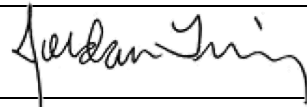


Pastry and Baking Arts 11 Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Surrey School Board	School District/Independent School Authority Number: SD 36
Developed by: Ms. Erin McCabe and Ms. Krista Lewis	Date Developed: April 19, 2019
School Name: Frank Hurt Secondary and Fraser Heights Secondary	Principal's Name: Michael Stickley and Rick Breen
Superintendent Approval Date: June 12, 2019	Superintendent Signature: 
Board/Authority Approval Date: June 12, 2019	Board/Authority Chair Signature:
Course Name: Pastry Arts and Baking 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required: N/A

Course Synopsis:

Pastry Arts and Baking 11 is an introductory course that focuses on developing skills and techniques in baking. This course will be valuable for any student who wants to learn and develop introductory and foundational skills in baking and pastry, and who may be interested in taking Pastry Arts and Baking 12 in the future. The foundational skills learned in this course are transferable to Grade 12 Pastry Arts and Baking and other senior foods course.

Rationale:

Pastry Arts and Baking 11 is designed for learners who have an interest in the foundations of baking, and who are also considering other senior Home Economics courses. Using creative and critical thinking, learners work collaboratively and individually to develop products at industry standards. This course provides introductory learning opportunities through which students can discover their interests and creativity through practical and purposeful ways.

Pastry Arts and Baking 11 is strongly linked to the core competencies of communicating and thinking. As students begin experimenting, questioning and discussing the basics of pastry and baking techniques they will re-connect to prior knowledge learned in previous Foods Studies courses. At the same time, students will begin to challenge themselves by thinking and discussing innovative personal creativity and design ideas derived from accessing information from the teacher, computer software, internet programs, and professional cooking resources. These competencies are challenged as learners develop their skills into the creation of original, edible art.

As they begin to experience the creative preparation and presentation of bakery products, learners begin to build confidence in their skill set and develop basic awareness of the personal, social and cultural significance of baked creations. The core competency of personal and social awareness and responsibility is a significant component as learners activate connections to their own cultural roots through the histories embedded in recipes and baking techniques. These stories will contribute to the shaping of who they see themselves as and their personal philosophy in the context of community and society. Furthermore, foundational knowledge of the origins and history of ingredients will begin to reinforce learner's personal philosophy and ethics. By taking into consideration such elements as distance travelled and cost of food choice and how these decisions impact community and society on a local and global scale, learners will set about making informed decisions for their projects.

The emphasis in Pastry Arts and Baking 11 will be on baking theory, practical knowledge and skills building, preparation skill, time management and production of baked and decorated goods. Product design and presentation is of the utmost importance and learners will be encouraged to use their creative and artistic skills in designing and creating baking masterpieces. Self-reflection, discussion, questioning and re-designing are ongoing and encouraged throughout the course.

Goals:

- Broaden and challenge student skill set through the use of challenging recipes and a wider variety of equipment and ingredients to create a desired product
- Engage learners in exploring and developing their creative and design abilities through decorating techniques and displaying products
- Build knowledge, confidence and abilities that easily transfer to Grade 12 Pastry Arts and Baking and the professional workplace environment
- Encourage thinking outside the “design box” through the use of computer software design programs and Apps
- Develop mindfulness of social, ethical and sustainability issues when considering the use and purchasing of ingredients

Aboriginal Worldviews and Perspectives:

- Pastry Arts and Baking supports the wellbeing and development of the self in regards to connecting with others and community.
- Learning is embedded in memory, history and story.
- Pastry Arts and Baking involves learning from elders, mentors, peers and the teacher.
- Learning in Pastry Arts and Baking is holistic, reflexive, reflective, experiential and relational.
- Pastry Arts and Baking requires exploration of one's identity, philosophy and ethics.
- Becoming a Pastry and Baking Artist involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

BIG IDEAS

Products can be designed for life cycle

Personal design interests require the evaluation and refinements of skills.

Tools and technologies can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><u>Applied Design</u></p> <p><i>Understanding Context</i></p> <ul style="list-style-type: none"> Observe and research the context of a meal and/or recipe preparation task or process <p><i>Defining</i></p> <ul style="list-style-type: none"> Identify potential users or consumers for a chosen meal or recipe design opportunity Identify criteria for success, constraints, and possible unintended negative consequences Examine the physical capacities and limitations of the workspace <p><i>Ideating</i></p> <ul style="list-style-type: none"> Take creative risks in generating ideas and add to others' ideas in ways that enhance them Screen ideas against criteria and constraints, and prioritize them for prototyping Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment 	<p><i>Students are expected to know the following:</i></p> <ol style="list-style-type: none"> Establishment of safety and sanitation procedures in foods lab. Role and functions of key equipment. A few simple ingredients will make a wide variety of cake and pastry products Introduction to cookies Foundations of bread making Principles of cakes and cake decorating Tarts and tartlets Introduction to layered doughs Basics of choux Foundations of candy making History and ideas behind the elements and application of artistic design and decoration techniques

Prototyping

- Identify, critique, and use a variety of **sources of inspiration** and **information**
- Select and combine appropriate levels of form, scale, and detail for prototyping
- Experiment with a variety of tools, ingredients, and processes to create and refine food products
- Compare, select, and use **techniques that facilitate** a given task or process

Testing

- Identify and communicate with **sources of feedback**
- Develop **appropriate tests** of the prototype
- Apply critiques to design and make changes

Making

- Identify appropriate tools, technologies, food sources, processes, cost implications, and time needed for production
- Create food product, incorporating feedback from self, others, and prototype testing
- **Share** progress while making to gather feedback

Sharing

- Decide how and with whom to share finished product
- Critically reflect on their design thinking and processes, and identify new design goals
- Assess their ability to work effectively both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace
- Identify and analyze new design possibilities, including how they or others might build on their concept

Applied Skills

- Apply **safety procedures** for themselves, co-workers, and consumers in both physical and digital environments
- Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time

12. First Peoples uses and connections to diverse food sources, ways of harvesting and preparation
13. Social, ethical, sustainability of ingredient choices in preparing baked goods

Applied Technologies

- Explore existing, new, and emerging tools, **technologies**, and systems to evaluate suitability for their design interests
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Analyze the role technologies play in societal change
- Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level

Big Ideas – Elaborations

We must develop an awareness of the footprint of ingredient choices, local vs global, fair trade vs big corporation, as well as ingredient substitutions to minimize environmental impact.

Creative design applications challenge us to recall prior knowledge of basic skills, at the same time build new and more sophisticated talents through our reflections and adaptations generating opportunities for innovative thinking.

Broaden and challenge our skill sets through the discussion and experimentation of elaborate recipes that require knowledge of specific equipment and techniques that take us out of the kitchen and into computer software design and App programs.

Curricular Competencies – Elaborations

- **Constraints:** limiting factors, such as availability of technologies and resources, expense, space, materials, time, environmental impact
- **Prototyping:** for example, testing the steps or ingredients needed to create a food product, or creating test samples of a food product
- **Sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals
- **Information:** may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres
- **Techniques that facilitate:** for example, when to estimate versus when to use precise measurement, or when to use a convenience form of a food product
- **Sources of feedback:** may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline
- **Appropriate tests:** for example, when to taste test, appropriate people to test, suitable product standards
- **Share:** may include tasting by others, giving away, or marketing and selling
- **Safety procedures:** including food safety and sanitation, health, digital literacy
- **Technologies:** tools that extend human capabilities

Content – Elaborations

- **sanitation:** proper hygiene and disinfection of kitchen environment, equipment and food storage areas.
- **key equipment:** cookie sheets, spring form pans, icing bags, piping tips, baking pans, cake knives and spatulas, cookie cutters, candy and chocolate molds.
- **ingredients:** food colourings and flavourings, varieties and qualities of white, milk and dark chocolate, sugars, flours, jams, jellies, fats and eggs
- **cookies:** dropped, cut, bar, petit fours
- **bread making:** quick breads (scones, muffins), sweet and savoury buns and rolls, milk bread, using a variety of inclusions

Content – Elaborations

- **cakes and cake decorating:** basic white cake, basic chocolate cake, baked cheesecake, mousse cake, torting, american buttercream, ganache, pastry cream
- **tarts:** sweet tarts and fillings (fruit, meringue, chocolate, custard), savoury tarts and fillings (quiche), galettes, finishes (glazes)
- **layered doughs:** phyllo, Danish
- **choux:** eclairs, cream puffs, crullers
- **candy making:** chocolates, mints, truffles, brittles, and barks
- **decoration:** using the elements and principles of design to guide finishings, plating, packaging of final product

Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Modeling
- Peer teaching
- Experiential learning
- Self-reflection and evaluation
- Goal-setting

Recommended Assessment Components:

Formative Assessment

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning. Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language • Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

Summative Assessment

- Students will complete performance-based tasks connected to curricular competencies and content.
- Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary.
- The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

Professional Baking. Wayne Gisslen

Baking. James Peterson

On Baking: A Textbook of Baking and Pastry Fundamentals

On Cooking: A Textbook of Culinary Fundamentals