use a refrigerator and know about the danger zone temperatures (between 39-141 degrees Fahrenheit).
6. Use of freezers and ensure proper operating temperatures (10 degrees or lower).
7. Use bakery scales properly (weighing accurately, safe handling of the weights).

C. Evaluations

1. Practical Test
2. Notes/charts
3. Worksheet

D. Resources

1. Video- The professional bakery
2. Professional Baking Textbook pages 42-52
3. Machines

E. New Jersey Student Learning Standards

Unit 3: Description of Baking Materials and Ingredients

A. Objectives: Students will be able to:

1. Identify Types of flour.
2. Identify Properties of flour.
3. Identify Functions of flour.
4. Identify Sugar and its functions.
5. Identify Salt and its functions.
6. Identify Yeast and its functions.
7. Identify Eggs and their functions.
8. Identify types of Shortening.
9. Identify types of Leavening Agents.
10. Discuss the Importance of water in baking.

B. Activities

1. Identify each ingredient by look, touch, and feel.
2. Identify the function of each ingredient in baking formulas.

3. Experiment mixing certain ingredients together and watch the effect each ingredient has on other ingredients in baking formulas.
4. Understanding the importance of water in baking. Experiment by adding water to flour and mixing by hand to see gluten development.

C. Evaluations

1. Test
2. Worksheets
3. Game or Lesson
4. Notes
5. Question and answer period

D. Resources

1. Professional Baking Textbook pages 55-90,
2. Lectures on each ingredient and their functions.
3. Videos- The functions of ingredients, 5 part series.
4. Worksheets exercises.
5. Baking ingredients for use.

E. New Jersey Student Learning Standards

NJSLs	DESCRIPTION
9.3.H.T.1	Describe the key components of marketing and promoting hosp. & tourism products.
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of them.
9.3.HT-RFB.4	Demonstrate leadership qualities & collaboration with others.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.3.HT-RFB.10	Apply listening, reading, writing, & speaking skills to enhance operations
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills
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Unit 4 Baking Methods

A. Objectives: Students will be able to:

1. Identify Baking terminology and definitions.
2. Identify Temperature and time control.
3. Identify Humidity and dough temperature.
4. Demonstrate Fermentation of dough.
5. Demonstrate Proofing of dough.
6. Demonstrate Mixing methods.
7. Identify Baking problems and solutions.

B. Activities

1. Discussions on baking terminology and definitions of baking terms.
2. Discussions on understanding how temperature and time affect baked products.
3. Discussions on understanding how humidity and dough temperature help in dough fermentation.
4. Discussions on understanding the fermentation process. Experimentation by class to see how fermentation works.
5. Discussion on understanding the proofing process in yeast dough production.
6. Discussion and demonstration on understanding the difference between each mixing method.
7. Discussion on what causes baking problems and explain solutions for them. Students will get together and brainstorm to come up with diagnosis, and solutions to problems with a product from scenarios presented by the instructor.

C. Evaluations

1. Test
2. Worksheets
3. Game/Group problem solving exercise
4. Notes
5. Exit ticket

D. Resources

1. Professional Baking Textbook pages 95-104
2. Student Binder/notebook
3. Equipment Training Manuals
4. PowerPoint Presentations

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and

	style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills

Unit 5: Bread Baking

A. Objectives: Students will be able to:

1. Demonstrate the various breads and rolls produced in the baking industry.
2. Identify different kinds of bread and roll varieties by sight, feel and taste.
3. Discussion on the different cultures and the breads produced as staples to their diets.
4. Demonstrate the proper mixing, fermentation, makeup, proofing and baking procedures in bread and roll production.
5. Students will discuss the staling process and how it occurs in all baked products, plus how to control it.

B. Activities

1. Lectures on bread baking methods, terminology, problems and solutions.
2. Lectures on dough temperature and humidity and how they control the fermentation process.
3. Video on bread baking.
4. Workbook exercises, textbook terms.
5. Discussions and demonstrations on proper bread baking methods.
6. Performance test in which students demonstrate proper bread and roll production techniques covered in the textbook and lecture.

C. Evaluations

1. Test/Quiz
2. Worksheets
3. Game or Lesson
4. Notes
5. Exit ticket

D. Resources

1. Professional Baking Textbook pages 105-126

2. Student Binders.
3. Equipment Training Manuals.
4. PowerPoint Presentations.
5. Ingredients.

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills

Unit 6: Basic Sweet Dough

A. Objectives: Students will be able to:

1. Identify ingredients needed for sweet dough products.
2. Scale and mix sweet yeast dough correctly.
3. Ferment dough properly.
4. Scale and rounding dough.
5. Refrigerate dough for conditioning.
6. Make up various buns and coffee cakes.
7. Proof, bake and finish sweet yeast dough products.

B. Activities

1. Lectures on sweet dough production methods, terminology, problems and solutions.
2. Lectures on dough temperature and humidity and how they control the fermentation process.
3. Workbook exercises, textbook terms.
4. Discussions and demonstrations on proper sweet dough, and coffee cake production methods.
5. Performance test in which students demonstrate proper sweet dough, and coffee cake production techniques covered in textbook and lecture.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes

D. Resources

1. Student Binder
2. Equipment Training Manuals
3. PowerPoint Presentations
4. Ingredients

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills

Unit 7: Danish Dough

A. Objectives: Students will be able to:

1. Identify proper ingredients needed.
2. Scale and mix Danish dough correctly.
3. Ferment dough properly.
4. Roll in Danish dough (Laminate) butter properly.
5. Refrigerate dough for conditioning.
6. Make up various Danish pastries, Danish coffee cakes etc.
7. Proof, bake and finish danish dough products.

B. Activities

1. Lectures on laminated danish dough production methods, terminology, problems and solutions.
2. Lectures on dough temperature and humidity and how they control the fermentation process.
3. Video on rolling in Danish dough.
4. Workbook exercises, textbook terms.
5. Discussions and demonstrations on proper Danish pastry, and Danish coffee cake production methods.
6. Performance test in which students demonstrate proper Danish pastry and Danish coffee cake production techniques covered in class resources and lecture.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes

D. Resources

1. Professional Baking Textbook pages 192-205
2. Student Binder.
3. Equipment Training Manuals.
4. PowerPoint Presentations.

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.

Unit 8: Cost Calculating

A. Objectives: Students will be able to:

1. Understand how raw material costs are figured.
2. Economically purchase the proper ingredients.
3. Calculate average cost of ingredients.
4. Calculate costs of formulas.
5. Calculate overall costs of formulas.
6. Calculate cost of an individual or unit item.
7. Calculate overhead costs.
8. Calculate the selling price to cover all expenses with a fair profit.

B. Activities

9. Lectures on cost calculating.
10. Worksheets with sample ingredient costs provided.
11. Video on costs.
12. Worksheets with sample recipes to cost out.
13. Sample utility bills to show how they affect overhead costs.
14. Lecture from someone in industry on how overhead costs affect the bottom line in a business.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes

D. Resources

1. Video on Recipe costing
2. Invoices from suppliers
3. Computer lab
4. Calculators

E. New Jersey Student Learning Standards

NJSLS	DESCRIPTIONS
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS Math: A-REI.A	Understand solving equations as a process of reasoning and explain the reasoning.
NJSLS 11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit 9: Quick Breads and Short Products

A. Objectives: Students will be able to:

1. Identify proper ingredients.
2. Properly scale and mix products.
3. Properly cut, pan, and drop out batters.
4. Bake quick breads and short products.
5. Finish a variety of quick breads and short products.

B. Activities

1. Lecture on quick breads and short product production.
2. Workbook exercises and textbook terms.
3. Demonstrations on proper quick breads and short product techniques.
4. Performance test to see that the student demonstrates understanding of proper quick breads and short product techniques.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes
5. Finished product evaluation

D. Resources

1. Professional Baking Textbook pages 215-232
2. Worksheets
3. Various ingredients
4. Bakery equipment

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.

9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.

Unit 10: Donut and Fried Products

A. Objectives: Students will be able to:

1. Identify proper ingredients.
2. Properly scale and mix products
3. Identify the types of frying fats and oils.
4. Identify the proper temperature for frying.
5. Safely light the fryer and adjust temperature.
6. Safely and properly fry various products.
7. Safely and properly treat and clean fats.

B. Activities

1. Lecture on donut and fried product production.
2. Workbook exercises and textbook terms.
3. Demonstrations on proper donut and fried product techniques.
4. Video on donut production.
5. Performance test to see that the student demonstrates understanding of proper donut, and fried product techniques.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes

D. Resources

1. Video- How to make donuts two ways
2. Professional Baking Textbook pages 232-250
3. Worksheets
4. Various ingredients
5. Bakery equipment

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.

Unit 11: Preparation of Pies

A. Objectives: Students will be able to:

1. Identify proper ingredients.
2. Properly mix pie crust.
3. Prepare dough for refrigeration.
4. Roll out pie dough properly.
5. Fill and make pies.
6. Identify fruit fillings and their composition.
7. Properly mix soft filled pie crust.
8. Prepare and fill soft filling pies.
9. Properly make up various pie shells.
10. Identify temperatures and methods of baking various pies.
11. Prepare cream and makeup meringue and cream pies.

B. Activities

1. Lecture on various pie and tart varieties production.
2. Workbook exercises and textbook terms.
3. Demonstrations on proper various pie and tart varieties techniques.
4. Performance test to see that the student demonstrates understanding of proper various pie and tart varieties techniques.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes

D. Resources

1. Professional Baking Textbook pages 283-314
2. Worksheets
3. Various ingredients
4. Bakery equipment
5. Video- How to make pie crust

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.

Unit 12: Salesmanship and Merchandising

A. Objectives: Students will be able to:

1. Sell baked goods to the public.
2. Properly package and display baked goods.
3. Demonstrate how to display products to be appealing to customers.
4. Approach and interact with prospective customers.
5. Know suggestive selling techniques.

B. Activities

1. Lecture on various salesmanship and merchandising techniques.
2. Workbook exercises and textbook terms.
3. Demonstrations on proper salesmanship and merchandising techniques.
4. Role playing of students acting as customer and salesperson.
5. Performance test to see that the student demonstrates understanding of proper salesmanship and merchandising techniques.
6. New product development project.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes

D. Resources

1. Worksheet
2. Video- Merchandising your bakery
3. Bakery equipment/ scales and register

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.7	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.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills

Unit 13: Cookie Production- Large and Spritz Type

A. Objectives: Students will be able to:

1. Prepare, mix, make and bake bagged out cookies.
2. Prepare, mix, make and bake roll-out cookies.
3. Prepare, mix, make and bake refrigerator cookies.
4. Prepare, mix, make and bake drop cookies.

B. Activities

1. Lecture on various styles of cookie production.
2. Workbook exercises and textbook terms.
3. Demonstrations on proper various styles of cookie production.
4. Cookie bake off competition between students.
5. Performance test to see that the student demonstrates understanding of proper various styles of cookie production.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes

D. Resources

1. Professional Baking Textbook pages 483-510.
2. Worksheets.
3. Various ingredients.
4. Video-The science behind the perfect cookie.
5. Bakery/Culinary equipment.

NJSLs	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLs.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.

Unit 14: Pastries

A. Objectives: Students will be able to:

1. Identify ingredients needed.
2. Properly cook and prepare necessary paste.
3. Use of proper leavening agents.
4. Puff Pastry Dough roll in process.
5. Prepare and dress out éclairs and puffs.
6. Prepare and dress out various puff pastry products.

B. Activities

1. Lecture on various styles of cream filled product production.
2. Workbook exercises and textbook terms.
3. Demonstrations on various styles of pastry product production.
4. Practice making various pastries from various cultures.
5. Performance test to see that the student demonstrates understanding of proper various styles of pastry product production.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes

D. Resources

1. Professional Baking Textbook pages 315-348.

2. Worksheets.
3. Various ingredients.
4. Videos- How to make puff pastries. How to make Pâte à choux
5. Bakery equipment

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.

Unit 15: Custards and Fillings

A. Objectives: Students will be able to:

1. Identify ingredients needed.
2. Understand how to prepare custards and fillings safely: from proper and safe use of the stove, to safely refrigerating finished products.
3. Properly scale and cook ingredients.
4. Prepare custards and fillings for refrigeration to prevent spoilage.

B. Activities

1. Lecture on various styles of custard and filling production.
2. Workbook exercises and textbook terms.
3. Demonstrations on proper various styles of custard and filling production.
4. Video on fillings and custards and their uses.
5. Performance test to see that the student demonstrates understanding of proper various styles of custard and filling production.

C. Evaluations

5. Test
6. Worksheets

7. Lesson
8. Notes

D. Resources

1. Professional Baking Textbook pages 517-550
2. Worksheets
3. Various ingredients
4. Video- How to make pastry cream
5. Bakery equipment

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.

Unit 16: Cake Production

A. Objectives: Students will be able to:

1. Identify ingredients to be used.
2. Prepare the necessary ingredients.
3. Properly and safely mix ingredients in proper sequence.
4. Properly scale batter.
5. Evenly and properly drop cupcakes by hand.
6. Prepare safely and mix in proper sequence chocolate batters.
7. Properly prepare sponge cake batters.
8. Properly prepare pound cake batters.
9. Properly prepare a variety of special cake batters.
10. Identify the right oven temperature for each cake variety.
11. Properly dump and cool cakes.
12. Properly store cakes.

B. Activities

1. Lecture on various styles of cake production.
2. Workbook exercises and textbook terms.
3. Video on cake production.
4. Demonstrations on proper various styles of cake production.
5. Cake contest: Students will come up with a new cake of their design.
6. Performance test to see that the student demonstrates understanding of proper various styles of cake production.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes

D. Resources

1. Professional Baking Textbook 377-410
2. Worksheets.
3. Various ingredients.
4. Video-YouTube: Methods of cake mixing 3 part series.
5. Bakery/Culinary equipment.

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.

Unit 17: Icings

A. Objectives: Students will be able to:

1. Identify ingredients needed.
2. Properly prepare a variety of icings for mixing.
3. Properly cream and mix a variety of icings.
4. Know the importance of mixing time and the influence the weather and temperature has on icings.

B. Activities

1. Lecture on various styles of icing production.
2. Workbook exercises and textbook terms.
3. Demonstrations on proper various styles of icing production.
4. Performance test to see that the student demonstrates understanding of proper various styles of icing production.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes

D. Resources

1. Professional Baking Textbook pages 420-433
2. Worksheets
3. Various ingredients
- 4.. Video- Different types of cake decorating icing.
5. Bakery equipment

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.

Unit 18: Cake Finishing

A. Objectives: Students will be able to:

1. Identify the proper cake to be used.
2. Properly prepare the cake for finishing.
3. Identify proper tools to be used
4. Safely and properly cut cakes.
5. Know the various methods for filling a cake.
6. Properly set layers of cake together.
7. Properly coat or ice layers.
8. Properly swirl and garnish cakes.
9. Accurately set cakes on doilies and plates.

B. Activities

1. Lecture on various styles of cake finishing.
2. Workbook exercises and textbook terms.
3. Video on cake finishing.
4. Demonstrations on proper various styles of cake finishing.
5. Performance test to see that the student demonstrates understanding of proper various styles of cake finishing.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes

D. Resources

2. Professional Baking Textbook pages 419-440
3. Worksheets
4. Various ingredients
1. Video- How to assemble a layer cake.
2. Bakery equipment

E. New Jersey Student Learning Standards

NJSLS	Description
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.

Unit 19: Cake Decorating

A. Objectives: Students will be able to:

1. Identify ingredients needed.
2. Identify and use tools properly.
3. Identify sizes of pastry bags and the kind of pastry tubes needed.
4. Crumb coat layers with buttercream.
5. Smooth out icing with various tools.
6. Properly apply a variety of cake borders.
7. Know how to apply inscriptions.
8. Pipe a variety of flowers and trellis work onto cakes.
9. Prepare and finish a variety of specialty cakes.
10. Demonstrate proper airbrushing techniques on a variety of cakes and specialty items.

B. Activities

1. Lecture on various styles of cake decorating.
2. Workbook exercises and textbook terms.
3. Demonstrations on proper various styles of cake decorating.
4. Cake decorating contest: Students come up with a fun design for a birthday cake.
5. Video on cake decorating (including wedding cake design).
6. Performance test to see that the student demonstrates understanding of proper various styles of cake decorating.

C. Evaluations

1. Test
2. Worksheets
3. Lesson
4. Notes
5. Exit ticket

D. Resources

1. Professional Baking Textbook pages 438-448
2. Worksheets
3. Various ingredients
4. Video- Amazing cake decorating techniques.
5. Bakery/Culinary equipment

E. New Jersey Student Learning Standards

NJSLs	Description
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9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.