

Bake 1: Grade 9 -12 Curriculum at a Glance

Topic	<u>Learning Outcomes</u> Students will:
Unit: 1. Safety Procedures:	<ul style="list-style-type: none">• Demonstrate ability to follow fire safety and evacuation procedures.• Exit building during fire and evacuation procedures• Identify area used for lockdown procedures Review procedures for all evacuations and lock down.• Locate fire extinguisher• List types of fires and proper extinguishing procedures Demonstrate good/safe workplace procedures• Read shop rules• Use proper lifting procedures• Comply to shop safety rules• Demonstrate proper prep workstation mise en place (i.e. cutting board, product and waste containers etc.)
Unit: 2 Knife Safety	<ul style="list-style-type: none">• Demonstrate proper knife grip• Demonstrate how to carry, clean, and store knives. (i.e. tip facing down by side, no knives left in pot sink, clean your own knives etc.)• Exhibit correct procedures for anchoring a cutting board• Demonstrate prior knowledge of correct knife grip, carriage, cleaning and storage.• Demonstrate prior knowledge of proper knife grip• Explain correct truing of a french knife (i.e. 20 degree angle, how to hold knife and steel etc.)• Demonstrate truing a french knife• Identify all knives in the standard knife kit and their usage. • Demonstrate ability to perform basic vegetable knife cuts (i.e. small, medium, and large dice, julienne etc.)

Unit:3 Sanitation Procedures

- Exhibit proper grooming and appropriate shop dress/ clothing
- Wear proper apparel and adhere to all shop rules (i.e. work boots, hats, jewelry, hair restraints, gloves etc.)
- Exhibit good personal hygiene and dress in clean clothing
- Demonstrate compliance of all shop rules and dress code .
- Demonstrate proper hand washing techniques.
- List and explain the reasons for proper hand washing in relationship to food borne illness
- Demonstrate correct procedures for machine and manual dish washing.
- Demonstrate proper set up of three bay pot sink
- Demonstrate the ability to operate a dishwashing machine
- Exhibit proper setup for 3 bay sink and operation of dish machine. (Recall from three day cycle)
- List and explain proper temperatures for both hot and cool water sanitation
- Exhibit proficiency in all pot washing, dish machine operation and sanitation procedures.
- List and demonstrate correct hand washing procedures Explain the importance of frequent hand washing in preventing cross-contamination.

<p>Unit: 4 Proper Food Handling</p>	<ul style="list-style-type: none"> • Demonstrate correct usage of portion scoops and spoons • Identify steam table pans and usage • Utilize portion scoops and spoons for proper portions • List examples that cause food borne illness (i.e. Salmonellosis, e.coli, botulism etc.) • List examples of foods that can be affected by foodborne pathogens. • Compare and contrast the differences between chemical, biological and physical hazards and list examples. • Explain the importance of the Time Temperature Danger Zone (TDZ) • List the range of temperatures in the TDZ. • Explain the importance of limiting the time food is exposed in the TDZ. • List the potential hazardous foods that are adversely affected by exposure in the danger zone
<p>Unit 5: Equipment Identification</p>	<ul style="list-style-type: none"> • Identify small wares, pots and pans that are used in daily production (i.e. sauce pots, sauté pans, ladles, spatulas, kitchen spoons etc.) • List and identify the various pieces of large equipment used in production convection ovens griddle • Demonstrate ability to use the equipment/ small wears.

Unit: 6 Weights and Measures:

- Explain the importance of accurate use of weights and measures.
- Define the terms weight
- Explain the importance of accurate measurements
- Identify devices used to measure volume (i.e. teaspoons, tablespoons, cups, quarts and gallons)
- Identify the devices utilized to measure weight. (metal cups, balance and portion scales etc.)
- Operate various scales and utilize volume measurements.
- Demonstrate the usage of a portion scale
- Contrast the difference between weight and volume
- Demonstrate accurate usage of volume measuring devices.
- Demonstrate correct usage of a balance scale
- Demonstrate ability to identify abbreviations for measurements. (i.e. t, T, , oz, ect.)

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Topic	<u>Learning Outcomes</u> Students will:
Unit: 7 Batters and Dough Preparation	<ul style="list-style-type: none">• Discuss the ingredients' ratio used in batters and doughs.• Prepare bread doughs and batters using different methods of preparation• Discuss the impact of carryover baking.• Chart the characteristics and functions of products using yeast• Discuss why temperature control are important when preparing yeast doughs, bread doughs, and roll doughs.• Evaluate a finished yeast product using shape, volume, crumb, crust, color, tenderness and taste as the criteria.
Unit: 8 Quick Bread Preparation and Baking	<ul style="list-style-type: none">• explain the functions of quick bread ingredients• compare quick breads, doughs, and batters• articulate the difference in the actions of baking soda and baking powder in the baking process.• prepare various loaves of bread.
Unit: 9 Biscuit Preparation and Baking	<ul style="list-style-type: none">• the correct way to prepare baked goods using the biscuit method.• chart the quality standards and characteristics of biscuits• demonstrate how biscuits are prepared, cut and formed.

<p>Unit: 10 Muffin Preparation and Baking</p>	<ul style="list-style-type: none"> ● demonstrate the blending and creaming methods of mixing. ● analyze quality standards and characteristics of muffins. ● describe how to properly portion muffin batter ● prepare quality muffins. ● Utilize portion scoops and spoons for proper portions ● Demonstrate the use of various portion control tools ● List examples of variables that can be affected by leavening agents .
<p>Unit: 11 Cookie Preparation and Baking</p>	<ul style="list-style-type: none"> ● investigate different recipes and examine each of the different ingredients. ● demonstrate how to mix, pan, bake, cool, and store cookies properly. ● relate the factors that influence the spread of cookies. ● demonstrate how to scale and pan cakes. ● repace cookies using the same recipe but, various types of flour, compare results. ● choose appropriate icing or frosting for baked goods. ● demonstrate the one-stage and creaming methods used in mixing cookies..