

COMMUNITY UNIT SCHOOL DISTRICT 200

Baking and Pastry High School – One Semester Level - Intermediate

- 1. Subject Expectation (State Goal 22)** **The student will understand principles of health promotion and the prevention and treatment of illness and injury.**

Essential Learning 1 (Learning Standard B)	Define and explain the factors that influence health among us Use acceptable sanitary standards for handling food products and equipment
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| Critical Content | 22.B.5 | a. explore how public health policies, law and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations) |
| | * | b. determine and implement standards of FATTOM (food, acid, time, temperature, oxygen and moisture) in prevention of food poisoning |
| | 22.A.3a | c. demonstrate and maintain standards of personal grooming and hygiene |
| | 22.A.5b* | d. differentiate between food spoilage and food poisoning |
| | * | e. identify illnesses resulting from unsanitary food practices |
| | | f. demonstrate sanitation procedures for a clean and safe environment |
| | 22.A.4b* | g. evaluate factors that affect food safety, from production through consumption |

Essential Learning 2*	Use acceptable safety procedures for equipment applications and procedures
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| Critical Content | 22.A.3c | a. recognize and apply safety procedures to avoid safety hazards in a kitchen setting |
| | 22.A.4c | b. demonstrate selecting, using, and maintaining food production equipment |
| | | c. demonstrate good work habits by performing tasks and responsibilities efficiently |

- 2. Subject Expectation (State Goal 23)** **The student will understand and demonstrate nutrition and wellness practices that enhance individual and family well-being.**

Essential Learning 1*	Understand the <i>Food Guide Pyramid</i> and the nutrients upon which this system is based
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Critical Content	23.A.4	a. analyze dietary needs for special situations/individuals
	*	b. use nutritional information in preparing and serving food for special dietary needs
	22.A.3b*	c. demonstrate the principles and preparation involved in special needs diets
	*	d. integrate knowledge, skills and practices required for individuals with special needs

Essential Learning 2*	Understand the principles of <i>The Dietary Guidelines for Americans</i>
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Critical Content	*	a. analyze diet based on special needs
	*	b. explore commercial food proportions and the effect on health and well-being
	22.B.4	c. demonstrate planning menu items based on standardized recipes to meet special needs

3. Subject Expectation The student will demonstrate principles of cooking.

Essential Learning 1*	Understand menu and culinary terminology
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Critical Content	1.B.4c*	a. use information to form, explain, and support questions
	*	b. recognize words and determine word meanings efficiently
	*	c. apply appropriate techniques for a variety of food production processes
		d. explain terminology used to describe the physical properties desired in end-products

Essential Learning 2*	Demonstrate equipment needed for efficient, safe, and economical food production
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Critical Content	22.A.3c*	a. demonstrate safety procedures and requirements for using and maintaining food production tools
		b. identify and use the appropriate utensil or equipment for required task

Essential Learning 3*	Apply knowledge and skills necessary to produce basic recipes
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Critical Content	1.C.4c	a. comprehend written directions regarding tasks and processes
	1.C.4c	b. learn specific nutritional, storing, and purchasing facts associated with foods such as: <ul style="list-style-type: none"> • quick breads • yeast breads • pastry • fancy cookies

- cakes and frostings
- c. demonstrate planning menu items based on standardized recipes

**4. Subject Expectation
(State Goal 6)**

The student will demonstrate and apply a knowledge and sense of numbers, including numeration and operations, (addition, subtraction, multiplication, division), patterns, ratios, and proportions.

Essential Learning 1 (Learning Standard D)	Solve problems using comparison of quantities and ratios
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| Critical Content | 6.D.4 | a. solve problems involving recipes or mixtures, financial calculations and geometric similarity using ratios, proportions and percents |
| | 7.A.3a | <ul style="list-style-type: none"> • make and use measurements in both tradition and metric units to measure volumes, weights, temperatures and times • understand differences of volume <ul style="list-style-type: none"> - US standard measuring devices |
| | 7.A.3a | b. demonstrate the ability to select an appropriate measuring device and unit to perform a task |
| | 7.B.3c | <ul style="list-style-type: none"> c. compute and justify the reasonableness of results d. use math vocabulary to communicate understanding e. use appropriate technology in learning activities f. make real-life connections and applications of math principles |

5. Subject Expectation

The student will demonstrate skills necessary for successful teamwork experience.

Essential Learning 1*	Demonstrate the relationship of individual tasks to overall work flow and food production
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| Critical Content | 21.A.3a | <ul style="list-style-type: none"> a. demonstrate appropriate interpersonal skills during food labs b. demonstrate a work environment that provides safety and security |
| | 21.A.5 | c. demonstrate teamwork and leadership skills |
| | 21.B.5 | d. evaluate time and sequential skills necessary to both plan and complete lab experience |
| | * | e. demonstrate cooperative responsibility for the food product, safety and sanitation, and cleanup |
| | 21.A.4c | f. demonstrate good work habits by performing tasks and responsibilities efficiently |
| | 21.A.5 | g. recognize the importance of individual responsibilities related to group or teamwork |

Essential Learning 2*	Demonstrate appropriate etiquette for a variety of situations
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| Critical Content | 21.A.5 | a. demonstrate standards that guide behavior in interpersonal relationships <ul style="list-style-type: none">• formal• informal |
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6. Subject Expectation (State Goal 4) The student will listen and speak effectively in a variety of situations

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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| Critical Content | 4.B.4d | a. use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict |
| | | b. communicate clearly and fluently while speaking |
| | 4.A.3c | c. respond to oral directions including vocabulary and concepts |
| | | d. demonstrate communication skills that contribute to positive relationships |
| | 4.A.3a | e. listen attentively and courteously |
| | 4.A.5a | f. respond appropriately in oral exchange of ideas such as in class or group discussions |

7. Subject Expectation The student will gain knowledge, understanding and skills necessary to be employed in the food service industry.

Essential Learning 1*	Develop an awareness of careers in the food service industry
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| Critical Content | | a. consider food service occupations that will be satisfying and suitable |
| | 22.B.4 | b. identify the cultural, economic and social conditions related to food service |
| | | c. investigate technological advances related to the food service industry. |
| | | d. demonstrate the principles and preparation involved in quantity cooking |
| | | e. analyze the factors that will influence planning and designing menus |