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Assignment Sheets and Job Sheets are located on the Student CD.	

Instructional
Plan**Suggested Activities****Preparation**

- Read the unit carefully and plan for instruction.
- Review “Teaching Suggestions.” Plan for classroom activities.
- Plan your presentation to take advantage of student learning styles and to accommodate special-needs students.
- Prepare classroom. Put up posters and charts and display articles and other references related to this unit.
- Obtain films, videotapes, and other resources to supplement instruction of this unit. See “Resources Used in Developing This Unit” and “Suggested Supplemental Resources” for more information.
- For self-paced instruction, review learning activities sheet. Modify as appropriate to include additional activities and/or resources available in your classroom. Make one copy for each student.
- Select Web sites to be inserted on the learning activities sheet.
- The PowerPoint® slides for each unit of instruction have been provided as a PowerPoint presentation on the Teacher CD. They may be used "as is" or may be modified to include additional information and illustrations. You may also choose to print the PowerPoint slides in order to create acetate transparencies and/or handouts.

Delivery and Application

Unit Introduction (self-paced instruction)

- Provide student with learning activities sheet and unit of instruction.
- Review unit contents with student.
- Have the student complete the steps in the learning activities sheet.

Unit Introduction (group instruction)

- Provide students with the unit of instruction.
- Discuss unit and specific objectives.

Suggested Activities

- Discuss the information sheet. Implement teaching plan to localize, supplement, and personalize the unit. Reinforce basic academic and workplace skills when applicable.
- Discuss the assignment sheets. Review with students the criteria for evaluation of these activities.
- Discuss and demonstrate the job sheets. Make sure all required tools, equipment, and materials are available. Review with students the criteria for evaluation of these activities and the rating scale that will be used to indicate job performance.

Teaching Suggestions

- Review basic kitchen safety with students. (General)
- Emphasize the importance of safety and sanitation, reminding students how sanitizing tools and equipment helps prevent contamination and prevents food-borne illnesses. (General)
- Have students organize hand tools and utensils for convenience (mise en place). (Objective 2 and Assignment Sheet 1)
- Stress the importance of inspecting tools and equipment before using them (i.e. dirty parts, missing or broken parts). (Objective 2)
- Review proper weighing and measuring techniques, and discuss the importance of weighing ingredients accurately. (Objectives 3 and 4, Assignment Sheet 2, and Job Sheets 1-4)
- Explain the importance of timing when placing an order. (Objective 4)
- Demonstrate and explain proper plate presentation techniques for desserts. (Objective 5 and Assignment Sheet 3)
- Have students visit local restaurants to observe plating techniques. Ask them to report their findings to the class and evaluate whether the principles presented in this unit are followed.
- Have students investigate the benefits of value-added products by interviewing local bakers/pastry chefs. Ask them if they agree with benefits listed in Objective 6 and why.
- Have students select one of the nutritional concerns presented in Objective 7 and then assign them accordingly to a team to identify any additional foods and ingredients that should be avoided. Have teams appoint a spokesperson to report findings back to class.
- Have students research cultural dietary choices and consider implications for a baker/pastry chef. Ask them to prepare a brief, written report and to be ready to share information with class. (Objectives 8 and 9 and Assignment Sheet 4)

Evaluation

- Make copies of the pretest (written test). Add or modify test items as needed. The written test serves as both a pretest and posttest to assist in measuring each student's competency gains.
- Give and evaluate pretest. Modify lesson plan to include additional instruction for those areas where students were deficient.
- Evaluate the assignment sheets. Rate the student using the criteria listed on each assignment sheet. See answers to assignment sheets for correct answers where applicable. If the student's performance is unacceptable, have the student review the appropriate materials and complete the assignment again.
- Evaluate the job sheets. When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in the Student Edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily completed the process step(s) for each checkpoint area. If the student is unable to complete the procedure correctly, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria that are provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Two sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) that best fits your program needs.

Sample A

4—**Skilled**—Can perform job with no additional training.

3—**Moderately skilled**—Has performed job during training program; limited additional training may be required.

2—**Limited skill**—Has performed job during training program; additional training is required to develop skill.

1—**Unskilled**—Is familiar with process, but is unable to perform job.

0—**No exposure**—No information or practice provided during training program.

Sample B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

- Give and evaluate the posttest.
- Copy, give, and evaluate the unit review.

Suggested Activities

Resources Used in Developing This Unit

- Compile the written test, assignment sheet, job sheet, and unit review scores, including any additional assignments.
- Meet individually with students to evaluate their progress through this unit of instruction and indicate to them possible areas of improvement.
- Reteach and retest as required.

Print Media

- American Culinary Federation, Culinary Institute of America. *Culinary Fundamentals*. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.
- Gibson, LeRoy. *Food Production, Management, and Services: Baking*, 2nd ed. Stillwater, OK: MAVCC, 1992.
- Johnson and Wales University, *Culinary Essentials*. Peoria, IL: Glencoe/McGraw-Hill, 2002.
- Labensky, Sarah R. and Alan M. Hause. *On Cooking—A Textbook of Culinary Fundamentals*, 4th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

Suggested Supplemental Resources

Print Media

- The Culinary Institute of America. *The Professional Chef*, 4th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2006.

Electronic Media

- About.Com: Desserts/Baking. This great Web site covers everything from baking basics, to cake and cookie recipes, to proper storage of cakes and cookies.
<http://www.baking.about.com>
- American Culinary Federation's Web site at <http://www.acfchefs.org>
- The Culinary Institute of America's Web site at <http://www.ciachef.edu>
- The James Beard Foundation Web site at <http://www.jamesbeard.org>
- Foodservice Industry current events at <http://www.foodservice.com>
- Land O'Lakes Ingredient Substitutions list
<http://www.landolakes.com/mealIdeas/Substitutions.cfm>
- The Cook's Thesaurus
at <http://www.foodsubs.com>
- The National Restaurant Association's Web site
at <http://www.restaurant.org>

Suggested Activities

- * Web-site addresses were accurate and all content on referenced Web sites was appropriate during development and production of this product. However, Web sites sometimes change; MAVCC takes no responsibility for a site's content. The inclusion of a Web site does not constitute an endorsement of that site's other pages, products, or owners. You are encouraged to verify all Web sites prior to use.

Prerequisites:
None

Learning Activities Sheet

Student Name _____

Place a checkmark in the appropriate box as you complete each of the steps below.



- 1. **Take** Pretest provided by instructor.
- 2. **Stop** Have your instructor evaluate your performance and follow instructor's recommendations
- 3. **Read** Objective Sheet.
- 4. **Research** Online resources to learn more about baking basics. Your instructor will provide you with a list of relevant Web sites. Write the Web addresses on the blanks below and visit at least two of them.

- 5. **Study** Information Sheet, Objectives 1 and 2.
- 6. **Do** Assignment Sheet 1, "Select Proper Equipment and Utensils for Specific Applications."
- 7. **Stop** Have instructor evaluate the completed assignment sheet and if the evaluation is satisfactory, continue to step 8. If the evaluation is not satisfactory, repeat steps 5 and 6.
- 8. **Study** Information Sheet, Objectives 3 and 4.
- 9. **Do** Assignment Sheet 2, "Check and Compare Accuracy of Measuring Methods."

Learning Activities Sheet



- 10. **Stop** Have instructor evaluate the completed assignment sheet and if the evaluation is satisfactory, continue to step 11. If the evaluation is not satisfactory, repeat steps 8 and 9.
- 11. **Observe** Demonstration of procedures to be used in completing Job Sheets 1 through 4.
- 12. **Do** Job Sheet 1, "Weigh a Dry Ingredient Accurately Using a Balance Scale"; Job Sheet 2, "Weigh a Liquid Ingredient Accurately Using a Portion Scale"; Job Sheet 3, "Measure Small Amounts of Dry and Liquid Ingredients"; and Job Sheet 4, "Measure a Liquid Ingredient Accurately."
- 13. **Stop** After completing each job sheet, have your instructor evaluate your performance and if the evaluation is satisfactory, continue to the next job sheet. If the evaluation is not satisfactory, study the procedure outlined in that job sheet, and redo it. After satisfactorily completing Job Sheets 1 through 4, continue to step 14.



- 14. **Study** Information Sheet, Objective 5.
- 15. **Do** Assignment Sheet 3, "Illustrate Plate Presentation Techniques for Desserts."
- 16. **Stop** Have instructor evaluate the completed assignment sheet and if the evaluation is satisfactory, continue to step 17. If the evaluation is not satisfactory, repeat steps 14 and 15.



- 17. **Study** Information Sheet, Objectives 6 through 9.
- 18. **Do** Assignment Sheet 4, "Substitute Ingredients in a Recipe."
- 19. **Stop** Have instructor evaluate the completed assignment sheet and if the evaluation is satisfactory, continue to step 20. If the evaluation is not satisfactory, repeat steps 17 and 18.
- 20. **Take** Posttest (Written Test) provided by instructor. After test has been evaluated, follow instructor's recommendations.

Learning Activities Sheet

- 21. **Stop** Have instructor evaluate your unit performance. If the evaluation is satisfactory, continue to step 22. If evaluation is not satisfactory, repeat steps 5, 8, 14, and 17.

- 22. **Check** With instructor for any additional assignments to be completed.

- 23. **Do** Additional assignments listed below.

- 24. **Take** Unit Review provided by your instructor.

- 25. **Stop** Have your instructor evaluate your unit performance. Follow your instructor's recommendations for reviewing any of the above learning activities.

- 26. **Stop** Have your instructor evaluate your performance on this unit by compiling your scores on the assignment sheets, job sheets, written test, and unit review. If the evaluation is satisfactory, proceed to next unit of instruction. If evaluation is not satisfactory, ask instructor for further instructions.

*Permission to duplicate this form is granted.

Written Test

Name _____

Date _____ Score _____

Objective 1a

Note: The test and answers have been removed from this free sample to prevent student access.