

# Baking and Pastry I (2024): Grades 10-12

Demonstrate employability skills required by business and industry. **HOSP-BPI-1**

- 1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. **1.1**
- 2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. **1.2**
- 3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. **1.3**
- 4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. **1.4**
- 5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills. **1.5**
- 6 Present a professional image through appearance, behavior and language. **1.6**

Examine the history and careers of the baking and pastry industry. **HOSP-BPI-2**

- 1 List a variety of positions available in the baking and pastry field (examples: Executive Pastry Chef, Head Baker, Baker, Chocolatier, Cake Decorator, Bakery Merchandising, Food Stylist). **2.1**
- 2 Describe history and traditions in baking and pastry industry (examples: ancient Egyptian, Greek, and Middle- eastern discoveries of techniques and United States early colonization). **2.2**

Examine and apply the principles of food sanitation and safety in foodservice operations and kitchen environments to achieve a nationally recognized food safety certificate. **HOSP-BPI-3**

- 1 Identify the characteristics of potentially hazardous foods, applying preventive techniques towards different at- risk populations. **3.1**
- 2 Demonstrate preventive personal behavior measures that could contaminate food including proper hand washing. **3.2**
- 3 Identify and categorize microorganisms related to food spoilage and food-borne illnesses; describe their requirements and methods for growth. **3.**

- 
- 4 Identify and describe methods to prevent biological, chemical and physical contaminants and methods to prevent contamination of food and differentiate between food-borne intoxication, infections and toxin-mediated infections. 3.4**
- 
- 6 Identify common allergens and major food-borne illnesses, including associated symptoms, and methods of prevention. 3.6**
- 
- 7 Demonstrate proper receiving and storage of both raw and prepared foods, including identification of appropriate storage temperatures for perishable and semi-perishable foods. 3.7**
- 
- 8 Demonstrate food handling, preparation and storage techniques that prevent cross-contamination between raw and ready-to-eat foods and between animal or fish, including sources of other potentially hazardous food products. 3.8**
- 
- 9 Identify the factors that affect the growth of food-borne pathogens (FAT TOM), and explain how time and temperature guidelines can reduce growth of microorganisms. 3.9**
- 
- 10 Examine current types and proper uses of cleaning materials and sanitizers and demonstrate procedures for cleaning and sanitizing utensils, equipment, and facilities. 3.10**
- 
- 11 Demonstrate waste disposal and recycling methods and describe appropriate measures for insect, rodent, and pest control. 3.11**
- 
- 12 Demonstrate maintenance of necessary records to document time and temperature control, employee health, equipment maintenance, and other food preparation and storage. 3.1**
- 
- 13 Describe food security and identify differences between food safety and food security. 3.13**
- 
- 14 Demonstrate basic safety practices such as lifting and carrying, including basic first aid. 3.14**
- 
- 15 Demonstrate the principles of Hazard Analysis and Critical Control Points (HACCP), relating to the flow of food through the foodservice operation. 3.15**
- 
- 16 Identify the history, purpose and requirements of Occupational Safety and Health Administration (OSHA) relating to food-service operations and emphasize the use of equipment, such as meat slicers and mandolins and age restrictions of employees. 3.16**
- 
- 17 Demonstrate the proper use, care, and cleaning of commercial foodservice equipment and facilities. 3.17**

- 
- 18 Validate student’s knowledge and understanding of the food safety and sanitation principles by administering to the student a nationally recognized food safety certification assessment such as ServSafe Manager Certification. (Students who do not successfully pass the ServSafe or equivalent national exam must pass an academically challenging and rigorous “in-house” exam similar to the national assessments). 3.18**
- 

**Acquire and demonstrate fundamental safety skills and proper use of professional baking equipment. HOSP-BPI-4**

- 
- 1 Acquire and apply basic knowledge of using and maintaining professional baking equipment. 4.1**
- 
- 2 Demonstrate proper procedures for operating, cleaning, and maintaining baking and pastry equipment. Examples could include dough mixer, dough proofer, balance scales, bread slicer, convection ovens, laminator, sheeters floor mixers, refrigerators and freezers, small bakeware and molds, pastry bags, turntables, etc. 4.2**
- 
- 3 Show how to properly store pastry supplies in reach-in and walk-in refrigerators, and walk-in freezers. 4.3**
- 
- 4 Demonstrate the proper use of the various measuring, scoring and pastry tools such as brushes, rolling pins, cutters, presses, whisks, scales, scoops, measuring cups and spoons to weigh, measure, and portion. 4.4**
- 
- 5 Demonstrate an understanding of the rules, legal and safety (OSHA) issues regarding the use of commercial baking and pastry equipment. 4.5**
- 

**Examine and demonstrate proper techniques related to the production of various types of breads. HOSP-BPI-5**

- 
- 1 Demonstrate proper procedures for scaling bread recipes. 5.1**
- 
- 2 Describe operation of professional kitchen equipment specific to breads to include commercial mixers, proofers, deck, and convection ovens. 5.2**
- 
- 3 Prepare non-yeast baked goods including biscuits, quick breads, and muffins using recipes converted to metric measurements. 5.3**
- 
- 4 Apply the proper principles of baking to create basic yeast breads. 5.4**
- 
- 5 Demonstrate the different effects of varying flour, hydration, mix time and production considerations bread scoring. 5.5**
- 
- 6 Identify enriched dough techniques and products. 5.6**
- 

**Examine and demonstrate proper techniques related to the production of various types of pastries. HOSP-BPI-6**

- 
- 1 Produce cookies and bars. 6.1**
- 
- 2 Describe laminated dough techniques and produce basic pastries. 6.2**
- 
- 3 Demonstrate the making of choux dough and different finished products. 6.3**
- 
- 4 Demonstrate proper mixing methods for various pastries and desserts. 6.4**
-

---

**5 Define basic French terminology for pastries and techniques. 6.5**

---

**Examine and demonstrate proper techniques related to cakes, icings and fillings. HOSP-BPI-7**

- 1 Demonstrate classic cakes (examples: Butter cakes, pound cake, sponge cake, angel food cake, chiffon cake, genoise cake, flourless cake. 7.1**
  - 2 Demonstrate proper icings: glaze icing, royal icing, fondant icing, buttercream icing, and frosting. 7.2**
  - 3 Demonstrate proper production of classic fillings (examples include: buttercream, whipped cream, puddings, pastry cream, custards, ganache, fruit, curd, and mousse). 7.3**
- 

**Identify and apply terms and functions of ingredients in proper baking techniques in relation to food production. HOSP-BPI-8**

- 1 Define basic baking terms. 8.1**
  - 2 Identify, describe, and list the functions of ingredients used in baking. 8.2**
  - 3 Convert baking recipes to metric measurements. 8.3**
  - 4 Demonstrate the proper use of baker's formula in recipe development and production of products. 8.4**
  - 5 Plan and execute large production products. 8.5**
- 

**Examine and demonstrate front of the house procedures for a bake shop. HOSP-BPI-9**

- 1 Demonstrate professional telephone etiquette when talking with customers. 9.1**
  - 2 Demonstrate professional order-taking. 9.2**
  - 3 Explain the steps to taking an order for a customer during consultations for large events. 9.3**
  - 4 Explain profitable pricing for tiered and custom cakes, and individual bakery items for wholesale and retail. 9.4**
  - 5 Design packaging for a variety of pastries, breads, and cakes. 9.5**
  - 6 Demonstrate professionalism when serving customers through proper food handling and customer service. 9.6**
  - 7 Demonstrate proper use of a Point-of-Sale system including credit card, cash, check, and contactless payments. 9.7**
  - 8 Demonstrate proper cleaning of displays and front of house equipment. 9.8**
  - 9 Explain basic marketing techniques to increase sales and demonstrate a pastry display. 9.9**
- 

**Explore basic business operations as it relates to menu development**

- 1 Identify menu requirements for various diets such as food allergies, vegan, gluten free, and/or sugar free, 10.1**

**for a bake shop.** HOSP -  
BPI -10

---

**2 Analyze various pastry menus and identify standard menu layout and design concepts.** 10.2

---

**3 Create and design a menu that follows established truth-in-menu guidelines,** 10.3

---

**4 Write a catering menu using descriptive selling terminology.** 10.4

---

**Examine how related student organizations are integral parts of career and technology education courses through leadership development, school, community service projects, and competitive events.** HOSP -BPI -11

---

**1 Explain the purpose, mission, objectives, motto, colors, official dress, and other distinguishing characteristics of Family, Career and Community Leaders of America (FCCLA).** 11.1

---

**2 Explain how participation in FCCLA can promote lifelong responsibility for community service, professional growth, and development.** 11.2

---

**3 Explore the impact and opportunities FCCLA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.** 11.3

---

**4 Explore the local, state, and national opportunities available to students through participation in FCCLA education in a positive working relationship through innovative leadership and career development programs.** 11.4

---